



ANNUAL EDUCATION RESULTS REPORT 2023-2024

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November • 2024

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MESSAGE FROM THE BOARD CHAIR AND CHIEF SUPERINTENDENT

“Live as children of light – for the fruit of the light is found in all that is good and right and true.”
~Ephesians 5.1,8-9~

Our theme for the 2023-2024 school year was *Let Your Light Shine Forth*. This was the second year that we unfolded this theme by exploring it more deeply. Our guiding scripture offered an excellent complement to what Pope Francis said when he shared that “All that is good, all that is true, all that is beautiful brings us to God. Because God is good, God is beautiful, God is the truth.” This is our work in Catholic education; to help students to come to know God as they grow and flourish.

This report provides a look at all that happened in Edmonton Catholic Schools in the 2023-2024 school year, our 135th Anniversary of providing an excellent Catholic education to the families of Edmonton. The journey of ECSD began on November 2, 1888, when three Sisters of the Faithful Companions of Jesus opened the first Catholic school to serve the families of 23 students in this area. Our Division now serves more than 50,000 students in 94 schools!

This report is the wonderful story of how we bring to life our mission to provide a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another, and we hope you enjoy learning more about how #ECSDfaithinspires!

Sincerely,

Sandra Palazzo
Board Chair

Lynnette Anderson
Chief Superintendent

ACCOUNTABILITY STATEMENT

Accountability Statement for the Annual Education Results Report

The Annual Education Results Report for the Edmonton Catholic Separate School Division for the 2023/2024 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2023/2024 was approved by the Board on November 27, 2024.

OVERALL METHODOLOGY

Alberta Education's Assurance Framework came into effect on September 1, 2020. Alberta Education's Assurance Framework is about building public trust and confidence that the education system is meeting the needs of students and enabling their success. Alberta Education has provided all school authorities in Alberta with Assurance Measure Results Reports based on the Assurance Framework. The Fall 2024 *"Required Alberta Education Assurance Measures – Overall Summary"* Report provides results for 14 Assurance Measures within four Assurance Domains. In addition to the information provided by Alberta Education, the Edmonton Catholic School Division (ECSD) also collects local and societal measures that enables the Division to proactively respond to the learning needs and diversity of all students.

To align with the *Alberta Education Assurance Framework* as well as the new *Division Plan for Continuous Growth (2023-2026)*, the Division developed new *ECSD Annual Survey* items during the 2023-2024 school year. As the survey items were newly developed, the results are not comparable to previous surveys conducted in previous school years. The COVID-19 pandemic is also a unique and historic event which further highlights the expectation that results should not be compared to prior years.

The *ECSD Annual Survey* was conducted from December 4, 2023 to January 12, 2024. All students in Grades 4 to 12, parents/guardians of all students, and certificated teachers from all schools in the Division were invited to participate in the survey. The *ECSD Annual Survey* items were also grouped into themes that aligned with the *Division Plan for Continuous Growth* priorities as well as the *Alberta Education Assurance Framework* domains.

With respect to both the *Alberta Education Assurance Framework* and the *ECSD Annual Survey*, in addition to the Division reports, schools also receive school reports that are evaluated in their *School Plan for Continuous Growth*. Division results are also provided on the Division Assurance Dashboards and individual school results are provided on the School Assurance Dashboards. The dashboards are located on the Division and schools' public websites.

LOCAL & SOCIETAL CONTEXT

Our Foundation – Mission and Vision

Mission:

The mission of Edmonton Catholic Schools is to provide a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another.

Vision:

Our students will learn together, work together, and pray together in answering the call to a faith-filled life of service.

Core Values:

| Dignity & Respect | Loyalty | Honesty | Fairness | Personal & Communal Growth |

Inspired by:

| Love of the Father | Faith in Jesus Christ | Hope from the Holy Spirit |

We believe in God, and we believe:

- That each person is created in the image and likeness of God
- That each child is a precious gift and sacred responsibility
- In the goodness, dignity and worth of each person
- That Christ is our model and our teacher
- In celebrating and witnessing our faith
- In transforming the world through Catholic education
- That Catholic education includes spiritual growth and fulfillment
- That learning is a lifelong journey
- That all can learn and develop their gifts
- In building inclusive Christ-centred communities for service to one another
- That all have rights, roles, and responsibilities for which they are accountable
- That Catholic education is a shared responsibility in which parents have a primary role

5 Marks of Catholic Identity:

- Grounded in Christian Anthropology
- Imbued with a Catholic Worldview
- Animated by a Faith-Infused Curriculum
- Sustained by Gospel Witness
- Shaped by a Spirituality of Communion

Christ-Centred Learning and Defining Statement of Inclusive Education

CHRIST-CENTRED LEARNING IN EDMONTON CATHOLIC SCHOOLS

Preparing our students for this world and the next

Inspired by our Division *mission and vision statements*, Edmonton Catholic Schools is committed to offering a Christ-centred learning experience for all learners. Every facet of our learning system is aligned to offer an excellent Catholic education that inspires students to develop the conceptual and procedural understanding needed for successful learning, living, and working in Alberta and beyond.

Guided by our moral compass, students and staff will engage individually and collaboratively in serving the common good today while being good stewards for tomorrow.

A DEFINING STATEMENT OF INCLUSIVE EDUCATION IN OUR DIVISION – KATHOLOS:

Education for Life for All

In accordance with our Division *Foundation Statement*, all *resident students and their parents/caregivers are welcomed into our schools. The Learning Team is committed to collaborating, identifying, applying, and monitoring practices enabling all students to reach their potential, spiritually, socially, emotionally, physically, and academically within the Programs of Study alongside their peers.

*Resident student as defined by the *Education Act*

Division Plan for Continuous Growth 2023-2026 (Year 1)

Goals, Key Strategies, Outcomes and Performance Measures

Living our faith

Goal F1 Students and staff will grow and develop in mind, body, and spirit.

- Ensure that the communal nature of our Catholic faith is an active priority in our school/site life.
- Provide opportunities for students and staff to engage in faith-infused learning and activities that explore the spiritual, mental, and physical dimensions of wellness.

Goal F2 ECSD schools and departments will clearly demonstrate their Catholic identity as presented in the 5 Marks of Catholic School Identity model.

- Explore the 5 Marks of Catholic School Identity and ensure that they are visible and vibrant in our schools and sites.

Performance Measures:

- Local Measures:
 - ECSD Annual Survey Theme – Catholic Identity
 - ECSD Annual Survey Theme – Wellness

Learning Excellence

Goal L1 Students will experience learning opportunities that allow them to fulfill their potential.

- Engage in teaching and learning experiences across the curricula and grades that focus on building capacity and competency in a holistic manner and are reflective of students' needs.

Goal L2 Students' learning needs are met through a collaborative, responsive model of instruction, assessment, and data-informed decision-making.

- Ensure that areas for growth in student achievement as identified through thorough analysis of common formative and summative assessments and standardized assessments are responded to in comprehensive, multi-level approach.
- Empower students to understand and develop strengths and respond to areas for growth that are identified by timely and informative assessment.
- Continue to use a Universal Design for Learning approach for K-12 curricula and pedagogy, which cultivates a personalization of learning.

Goal L3 Staff will build their capacity to meet student needs and to be collaborative contributors at their sites and beyond.

- Participate in ongoing professional learning at the school and Division level that is targeted to support the achievement of the academic and non-academic programming of the school.
- Engage in intentional professional learning to maximize efficacy and promote growth in your role with respect to Division expectations and relevant standards to your role.

Performance Measures:

- Alberta Education Measures:

- Access to Supports Services
- Student Learning Engagement
- Three-Year High School Complete Rate
- Education Quality
- Five-Year High School Complete Rate
- Diploma Acceptable/Excellence
- PAT Acceptable/Excellence
- Local Measures:
 - ECSD Annual Survey Theme – Access to Help, Support and Resources
 - ECSD Annual Survey Theme – Student Growth
 - ECSD Annual Survey Theme – Teaching and Learning Practices

Organizational Excellence

Goal 01 Students, staff, and stakeholders will work together for our common good.

- Build the capacity of students and staff to advance the Truth and Reconciliation Commission Calls to Action in school and beyond by building foundational knowledge of First Nations, Métis, and Inuit experiences.
- Participate in social justice projects that are rooted in Catholic Social Teaching.

Goal 02 Staff will utilize ongoing communication, collaboration, and engagement processes to become more effective, efficient and responsive to the needs of students, families, and each other.

- Create ongoing opportunities for dialogue between home and school to build awareness of and participation in student learning.
- Utilize engagement processes to ensure that student voice is reflected in their learning experiences.

Performance Measures:

- Alberta Education Measures:
 - Parental Involvement
 - Citizenship
- Local Measures:
 - ECSD Annual Survey Theme - Foundational Knowledge About First Nations, Métis, and Inuit
 - ECSD Annual Survey Theme – Student Engagement
 - ECSD Annual Survey Theme – Parent and Guardian Engagement
 - ECSD Annual Survey Theme – Facilities
 - ECSD Annual Survey Theme – Overall Satisfaction with Edmonton Catholic Schools

Embracing Diversity

Goal E1 Students and staff recognize and celebrate the unique gifts and talents of every member of their learning and working community.

- Develop common understandings of Equity, Diversity, Inclusion, and Anti-Racism (EDIAR) concepts and language from a Catholic worldview for students, staff, and families.

- Create opportunities for students and staff to develop and celebrate their uniqueness and diversity as children of God.
- Promote and support welcoming, caring, safe, inclusive, Catholic learning, and working spaces.

Performance Measures:

- Alberta Education Measures:
 - Welcoming, Caring, Respectful, and Safe Learning Environment
- Local Measures:
 - ECSD Annual Survey Theme – Inclusive and Caring Learning Environment

Division Profile

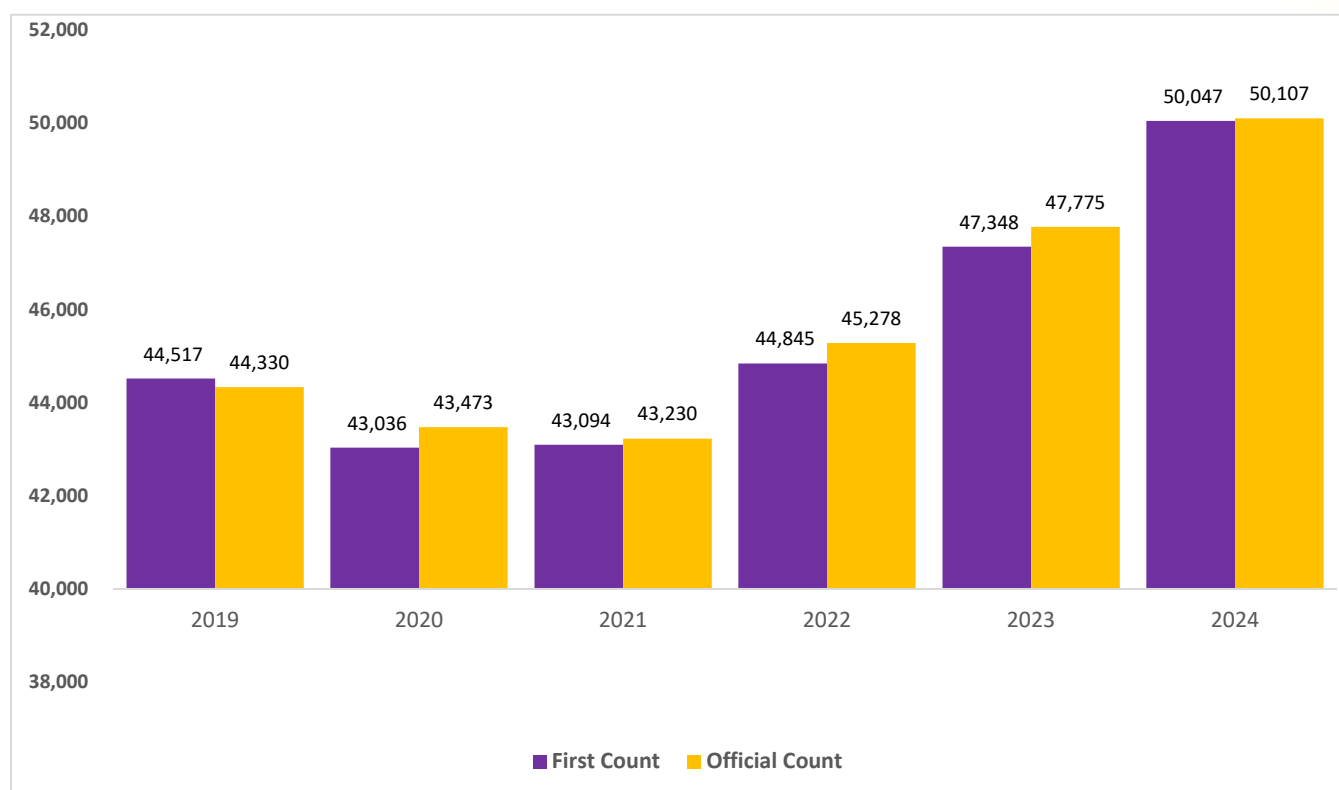
Level	EDMONTON CATHOLIC SCHOOLS 2024-2025
K-12	Edmonton Catholic School of Alternative Education
K-6	Anne Fitzgerald Catholic Elementary School
K-6	Annunciation Catholic Elementary School
K-9	Archbishop Joseph MacNeil Catholic Elementary/Junior High School
10-12	Archbishop MacDonald Catholic High School
10-12	Archbishop O'Leary Catholic High School
10-12	Austin O'Brien Catholic High School
PK-9	Ben Calf Robe - St. Clare Catholic Elementary/Junior High School
K-9	Bishop David Motiuk Catholic Elementary/Junior High School
K-6	Bishop Greschuk Catholic Elementary School
K-6	Bishop Savaryn Catholic Elementary School
K-6	Blessed John Paul I Catholic Elementary School
7-9	Cardinal Leger Catholic Junior High School
K-9	Christ the King Catholic Elementary/Junior High School
K-9	Corpus Christi Catholic Elementary/Junior High School
K-6	Divine Mercy Catholic Elementary School
K-6	Father Leo Green Catholic Elementary School
10-12	Father Michael McCaffery Catholic High School
K-9	Father Michael Mireau Catholic Elementary/Junior High School
7-9	Father Michael Troy Catholic Junior High School
K-6	Frere Antoine Catholic Elementary School
K-6	Good Shepherd Catholic Elementary School
7-9	H. E. Beriault Catholic Junior High School
K-6	Holy Child Catholic Elementary School
K-9	Holy Cross Catholic Elementary/Junior High School
K-9	Holy Family Catholic Elementary/Junior High School
10-12	Holy Trinity Catholic High School
K-12	J. H. Picard Catholic Elementary/Junior/Senior High School
7-9	J. J. Bowlen Catholic Junior High School
K-9	Joan Carr Catholic Elementary/Junior High School
K-6	Katherine Therrien Catholic Elementary School
7-12	Louis St. Laurent Catholic Junior/Senior High School
K-6	Mary Hanley Catholic Elementary School
K-9	Monsignor Fee Otterson Catholic Elementary/Junior High School
K-6	Monsignor William Irwin Catholic Elementary School
10-12	Mother Margaret Mary Catholic High School
K-6	Our Lady of Mount Carmel Catholic Elementary
K-6	Our Lady of Peace Catholic Elementary School
K-6	Our Lady of the Prairies Catholic Elementary School
K-6	Our Lady of Victories Catholic Elementary School
7-9	Sir John Thompson Catholic Junior High School
K-9	Sister Annata Brockman Catholic Elementary/Junior High School
K-9	St. Alphonsus Catholic Elementary/Junior High School
K-6	St. Angela Catholic Elementary School
K-6	St. Anne Catholic Elementary School
K-6	St. Augustine Catholic Elementary School
K-6	St. Benedict Catholic Elementary School

Level	EDMONTON CATHOLIC SCHOOLS 2024-2025
K-6	St. Bernadette Catholic Elementary School
K-6	St. Bonaventure Catholic Elementary School
K-6	St. Boniface Catholic Elementary School
K-9	St. Brendan Catholic Elementary/Junior High School
K-9	St. Catherine Catholic Elementary/Junior High School
7-9	St. Cecilia Catholic Junior High School
K-6	St. Charles Catholic Elementary School
K-9	St. Clement Catholic Elementary/Junior High School
K-6	St. Dominic Catholic Elementary School
K-9	St. Edmund Catholic Elementary/Junior High School
K-6	St. Elizabeth Catholic Elementary School
K-9	St. Elizabeth Seton Catholic Elementary/Junior High School
K-6	St. Francis of Assisi Catholic Elementary School
10-12	St. Francis Xavier Catholic High School
K-12	St. Gabriel Catholic Elementary/Junior/Senior High School
K-6	St. Gerard Catholic Elementary School
7-9	St. Hilda Catholic Junior High School
K-6	St. John Bosco Catholic Elementary School
K-9	St. John XXIII Catholic Elementary/Junior High School
10-12	St. Joseph Catholic High School (St Joseph HS Online/Revelation)
K-6	St. Justin Catholic Elementary School
K-6	St. Kateri Catholic Elementary School
K-6	St. Leo Catholic Elementary School
K-6	St. Lucy Catholic Elementary School
K-6	St. Maria Goretti Catholic Elementary School
7-9	St. Mark Catholic Junior High School
K-6	St. Martha Catholic Elementary School
K-6	St. Martin Catholic Elementary School
K-6	St. Mary Catholic Elementary School
K-6	St. Matthew Catholic Elementary School
PK	St. Monica Catholic Elementary School
7-9	St. Nicholas Catholic Junior High School
10-12	St. Oscar Romero Catholic High School
K-6	St. Paul Catholic Elementary School
K-6	St. Philip Catholic Elementary School
K-6	St. Pius X Catholic Elementary School
K-6	St. Richard Catholic Elementary School
7-9	St. Rose Catholic Junior High School
K-6	St. Stanislaus Catholic Elementary School
K-6	St. Teresa Catholic Elementary School
K-6	St. Teresa of Calcutta Catholic Elementary School
K-9	St. Thomas Aquinas Catholic Elementary/Junior High School
7-9	St. Thomas More Catholic Junior High School
K-6	St. Timothy Catholic Elementary School
K-6	St. Vincent Catholic Elementary School
PK-6	St. Vladimir Catholic Elementary School
K-12	Kisiko Awasis Kiskinhamawin at Mountain Cree Camp

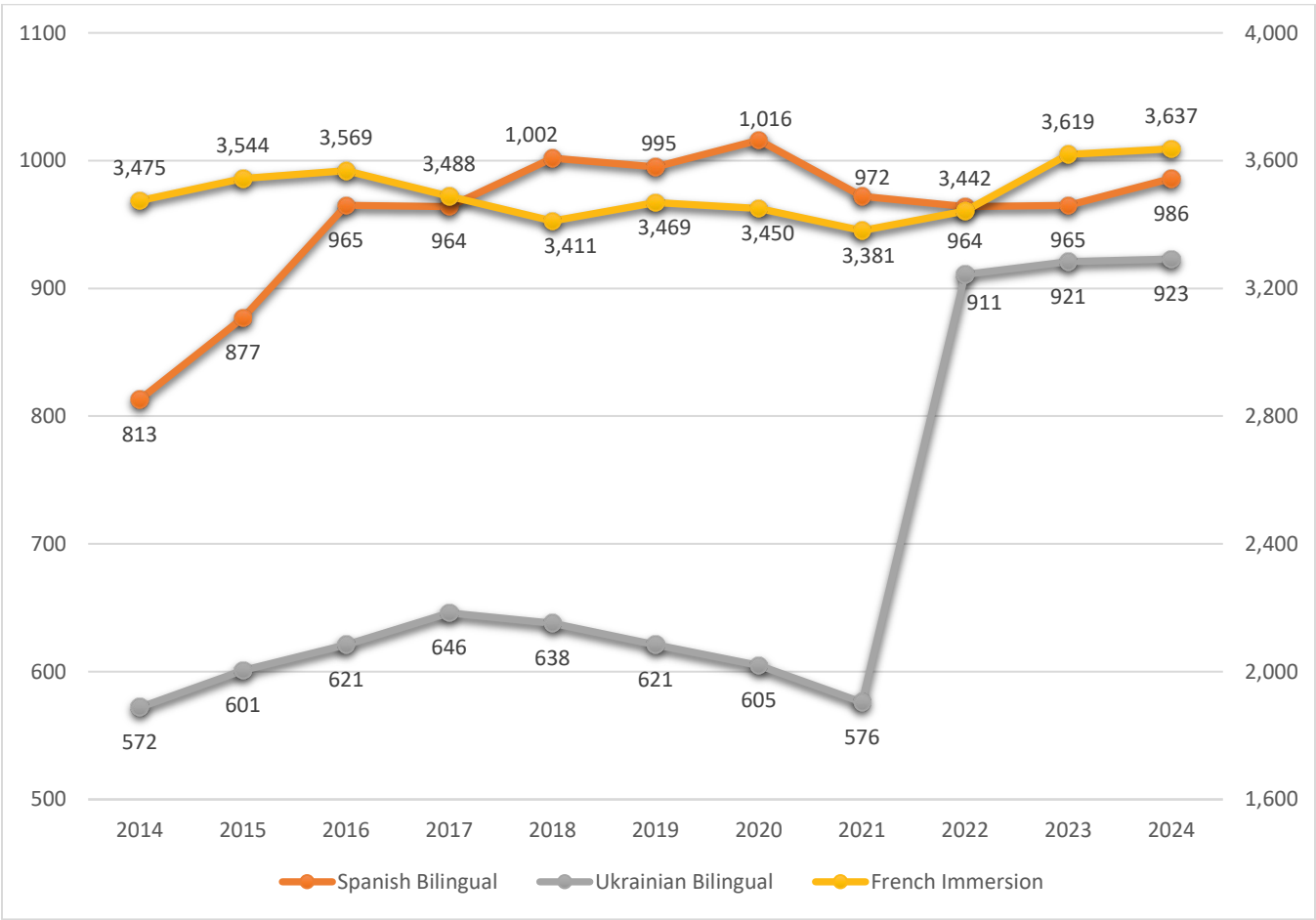
EDMONTON CATHOLIC SCHOOLS LEVEL SUMMARY 2024-2025

Elementary	50
Elementary/Junior High	19
Junior High	11
Elementary/Junior/Senior High	3
Junior/Senior High	1
Senior High	9
School of Alternative Education	1
Total Schools	94

ENROLMENT TRENDS

Official Count 2018 – 2024

ENROLMENT BILINGUAL AND IMMERSION LANGUAGE PROGRAMS



CATHOLIC IDENTITY

ECSD ANNUAL Survey Measures & Results

Percentage of students, parents/guardians and teachers that agree their school provides an environment for students to serve, celebrate and grow in the Catholic faith.	Results % 2022-23	Results % 2023-24
Parents/Guardians	*96.4	96.6
Students	*94.3	92.3
Certificated Teachers	*97.4	98.0

**Results for 2023/2024 cannot be compared to previous years as the questions changed to reflect the new Division Plan for Continuous Growth 2023-2026.*

Commentary on Results

In considering the Grades 4 to 6 students, results indicated that:

- 98.6% indicated that they have religious celebrations at their school throughout the school year;
- 97.9% agreed that their school teaches them about the Catholic faith;
- 97.8% indicated that they pray regularly at their school; and
- 87.7% agreed that their teachers talk about Catholic values in many subject areas.

In considering the Grades 7 to 9 students, results indicated that:

- 97.5% indicated that they have religious celebrations at their school throughout the school year;
- 97.2% indicated that they pray regularly at their school;
- 96.1% agreed that their school teaches them about the Catholic faith; and
- 79.1% agreed that their teachers talk about Catholic values in many subject areas.

In considering the Grades 10 to 12 students, results indicated that:

- 96.3% indicated that they have religious celebrations at their school throughout the school year;
- 95.6% indicated that they pray regularly at their school;
- 92.7% agreed that their school teaches them about the Catholic faith; and
- 68.3% agreed that their teachers talk about Catholic values in many subject areas.

In considering the parents/guardians, results indicated that:

- 98.3% indicated that their child's school has religious celebrations throughout the school year;
- 97.5% indicated that their child has the opportunity to pray regularly at school;
- 97.3% agreed that their child's school creates and promotes a learning environment that is grounded in the Catholic faith; and
- 93.1% agreed that teachers at their child's school infuse Catholic values in many subject areas.

In considering the certificated teachers, results indicated that:

- 99.3% indicated that they have religious celebrations at their school throughout the school year;
- 99.2% indicated that students have the opportunity to pray regularly at their school;
- 98.1% agreed that their school creates and promotes a learning environment that is grounded in the Catholic faith; and
- 95.3% agreed that teachers at their school infuse Catholic values in many subject areas.

Key Strategies

At the foundation of our Division is our Catholic Identity. Edmonton Catholic Schools is committed to nurturing each child holistically—academically, spiritually, physically, and emotionally. As students grow, they seek answers to their questions about the world, their faith, and their relationship with God. Our faith formation opportunities are designed to guide students as they explore these important questions.

We approached the priority of "Growing in Faith" via two key goals:

Goal F1: Students and staff will grow and develop in mind, body, and spirit.

Goal F2: ECSD schools and departments will embody their Catholic identity as represented in the "Five Marks of Catholic School Identity."

Central to the success of this priority within the Edmonton Catholic School Division is our emphasis on fostering strong relationships between the home, school, and parish. These connections—grounded in love and support for the child—are essential to the Church's mission. Each partner contributes uniquely to this mission, strengthening Catholic education through collaboration. Together, parishes and schools create spaces where students and their families can celebrate and grow in faith.

Daily Prayer and Religious Celebrations: Prayer is important because it nurtures a strong spiritual foundation, connects students to their faith, and encourages a personal relationship with God. Prayer brings the school community together and creates a shared sense of purpose and unity. It allows students to reflect, seek guidance, and find strength, especially in challenging times. For us at Edmonton Catholic Schools, we pray and proclaim the Gospel to begin each day, say Grace at lunch, and end the day with prayer.

Religious celebrations, in the same way, bring the community together to worship, reflect, and experience our faith. These celebrations invite students to participate in the sacramental life of the church and observe the liturgical calendar. The Liturgies of the Word and Masses celebrated in our schools and local churches foster a sense of community and belonging, and help our students feel connected to something greater than themselves.

Chaplaincy and Faith Formation: Chaplains provide spiritual leadership and serve as both mentors and guides in our students' spiritual journeys. Through structured programs and various forms of pastoral care, our school chaplains support students in exploring their relationship with God, developing a moral compass grounded in Catholic teaching, and navigating personal and ethical challenges. For us at Edmonton Catholic Schools, Chaplains organize and lead communal faith activities, such as Mass, prayer services, and liturgical celebrations, work collaboratively with administration and colleagues to reinforce faith as an integral part of students' academic and personal growth, promote social justice initiatives, and support the home-school-parish relationship.

Curriculum: In Catholic schools, the teaching of the Catholic faith in Religion class provides students with a deep understanding of our core beliefs, traditions, and values. Religion class helps students engage with the teachings of the Church, Scripture, and the sacraments, guiding them in their relationship with God and encouraging them to live according to Christ's example. Beyond Religion class, Catholic teaching is permeated across all subject areas and school activities.

Community Response - The positive feedback from parents and students reflects the strength and impact of our commitment to serving, celebrating, and growing in our Catholic faith as a community. This affirmation highlights the meaningful connections and shared values that shape our Division culture. Parents appreciate seeing their children immersed in an environment that nurtures faith and character and students benefit from the sense of purpose and belonging that comes from a community centered on Christ.

STUDENT GROWTH & ACHIEVEMENT

Alberta Education Assurance Measures Overall Summary – Fall 2024

Authority: 0110 The Edmonton Catholic Separate School Division

Assurance Domain	Measure	Edmonton Catholic Separate Schools			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	85.6	86.7	86.8	83.7	84.4	84.8	n/a	Declined Significantly	n/a
	Citizenship	83.0	84.8	85.0	79.4	80.3	80.9	Very High	Declined Significantly	Acceptable
	3-year High School Completion	85.7	85.9	88.4	80.4	80.7	82.4	High	Declined Significantly	Issue
	5-year High School Completion	92.5	93.2	92.3	88.1	88.6	87.3	Very High	Maintained	Excellent
	PAT6: Acceptable	74.8	73.9	73.9	68.5	66.2	66.2	Intermediate	Maintained	Acceptable
	PAT6: Excellence	20.6	21.2	21.2	19.8	18.0	18.0	High	Maintained	Good
	PAT9: Acceptable	70.9	69.6	69.6	62.5	62.6	62.6	Intermediate	Improved	Good
	PAT9: Excellence	18.0	18.0	18.0	15.4	15.5	15.5	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	84.6	82.6	82.6	81.5	80.3	80.3	Intermediate	Improved Significantly	Good
	Diploma: Excellence	21.9	19.6	19.6	22.6	21.2	21.2	High	Improved Significantly	Good
Teaching & Leading	Education Quality	89.6	90.3	90.4	87.6	88.1	88.6	High	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.1	86.7	87.1	84.0	84.7	85.4	n/a	Declined Significantly	n/a
	Access to Supports and Services	82.9	84.6	84.7	79.9	80.6	81.1	n/a	Declined Significantly	n/a
Governance	Parental Involvement	82.5	83.6	82.8	79.5	79.1	78.9	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Alberta Education Assurance Measures Overall Summary First Nations, Métis, and Inuit – Fall 2024

Assurance Domain	Measure	Edmonton Catholic Separate Schools (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	58.9	51.2	62.5	58.6	57.0	59.5	Very Low	Maintained	Concern
	5-year High School Completion	76.1	75.7	71.5	69.4	71.3	69.1	Low	Improved	Acceptable
	PAT6: Acceptable	49.3	42.4	42.4	48.7	45.3	45.3	Very Low	Improved	Issue
	PAT6: Excellence	8.3	6.4	6.4	7.3	6.5	6.5	Low	Maintained	Issue
	PAT9: Acceptable	41.5	41.5	41.5	41.4	39.4	39.4	Very Low	Maintained	Concern
	PAT9: Excellence	7.1	7.4	7.4	6.1	5.3	5.3	Very Low	Maintained	Concern
	Diploma: Acceptable	87.5	83.4	83.4	76.9	74.8	74.8	High	Improved	Good
	Diploma: Excellence	16.3	15.3	15.3	11.8	11.3	11.3	Intermediate	Maintained	Acceptable
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Alberta Education Assurance Measures Overall Summary EAL – Fall 2024

Assurance Domain	Measure	Edmonton Catholic Separate Sch (EAL)			Alberta (EAL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	76.7	73.2	81.1	72.0	72.8	76.7	Intermediate	Maintained	Acceptable
	5-year High School Completion	91.5	92.6	90.5	88.1	88.7	87.2	High	Maintained	Good
	PAT6: Acceptable	64.0	69.1	69.1	64.6	65.4	65.4	Low	Declined	Issue
	PAT6: Excellence	13.1	17.6	17.6	16.5	15.7	15.7	Intermediate	Declined	Issue
	PAT9: Acceptable	49.7	51.0	51.0	52.7	55.3	55.3	Very Low	Maintained	Concern
	PAT9: Excellence	7.0	7.3	7.3	10.1	11.0	11.0	Very Low	Maintained	Concern
	Diploma: Acceptable	73.6	74.9	74.9	66.3	67.1	67.1	Low	Maintained	Issue
	Diploma: Excellence	13.6	11.4	11.4	14.0	13.8	13.8	Intermediate	Maintained	Acceptable
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
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4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
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ALBERTA EDUCATION Assurance Survey Measures & Results

A – Acceptable | E – Excellence

ECSD PAT

Grade 6 PAT	ECSD % *2019-20	ECSD % *2020-21	ECSD % 2021-22		ECSD % 2022-23		ECSD % 2023-24	
	A/E	A/E	A	E	A	E	A	E
English Language Arts	n/a	n/a	86.2	24.9	84.8	24.1	n/a	n/a
French Language Arts	n/a	n/a	84.0	16.0	89.5	19.6	78.8	16.7
Mathematics	n/a	n/a	69.9	14.4	72.1	17.5	n/a	n/a
Science	n/a	n/a	79.3	26.7	73.7	23.2	75.6	25.4
Social Studies	n/a	n/a	75.9	21.7	73.9	21.2	74.8	20.6

* Participation in the PATs was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
Report based on the results of the total number of enrolled students.

ECSD Grade 6 PAT New Curriculum

Grade 6 PAT	ECSD % 2023-24	
	A	E
English Language Arts and Literature	n/a	n/a
French Immersion Language Arts and Literature	n/a	n/a
Mathematics	n/a	n/a

Grade 9 PAT	ECSD % *2019-20	ECSD % *2020-21	ECSD % 2021-22		ECSD % 2022-23		ECSD % 2023-24	
	A/E	A/E	A	E	A	E	A	E
English Language Arts	n/a	n/a	81.9	17.4	80.6	17.0	80.6	16.8
English Language Arts K&E	n/a	n/a	56.0	7.3	60.2	6.8	52.9	1.1
French Language Arts	n/a	n/a	81.6	13.5	85.0	17.4	89.8	18.2
Mathematics	n/a	n/a	59.7	16.6	58.5	12.9	57.7	13.0
Mathematics K&E	n/a	n/a	55.0	3.0	44.0	5.0	45.4	2.1
Science	n/a	n/a	74.8	26.7	73.7	24.6	76.9	26.9
Science K&E	n/a	n/a	60.4	6.3	53.4	6.8	43.8	3.4
Social Studies	n/a	n/a	68.3	18.5	66.4	19.0	69.9	16.8
Social Studies K&E	n/a	n/a	57.3	9.4	54.7	5.8	40.9	9.1

* Participation in the PATs was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
Report based on the results of the total number of enrolled students.

ECSD First Nations, Métis, and Inuit PAT

Grade 6 PAT	ECSD % *2019-20	ECSD % *2020-21	ECSD % 2021-22		ECSD % 2022-23		ECSD % 2023-24	
	A/E	A/E	A	E	A	E	A	E
English Language Arts	n/a	n/a	64.8	8.6	60.4	7.4	n/a	n/a
French Language Arts	n/a	n/a	85.7	28.6	78.6	7.1	n/a	n/a
Mathematics	n/a	n/a	38.7	3.4	37.4	5.1	n/a	n/a
Science	n/a	n/a	53.8	8.3	42.0	9.2	52.5	12.0
Social Studies	n/a	n/a	50.0	7.1	42.4	6.4	49.3	8.3

* Participation in the PATs was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
Report based on the results of the total number of enrolled students.

ECSD Grade 6 First Nations, Métis, and Inuit PAT New Curriculum

Grade 6 PAT	ECSD % 2023-24	
	A	E
English Language Arts and Literature	n/a	n/a
French Immersion Language Arts and Literature	n/a	n/a
Mathematics	n/a	n/a

Grade 9 PAT	ECSD % *2019-20	ECSD % *2020-21	ECSD % 2021-22		ECSD % 2022-23		ECSD % 2023-24	
	A/E	A/E	A	E	A	E	A	E
English Language Arts	n/a	n/a	57.8	4.3	53.1	8.5	55.0	6.7
English Language Arts K&E	n/a	n/a	37.0	3.7	52.6	5.3	50.0	0.0
French Language Arts	n/a	n/a	50.0	10.0	**	**	66.7	11.1
Mathematics	n/a	n/a	25.0	4.2	26.3	4.3	26.9	4.8
Mathematics K&E	n/a	n/a	43.5	0.0	36.4	4.5	25.9	0.0
Science	n/a	n/a	43.5	8.8	45.1	10.1	47.1	10.6
Science K&E	n/a	n/a	43.5	0.0	57.9	5.3	33.3	7.4
Social Studies	n/a	n/a	38.1	6.5	38.4	7.4	39.2	7.2
Social Studies K&E	n/a	n/a	39.1	8.7	55.6	5.6	30.8	11.5

* Participation in the PATs was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
Report based on the results of the total number of enrolled students.

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk ()

ECSD EAL PAT

Grade 6 PAT	ECSD % *2019-20	ECSD % *2020-21	ECSD % 2021-22		ECSD % 2022-23		ECSD % 2023-24	
	A/E	A/E	A	E	A	E	A	E
English Language Arts	n/a	n/a	85.8	18.6	73.2	13.4	n/a	n/a
French Language Arts	n/a	n/a	63.2	10.5	100	10	62.5	25.0
Mathematics	n/a	n/a	67.2	13.5	66.1	15.0	n/a	n/a
Science	n/a	n/a	78.4	20.6	67.1	16.3	66.7	14.6
Social Studies	n/a	n/a	73.0	16.9	69.1	17.6	64.0	13.1

* Participation in the PATs was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
Report based on the results of the total number of enrolled students.

ECSD Grade 6 EAL PAT New Curriculum

Grade 6 PAT	ECSD % 2023-24	
	A	E
English Language Arts and Literature	n/a	n/a
French Immersion Language Arts and Literature	n/a	n/a
Mathematics	n/a	n/a

Grade 9 PAT	ECSD % *2019-20	ECSD % *2020-21	ECSD % 2021-22		ECSD % 2022-23		ECSD % 2023-24	
	A/E	A/E	A	E	A	E	A	E
English Language Arts	n/a	n/a	65.5	5.9	57.7	5.5	54.5	3.9
English Language Arts K&E	n/a	n/a	**	**	**	**	**	**
French Language Arts	n/a	n/a	**	**	**	**	**	**
Mathematics	n/a	n/a	42.4	9.2	44.1	5.1	42.0	6.2
Mathematics K&E	n/a	n/a	**	**	**	**	**	**
Science	n/a	n/a	60.1	13.0	56.3	11.9	57.2	10.1
Science K&E	n/a	n/a	**	**	**	**	**	**
Social Studies	n/a	n/a	51.1	8.4	47.0	6.3	45.1	7.3
Social Studies K&E	n/a	n/a	**	**	**	**	**	**

* Participation in the PATs was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
Report based on the results of the total number of enrolled students.

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk ().

Commentary on Results

English Language Arts and Literature and Mathematics Grade 6

As per the General Information Bulletin, Grade 6 English Language Arts and Literature and Mathematics provincial achievement tests were not administered in the 2023/24 school year.

Elementary French Immersion

Level of Achievement	ECSD %	Province %
Acceptable	78.8	79.8
Excellence	16.7	10.6

Students at all 10 French Immersion elementary sites wrote the PATs in Science and Social Studies. In both these subjects, ECSD had more students achieving an Acceptable Standard than the province.

At the elementary level, our key objectives included supporting Kindergarten to Grade 3 teachers in the second year of an implementation of the new French Immersion Language Arts and Literature (FILAL) curriculum. In Grades 4 to 6, 28 teachers from seven French Immersion sites participated in an optional implementation of the new FILAL Grade 4 to 6 curriculum. Teachers that participated in the optional implementation of the FILAL Grade 6 curriculum participated in the FILAL 6 field testing. As there were only three teachers continuing with the existing French Language Arts 6 (FLA) curriculum, there were only 66 students who wrote the FLA Grade 6 Provincial Achievement Test in May and June of 2024. In general, the Division results indicate that our students were slightly below the province. An in-depth analysis showed that our students performed better than the province in writing (Part A) and below the province in reading (Part B).

English Language Arts 9

Level of Achievement	ECSD %	Province %
Acceptable	86.4	83.8
Excellence	18.0	14.2

On the combined (Part A/B), 2023 English Language Arts Provincial Achievement Test, the percentage of Edmonton Catholic School Division students who wrote the exam who achieved an Acceptable Standard was 2.6% above the provincial average. Edmonton Catholic students who achieved the Standard of Excellence were 3.8% higher than the provincial average. The three-year trend indicates that Edmonton Catholic students are continually achieving above the provincial average but are also following the provincial trend of decreasing achievement over the past three years in both the reading and writing sections of the test. In response to these results, we continue to set standards on student writing through the Humanities Writing Project, in which teachers work together to examine student work and establish consistent understanding of student achievement in writing throughout the Division. We also engage teachers in writing quality assessments through our working groups for Common Summative Assessments.

Secondary French Immersion

Grade 9 FLA PAT

Level of Achievement	ECSD %	Province %
Acceptable	89.9	81.5
Excellence	18.2	11.3

Students are well above the provincial average for Acceptable Standard and Standard of Excellence in the total test. In reading, we are above average. Writing has improved significantly compared to last year, going up almost seven percentage points. The number of students achieving below Acceptable Standards in writing has decreased dramatically compared to the past three years.

Mathematics 9

Level of Achievement	ECSD %	Province %
Acceptable	57.7	52.7
Excellence	13.0	14.0

When looking at the entire Math PAT 9, ECSD students continue to perform above the provincial average. Although this value is deemed to be low by the province, we have increased our positive difference to 5% above the province (three-year average being 4.1% above the province). The participation rate of ECSD is an area to be celebrated; ECSD's participation rate (93.5%) is 8.5% higher than the province participation rate (85.0%) when combining French and English students. When looking specifically at Part A of the PAT 9, ECSD students are improving relative to the provincial average. We attribute this growth to the greater focus on implementing instructional strategies that target mathematical reasoning, foundational supports being provided to teachers at the school level and the participation of ECSD Teachers with the Math Academy that was offered to our junior high teachers. Math Academy is once again being offered to teachers for the 2024-2025 school year.

SCIENCE 6

Level of Achievement	ECSD %	Province %
Acceptable	75.2	68.8
Excellence	26.2	25.6

Upon reviewing the data, students in Edmonton Catholic Schools perform above the provincial average for Acceptable Standards. With further analysis and in consideration of the implementation of the new Science curriculum, skills and procedures will be a continued focus of support for teachers. With the wide variety of opportunities to showcase and demonstrate their learning under the skills and procedures of the new curriculum, triangulation of assessment will decrease the number of students achieving below Acceptable Standards within the Division.

SCIENCE 9

Level of Achievement	ECSD %	Province %
Acceptable	76.9	67.6
Excellence	24.6	20.8

The Division achieved above the provincial average for both Acceptable Standard and Standard of Excellence. In comparison to the previous three-year average, there was a significant improvement of 6.1% in the number of students achieving the Acceptable Standard, and a 4.5% increase in students achieving in the Standard of Excellence. This may be attributed to a continued focus on skill development and supporting the needs of all student learners. Additionally, support is provided to teachers in metacognitive pedagogy, which is exemplified in Science Academy and District Wide Professional Development. Teachers have been participating in working groups creating standards for laboratory experiences and writing quality assessment questions.

SOCIAL STUDIES 6

Level of Achievement	ECSD %	Province %
Acceptable	74.7	68.7
Excellence	21.2	20.4

The data indicates that students in Edmonton Catholic Schools are achieving above the province in the Acceptable and Excellent categories of the Provincial Achievement Test. Students achieving below Acceptable Standards continues to be an area of growth for our Division. Based on our analysis, we can determine that a continued emphasis on the skills and procedures within all areas of the Social Studies curriculum should increase the number of students achieving Excellence and reduce the number of students achieving below Acceptable Standards. Developing knowledge and understanding within the historical models of democracy as well as democratic principles will also serve to increase the number of students achieving Excellence and reduce the number of students achieving below Acceptable Standards.

SOCIAL STUDIES 9

Level of Achievement	ECSD %	Province %
Acceptable	69.9	60.5
Excellence	16.8	15.8

The Division achieved above the provincial average for Acceptable Standard (+9.4%) and Standard of Excellence (+1.0%). In comparison to the previous three-year average, there was a significant improvement of 3.5% in the number of our students achieving the Acceptable Standard, although there was a decline of 2.2% in students achieving the Standard of Excellence. We are working on establishing Division standards through the Humanities Writing Assessment. This offers students more experience in sourced-based analyses, an area identified as one of growth. Teachers have been working through a collaborative marking process which has helped improve their understanding of not only assessing student work but also how to structure their own source-based analysis questions.

Key Strategies

This year, our focus on student growth and achievement was supported through various professional development opportunities and collaborative efforts. The Summer Summit hosted 39 sessions attended by 317 teachers from 69 schools, resulting in increased teacher confidence and readiness to implement the new curriculum. Our school Teams initiative involved five full-day conference-style sessions, enhancing curriculum implementation and fostering collaborative planning. Teacher Working Groups developed 220 pacing guides and 530 curriculum crates, leading to more effective lesson planning and better curriculum alignment. Administrators were supported through monthly 'Cup of Curriculum' documents and targeted sessions, preparing them to better support their teams. Additionally, our Division Wide Professional Development (DWPD) days introduced a community of practice format with four cross-curricular sessions, which teachers found to be collaborative and inclusive, reporting increased professional growth and skill development. In addition to these professional learning opportunities, we have identified key strategies for the following subject areas.

English Language Arts and Literature K-9

TEACHER AND STUDENT RESOURCES

Our approach to ELAL focused on providing a variety of student books and teacher resources, including decodable books, mentor texts, and comprehensive instruction manuals. Professional development sessions ensured that teachers were well-equipped to use these materials effectively, enhancing phonics, morphology, and other key language skills. This strategy aimed to foster deeper student understanding and engagement in literacy. It was essential to align with the new learning outcomes and ensure our teaching methods were based on research-proven practices.

The Text Selection Committee is an ERLC committee that met three times throughout the year to develop a checklist for teachers to help them evaluate their books in their classroom library and books that they are teaching.

PROFESSIONAL DEVELOPMENT

Notably, this year we created comprehensive planning packages for teachers, supported by consultants, to enhance effective teacher planning in ELAL. We will continue these key strategies for the 2024-2025 school year with the addition of a Grade 4 to 6 literacy project using classroom novels, a structured literacy professional learning and reading research project with Dr. George Georgiou for Grades K to 2, and an in-depth exploration and use of morphology resources introduced in schools in the fall.

Junior High English Language Arts Book Clubs and Literature Circles Communities of Practice was a three-part Community of Practice (CoP) focused on harnessing the power of Book Clubs/Literature Circles to provide meaningful reading and communication instruction for all students. Some of the major topics included were how group work can work for everyone, how teachers and students can choose meaningful books, and how to effectively assess Book Clubs. Throughout the process teachers also selected titles and read books that were current, as well as written by and contained characters which represented a wide variety of backgrounds and experiences. Teachers reported back to the CoP on whether these titles would work well for a junior high level book club or could be utilized to support literacy in a different way.

Working with the assessment team and the junior high English teachers in the Pointless Assessment Community of Practice, teachers explored research and collaborated as they improved their assessment practices and moved towards ungrading. An online Teams book club on the book *Pointless* by Sarah Zerwin utilized 10 sessions to help other teachers examine their assessment practices and attempt new strategies to help their students take ownership of their learning in English Language Arts

COMMON SUMMATIVE ASSESSMENTS (CSA)

This year's CSA working group met twice to develop new questions and select appropriate readings for each specific exam. Professional learning involved understanding the different types of questions and including more Universal Design for Learning supports such as visuals. The Knowledge and Employability exams were re-examined to ensure that each exam met the curricular as well as learning needs of these students.

JUNIOR HIGH ENGLISH LANGUAGE ARTS EXEMPLAR PROJECT

This project was designed to provide students and teachers with examples of grade-appropriate student writing. A review of the rubric, existing writing task and student writing available was completed in the first session with updates made to the rubric. Teachers involved had their students write and at the next session rationales we created for Grade 7 writing based on the agreed upon rubric. After reviewing the Grade 8 writing, it was decided that more samples will need to be taken to provide exemplars at multiple levels of achievement. Throughout the project rich discussion on

how to utilize exemplars in the classroom, how to scaffold writing for all students, and how to provide quality feedback to improve student writing, were integrated into the selection of rationales for the levels of achievement, as well as teaching papers that would provide a base for students from which to improve and learn from.

JUNIOR HIGH HUMANITIES WRITING ASSESSMENT

The Humanities Writing Assessment completed its first full year of implementation with the Spring writing session in 2024. Teachers met for a second time to engage in the collaborative marking process where they reviewed exemplars and scoring guides to work towards a Division-wide understanding and standard of assessing student writing.

Developments throughout the year include:

- New topics created for Spring and Fall of 2024
- Student-friendly language scoring guides
- New HWA SharePoint site, including updated scoring guides, topics, and resources to support teachers and students
- Teaching working group to write exemplar rationales for the Spring 2024 topics
- Division dashboard for HWA data (*Ready for Fall 2024*)

HUMANITIES ESSENTIAL TERMS AND SKILLS (HEATS) PROJECT

The HEATS Project is a collaborative effort between junior high English Language Arts and Social Studies. The goal is to support teachers to engage their students in the understanding and competency of 15 common skills and terms found in the Junior High Humanities curricula. A PD opportunity was held for 10 teachers covering the project's rationale, introducing Visible Thinking Routines to support the skills, and giving teachers a set of posters for their classrooms that visibly represent and support each skill. The initial PD was well received by teachers and the project will be expanded into Division Wide Professional Development sessions for 2024-2025.

French Immersion

TEACHER AND STUDENT RESOURCES

Our focus this year included supporting K to 3 teachers with a second year of implementation support documents for the new curriculum. These documents included an ELAL/FILAL bridging document so that teachers could make intentional connections between both Language curriculums, refining FILAL year plans and quartermester support documents. In Grades 4 to 6, teachers created year plans (three) and quartermester guides (12) to support the optional implementation at 7 out of 10 sites. A total of 30 curriculum crates for FILAL were created through teacher collaboration and a total of 20 cross-curricular crates were created to support French instruction in Math, Science and Physical Education and Wellness. In order to support the new elementary Science curriculum, consultants created year plans aligned to FILAL year plans (7) and teacher support documents in the target language for each organizing idea (31). To support teachers in Math, single point rubrics in the target language were created for each organizing per grade level (140).

COMMON SUMMATIVE ASSESSMENTS

FLA exams were developed and validated for Grades 7, 8, 10 and 11. Teachers worked on developing new questions for the exams at various points throughout the year. These exams were administered in June for all students in these grades. Data from these exams will be used to inform practice for individual teachers as well as inform professional development at the Divisional level.

HWA

The humanities writing assignment is a twice-a-year formative assessment of student writing, using a scoring guide developed for both Social Studies and French Language Arts. Students write a text based off a prompt once in September and once in April. After each writing, teachers will come together and participate in a collaborative marking PD session to ensure their standards are aligned with the Division. Student exemplars were analyzed. Teachers used the data from the first writing to inform their practice to better student writing in the humanities. At the Division level, the data will be used to track student growth in this area, as well as inform professional development for teachers.

PROFESSIONAL DEVELOPMENT

Teachers in K to 3 met four times during the school year to refine quartermester planning documents, review resources in the target language and create rubrics in line with the new FILAL curriculum. Teachers in Grades 4 to 6 met four times to co-create all planning documents to support the implementation of FILAL in the 2024-2025 school year. Additionally, all elementary teachers were invited to participate in grade-level “September Ready” sessions in June, where the organizing ideas of the new curriculum and the planning support documents were shared.

To support secondary FLA, teachers gathered at various times throughout the year to collaborate and plan together. Within these working groups, effective teaching strategies were explored and developed such as creating writing assessment rubrics and looking at resources appropriate for French Immersion students. Teachers from Grades 7 to 9 collaborated together in order to maintain the same standard across the Division.

PARTNERSHIPS

In recognition of the challenge in French Immersion for language supports across the Edmonton region, ECSD French Immersion consultants welcomed other teachers from the surrounding school divisions at all professional learning sessions. These included: STAR Catholic, Black Gold, GSACRD, Parkland County, Elk Island Catholic, Elk Island Public and St. Albert Protestant. In addition to this, smaller collaboration projects have ensued, such as, the creation of mentor text lists to support grammar instruction with CBE and a FILAL/FLA bridging support document with GSACRD. Consultants continue to work with MERFIP (Metro Edmonton Regional French Immersion Professionals) and the Consortium Francophone (part of APLC) to analyze and create resources in the target language.

CULTURAL CONNECTIONS

In addition to many consultant-led events, our French Immersion programs have continued to benefit from the cultural events and resources curated by our French cultural coordinator. In the third year of this initiative, the coordinator continues to create digital libraries (containing videos, websites and books) to support important events such as Métis week, mois de la Francophonie and Christmas. The ECSD Kitchen Party was hosted at École Holy Cross in December. The goal of this event is to foster a welcoming space for our French Immersion students and family members to participate in a French cultural event outside of school hours. The second annual ECSD Winter Carnival was held in March 2024 at École Frère Antoine.

Mathematics

TEACHER AND STUDENT RESOURCES

Math education was supported through the provision of classroom-based manipulatives such as Digi blocks, Cuisenaire rods, and number balances. These tools, combined with professional learning sessions, helped teachers facilitate the transition from concrete to abstract thinking in students. This approach ensured that students could engage in rich tasks and explore mathematical concepts at their own pace.

Junior high resource selection and distribution involved SharePoint additions for 2023-2024, the implementation of an Interventions section with the purchase of the digital version of Leaps and Bounds Support for Teachers. Our team created correlation documents specific to the Leaps and Bounds 5/6 and 7/8. To support teachers in understanding and accessing digital tools for Math, we created a digital tools recommendations document.

We have updated K&E Pacing Guides to include:

- K&E Pacing guides correlated to conceptual supports
- Correlations of the K&E studio files to regular Grade 8 and Grade 9 outcomes
- Correlation document linking the newly purchased Leaps & Bounds intervention tool to the K&E curriculum materials

PROFESSIONAL DEVELOPMENT

Data-driven planning has been an essential support for teachers, enabling the use of specific student assessment information from both provincial and local assessments to align with the curriculum. Curriculum consultants worked with administrators and teachers to identify and plan for these student needs, and comprehensive planning packages were shared with teachers for each grade level. These key strategies will continue in 2024-2025.

Collaboration between Advanced Placement teachers in the Enhanced Academic Program (EAP) was one area of focus this year. A community of practice was established to support the Advanced Placement teachers which involved creating common assessment tasks linking Mathematics and Social Justice. These tasks have been shared on the junior high Mathematics SharePoint site. The participating schools in EAP will continue with this community of practice work for the 2024-2025 school year.

Item writing sessions were held to support the bank of future Common Summative Assessments (CSA) questions. A total of 20 participants spent time item writing for future CSA questions in January of 2024. These items were modified, digitized and then field tested in June with the hope of providing teachers with future released items along with the question performance data over the next few years. The plan is to have teachers use these released items and similar question structures within their own classroom assessments to better support student transitions towards PAT.

COMMON FORMATIVE ASSESSMENTS

The Common Formative Assessments (CFA) has continued to be a major accomplishment for junior high Math this year. Grade 7, 8, and 9 students took part in three calculator-free formative assessments throughout the school year. This June will mark the first group of Grade 9 students in ECSD that will have been exposed to CFA questions for their entire junior high experience. Our hope is that such exposure to three years of CFA will provide positive results in their performance on the Part-A of the PAT this year.

- The results of these 10 question assessment sets were used to create the content that was used within the Math Academy for this school year.
- The junior high Math consultants visited schools to support teachers in the analysis of their school's CFA results along with CSA and PAT data.
- The CFA Support Page in SharePoint, which contains all the supporting documents pertaining to the CFAs, continues to be a frequently visited page for teachers looking for calculator free support.

We developed a "Math Academy" community of practice in conjunction with the University of Alberta (CMASTE). This community of practice was created as a direct result of the CFA data collected over the last few years. It is important to note that selected content was also purposefully linked to pacing guides to better provide teachers with timely support. The titles for this four-part series included:

- Concept Study – Multiplication & Subtraction
- Cognitively Demanding Tasks – Geometry
- Focusing Attention – Patterns & Algebra
- Math Proficiency – Number Sense

There were 20 teachers from 16 different sites who participated in this community of practice which involved four face-to-face nine-hour sessions (total of 36 hours) and involved some workplace learning. Participating teachers were also able to register for a graduate course (EDSE 501) much like the option that exists after participants complete the Division Leadership course.

Science

TEACHER AND STUDENT RESOURCES

We created Organizing Idea Science Bins to support hands-on learning and provided schools with adequate materials that align with best practices under the Universal Design for Learning (UDL) framework. Innovative materials and mentor texts were selected and aligned with the curriculum to ensure all students have access to Science learning that meets their needs. These strategies will continue to support our Science education efforts in 2024-2025.

The junior high team created resources for teachers to support the planning and assessment of the Science curriculum.

- KAE lessons for Grade 9 - targeting learning outcomes that were low on the PAT, UDL lessons were designed for Grade 9 Unit D and Unit E for all students to be successful in a classroom.
- Updated Accelerated 9 Pacing Guide and Grading Scale.
- Updated junior high Science CSA SharePoint page to provide all information regarding the junior high Science CSA 2024.
- Science Item Writing Tablemat for teachers to consider in developing good test items and data analysis.
- Updated CSA Blueprints to reflect June 2024 examination dates.
- Lab and resource translation for French Immersion Sciences.
- Accelerated Science Entrance Development for 2025 for the new elementary Science curriculum.

PROFESSIONAL DEVELOPMENT

The New Science & Assessment Community of Practice involved six full days of professional learning for 22 teachers, focusing on the new K to 6 Science curriculum. Teachers collaborated closely with consultants to develop effective teaching practices and create learning progressions that promote equity and engagement. Additionally, field testing and resource development with other metro areas ensured high-quality Science instruction.

Throughout this year, K to 3 implementation was supported by professional development sessions, co-planning, and classroom modeling. These efforts bolstered teacher background knowledge and confidence, ensuring a hands-on, engaging student experience.

COMMON SUMMATIVE ASSESSMENTS

In conjunction with teachers in the Division, creation or modification of high quality, CSAs assess student achievement on the objectives of the curriculum. Common Summative Assessments were created, or modified, for seven different courses in both English and French. In total, 27 teachers participated in junior CSA creation and validation which is a 180% increase from the previous year. Teachers enjoyed and appreciated participating in the Saturday CSA item writing and validation sessions. This is because they were able to remain in class with their students during the week, while still

participating and collaborating with colleagues in the creation of the CSAs. They also enjoyed the collaboration process and idea sharing with teachers from different sites to develop a common product.

SCIENCE SHOWCASE

In 2023-2024, we created an ECSD Science Showcase. This event is designed as an opportunity for students to share their Science skills between schools, provide an opportunity to develop presentation skills, and demonstrate curricular understanding. In addition, this event promotes scientific thinking and exposes students to opportunities beyond their school, as there are a variety of guest speakers from science-related careers.

GO GREEN

Leading the Division's Go Green initiative is a collaboration between elementary Science, high school Science, and CTS consultants. Representatives from across the Division attended an in-person meeting at Edmonton venues and an online meeting that highlighted strategies and projects schools could implement to reduce their environmental impact and educate students. Resources were posted to the Division's Go Green SharePoint site.

PARTNERSHIPS

During this period, we have worked with several outside organizations. Of particular note is our work with the University of Alberta and CMASTE to create a Science Academy for teachers. This intensive course allows teachers further education and exploration at a graduate level in science pedagogy.

Social Studies

TEACHER AND STUDENT RESOURCES

Teachers were equipped with resources and strategies to create engaging, inclusive, and culturally responsive learning environments using tools like Rebellious Read Aloud mentor texts, Indigenous education through Blanket activities, and Writing Land Acknowledgements. Monthly curriculum overview videos, targeted classroom support, classroom modeling, and co-planning further supported teachers. These strategies bolstered the legacy Social Studies curriculum while preparing the landscape for implementing the new Social Studies curriculum in the coming years.

PROFESSIONAL DEVELOPMENT

Our focus on Social Studies included enhancing student critical thinking skills through the introduction of visible thinking routines and cooperative learning strategies. These methods support diverse learner needs and enable active participation and engagement beyond memorization of facts. Professional development sessions emphasized collaborative learning and inclusive education practices.

Over four sessions, the 2023-2024 Division Wide Professional Development series focused on infusing technology into Social Studies to facilitate the UDL principles of engagement, representation, and expression. Several junior high schools have begun to utilize Professional Development days for their entire staff on UDL and assessment and then breakout into curricular specific sessions on CSA/PAT analysis and subject specific UDL strategies. This model is proving to be a successful way to reach entire Social Studies departments and work collaboratively to meet department/school goals. Enhanced Academic Program, teachers met twice during the year where they reflected on academic rigor in their programs and started to examine the benefits of AI to their pedagogy.

COMMON SUMMATIVE ASSESSMENTS

This year's CSA working group consisted of twelve teachers who met to validate the 2023 exams and write new items for future exams. Professional learning focused on the understanding of how to validate questions considering factors such as item difficulty and discrimination, as well as best practices for creating source-based multiple-choice questions. All of the June 2024 CSAs were revamped to include over 90% new questions. Another working group consisting of seven Études sociales teachers met to ensure that the language translation of the new CSAs was appropriate for their students. Highlights include:

- New Social 7, Social 8, KAE 7, KAE 8, Études sociales 7, and Études sociales 8 exams
- Change of CSA structure from two booklets to one booklet
- Inclusion of discrete multiple-choice questions on all exams
- Increasing the Social 7 and 8 exams to 50 questions from 40
- New CSA Blueprints to support the June 2024 exams sent to all teachers
- Validation and Item Writing Guidebook created as a teacher resource

JUNIOR HIGH HUMANITIES WRITING ASSESSMENT

The Humanities Writing Assessment (WHA) completed its first full year of implementation with the Spring writing session in 2024. Teachers met for a second time to engage in the collaborative marking process where they reviewed exemplars and scoring guides to work towards a Division-wide understanding and standard of assessing student writing.

Developments throughout the year include:

- New topics created for Spring and Fall of 2024
- Student-friendly language scoring guides
- New HWA SharePoint site, including updated scoring guides, topics, and resources to support teachers and students
- Establishment of a teacher working group to write exemplar rationales for the Spring 2024 topics
- Division dashboard for HWA data (ready for Fall 2024)

HUMANITIES ESSENTIAL TERMS AND SKILLS (HEATS) PROJECT

The HEATS Project is a collaborative effort between junior high English Language Arts and Social Studies. The goal is to support teachers to engage their students in the understanding and competency of 15 common skills and terms found in the junior high Humanities curricula. A PD opportunity was held for 10 teachers covering the project's rationale, introducing Visible Thinking Routines to support the skills, and giving teachers a set of posters for their classrooms that visibly represent and support each skill. The initial PD was well received by teachers and the project will be expanded into the Division Wide Professional Development sessions for 2024-2025.

Physical Education and Wellness

TEACHER AND STUDENT RESOURCES

We partnered with the elementary Mental Health Literacy Research Project to pilot resources for Grades 4 to 6. Teachers received at-the-elbow support to plan lessons and choose resources for comprehensive mental health education aligned with the new curriculum. These resources included lesson plans and digital student activities aimed at developing a broad understanding of mental health. The initiative took a whole-school approach to social-emotional learning by including administrators and Emotional Behavioural Specialists (EBS) in schools. Professional learning

sessions ensured that teachers could effectively integrate these materials into their wellness curriculum, promoting overall student well-being.

Additionally, we spearheaded the L.E.A.D. recess project with 13 schools. The L.E.A.D. Recess program is a comprehensive leadership training initiative designed to create a strong school community through play. Feedback from our schools indicated observable impacts, such as enhanced leadership skills and reduced conflicts during recess, leading to overall wellness for students. These strategies will continue to be a vital part of our Physical Education and Wellness (PEW) curriculum in 2024-2025.

ECSD Diploma

Grades 10-12 DIP	ECSD % *2019-20	ECSD % *2020-21	ECSD % 2021-22		ECSD % 2022-23		ECSD % 2023-24	
	A/E	A/E	A	E	A	E	A	E
English Language Arts 30-1	n/a	n/a	82.2	6.5	87.6	11.5	88.1	9.1
English Language Arts 30-2	n/a	n/a	86.4	13.2	91.1	14.9	91.2	16.5
French Language Arts 30-1	n/a	n/a	90.5	2.4	98.4	8.2	96.4	9.1
Mathematics 30-1	n/a	n/a	70.4	26.4	70.9	27.8	77.2	31.1
Mathematics 30-2	n/a	n/a	65.7	13.5	75.2	13.6	76.5	19.0
Social Studies 30-1	n/a	n/a	83.4	12.6	86.9	15.3	89.2	20.5
Social Studies 30-2	n/a	n/a	76.4	11.5	79.8	12.2	82.5	13.4
Biology 30	n/a	n/a	71.2	21.3	82.9	28.1	84.9	30.9
Chemistry 30	n/a	n/a	67.9	19.5	79.2	30.7	79.5	30.2
Physics 30	n/a	n/a	75.2	23.7	81.9	39.4	87.1	40.9
Science 30	n/a	n/a	77.2	20.0	83.4	25.0	86.5	29.2

**Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.*

ECSD First Nations, Metis, and Inuit Diploma

Grades 10-12 DIP	ECSD % *2019-20	ECSD % *2020-21	ECSD % 2021-22		ECSD % 2022-23		ECSD % 2023-24	
	A/E	A/E	A	E	A	E	A	E
English Language Arts 30-1	n/a	n/a	70.8	4.2	76.3	6.8	92.5	7.5
English Language Arts 30-2	n/a	n/a	86.4	13.6	93.7	13.7	91.8	21.4
Mathematics 30-1	n/a	n/a	42.9	28.6	60.0	25.0	57.7	11.5
Mathematics 30-2	n/a	n/a	55.6	16.7	82.9	12.2	80.8	15.4
Social Studies 30-1	n/a	n/a	81.0	14.3	81.0	19.0	94.4	13.0
Social Studies 30-2	n/a	n/a	82.9	12.2	83.5	10.7	87.1	12.9
Biology 30	n/a	n/a	66.7	5.6	78.0	17.1	85.1	17.0
Chemistry 30	n/a	n/a	66.7	22.2	77.8	38.9	80.0	30.0
Physics 30	n/a	n/a	50.0	0.0	100.0	35.7	100.0	44.4
Science 30	n/a	n/a	83.3	33.3	87.0	21.7	96.3	25.9

**Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.*

ECSD EAL Diploma

Grades 10-12 DIP	ECSD % *2019-20	ECSD % *2020-21	ECSD % 2021-22		ECSD % 2022-23		ECSD % 2023-24	
	A/E	A/E	A	E	A	E	A	E
English Language Arts 30-1	n/a	n/a	62.1	5.2	75.5	3.2	62.9	2.2
English Language Arts 30-2	n/a	n/a	71.3	3.0	84.2	8.5	86.0	8.8
Mathematics 30-1	n/a	n/a	69.8	23.3	71.9	18.8	75.6	23.2
Mathematics 30-2	n/a	n/a	56.5	8.7	63.8	10.1	61.8	10.5
Social Studies 30-1	n/a	n/a	80.0	8.6	84.6	10.3	75.7	10.8
Social Studies 30-2	n/a	n/a	55.7	7.2	69.8	8.9	70.7	11.6
Biology 30	n/a	n/a	62.0	6.0	66.7	17.3	71.2	20.5
Chemistry 30	n/a	n/a	63.6	24.2	84.4	15.6	73.2	23.2
Physics 30	n/a	n/a	68.0	8.0	64.0	12.0	66.7	37.0
Science 30	n/a	n/a	62.5	9.4	80.4	26.1	79.4	20.6

Commentary on Results

English Language Arts

In English 30-1, the Division continues to exceed the province in the number of students achieving the Acceptable Standard. We will continue to focus on supporting teachers in the areas of writing instruction and the writing process. One goal of the High School Writing Anthology project is intended to identify and support students with the academic potential for excellence.

In English 30-2, the Division continues to exceed the province in both Standard of Excellence and Acceptable Standard on both parts of the exam.

Social Studies

The results of the Social Studies 30-1 Diploma Exam have shown improvement this year and significant progress over the past three years. Since 2022, the Acceptable Standard has increased by 5.8%, and the Standard of Excellence has risen by 7.9%. These gains were marked as “Improved” and “Improved Significantly,” respectively. In 2024, the percentage of Edmonton Catholic students achieving the Acceptable Standard surpassed the provincial rate by 4%, while those achieving the Standard of Excellence exceeded the provincial rate by 1.8%. These outcomes were rated as “Good” and “Excellent,” respectively.

The results of the Social Studies 30-2 Diploma exam have shown improvement this year and significant progress over the past three years. Since 2022, the Acceptable Standard has increased by 6.1%, and the Standard of Excellence has risen by 1.9%. The gain in the Acceptable Standard was marked as “Improved.” In 2024, the percentage of Edmonton Catholic students achieving the Acceptable Standard surpassed the provincial rate by 4.9%, while those achieving the Standard of Excellence exceeded the provincial rate by 0.7%. These outcomes were rated as “Good” and “Acceptable,” respectively.

Mathematics

When comparing 2024 data to the previous three-year average, ECSD significantly improved in Acceptable Standard (6.3%) and improved in Standard of Excellence (3.3%). The percentage of ECSD students scoring 0 marks for individual written response questions is lower than the provincial average.

ECSD students continue to outperform the province on the Math 30-2 Diploma. When comparing 2024 results to the previous three-year average, ECSD maintained achievement in Acceptable Standard (+1.3%) and improved significantly in Standard of Excellence (5.4%). Compared to provincial averages on written response questions, fewer ECSD students are receiving scores of 0.

Biology

Results on the Biology 30 Diploma exam at both the Acceptable Standard and the Standard of Excellence have improved this year and improved significantly over the last three years. Since 2022, Acceptable Standard is up 13.7%, while the Standard of Excellence is up 9.6%. Since 2022, Edmonton Catholic Students have shown substantial improvement in the percent of students achieving Acceptable Standard and have now exceeded the provincial value. While the percent of students achieving a Standard of Excellence is still slightly below the provincial value, the gap continues to close.

Chemistry

Results on the Chemistry 30 Diploma exam at both the Acceptable Standard and the Standard of Excellence have been maintained since last year but have improved significantly over the last three years. Since 2022, Acceptable Standard is up 11.6%, while the Standard of Excellence is up 10.7%. Since 2022, Edmonton Catholic students have shown substantial improvement in the percent of students achieving Acceptable Standard and a Standard of Excellence. While both are still below the provincial value, the gap continues to close. This has been identified as an area of continued growth for our Division.

Physics

Results on the Physics 30 Diploma exam at both the Acceptable Standard and the Standard of Excellence have improved this year and improved significantly over the last three years. Since 2022, Acceptable Standard is up 11.9%, while the Standard of Excellence is up 17.2%. Since 2022, Edmonton Catholic students have shown substantial improvement in the percent of students achieving Acceptable Standard and have now exceeded the provincial value. While the percentage of students achieving a Standard of Excellence is still slightly below the provincial value, the gap continues to close, having nearly doubled since 2022.

Science

Results on the Science 30 Diploma exam at both the Acceptable Standard and the Standard of Excellence have improved this year and improved significantly over the last three years. Since 2022, Acceptable Standard is up 9.3%, while the Standard of Excellence is up 9.2%. Edmonton Catholic students have consistently outperformed the province in both standard levels, and we have increased our positive difference in Acceptable Standard from 1.5% to 5.2% above the province, and in Standard of Excellence, from 2.8% to 4.6% above the province.

FLA 30-1 Diploma June 2024

For the FLA 30-1 Diploma results of June 2024, we had 40 students write the exam. We scored above the provincial average in the written response, and we were slightly below the province in reading. For the written response, we

scored above the province for Standard of Excellence in all categories and we had no students scored limited or below. For the Reading Comprehension exam, we were on par with the province in all reporting categories.

Key Strategies

English Language Arts Grades 10-12

PROFESSIONAL DEVELOPMENT

Universal Design for Learning (UDL) concepts were the focus of our ELA Division Wide PD. The sessions were developed to introduce and develop UDL concepts, look for examples of accessibility, and examine where student voice and choice are honored in our ELA classrooms. Integration of ungrading practices into assessment had several ECSD ELA departments continue to shift towards grading for learning with a focus on actionable feedback and accurate and equitable assessment. Permeating Equity, Diversity, Inclusion, and Anti-Racism into the Humanities was facilitated through Outcomes Based Assessment sessions which focused on addressing implicit bias and leading departments and teachers towards equitable teaching practices. Sessions were created and offered through a collaborative team approach including our EDIAR specialist who led PD opportunities at St. Oscar Romero Catholic High School and leading school based Courageous Conversations about Race PD to the entire staff. Along with continued professional development in Item Writing creation, we will continue to provide support and strategies for teachers to attend to the performance of their students on multiple-choice exams. Field testing, in-class presentations and teacher professional development on this subject will continue.

COMMON SUMMATIVE ASSESSMENTS

Ongoing Development of Common Summative Assessments included collaboration among teachers in Item Writing for CSAs in 10-1, 10-2, 20-1, and 20-2 ELA courses as well as field testing for the purpose of creating viable CSA Version 2 exams.

Social Studies Grades 10-12

PROFESSIONAL DEVELOPMENT

Starting in January, Division Wide Professional Development shifted to a professional learning community model focused on Social Studies writing. At the end of January this meant facilitating discussions between teachers who had participated in the most recent round of Diploma marking with those who had not. The goal was to share valuable insights into current standards on the marking floor and specific approaches to the assignments. The two other meetings of the professional learning community both offered -1 and -2 specific discussions. In -2 the emphasis was on scaffolding for EAL students including guidance in the use of sentence stems. In -1 the focus was on increasing the level of excellence in the argumentation and evidence scoring criteria or of the major assignment.

Outcome Based Assessment days brought together Humanities department heads and assistant principals. During this professional development series there was an emphasis on department heads as instructional leaders, Universal Design for Learning, and EDIAR and instructional resources. There was also an opportunity to facilitate Courageous Conversations together with the EDIAR consultant.

Year-end Humanities professional development included two parts. The morning, in alignment with LQS Indicator 5, was a River Walk led by Lindsey Chamberlain exploring local Indigenous history, Treaty, and Truth and Reconciliation. The afternoon leveraged Ron Richhart's eight cultural forces and visible thinking routines to reflect on how teachers can enculturate dispositions rather than trying to teach them directly.

COMMON SUMMATIVE ASSESSMENTS

The senior high Social Studies Common Summative Assessments continues to improve in terms of item discrimination and item difficulty. A working group of teachers met twice and created 79 new source-based and eight discrete items for the Social 10 CSAs and 96 source based and eight discrete items for the Social 20 CSAs. Twenty-three classes at nine high schools field-tested CSA items to gather data on level of difficulty, discrimination, and functionality of distractors. As these items are revised and new items incorporated, the quality of the assessments and the confidence with which they can be administered will continue to increase. New versions of all four exams were translated and validated in French.

EXEMPLAR PROJECT

Common Part A writing prompts were used during the June administration of CSAs and a large sample of student responses were collected to facilitate a Division Exemplar project during the 2024-2025 school year.

ETHICS BOWL AND MODEL UNITED NATION

ECSD hosted a new Model United Nation (MUN) event this year. The Light of Christ Model United Nations (LOCMUN) was held at the Lumen Christi Catholic Education Centre at the end of November. Another MUN was held at Archbishop MacDonald Catholic High School in April, and the Ethics Bowl was held at Holy Trinity Catholic High School in May.

Mathematics Grades 10-12

PROFESSIONAL DEVELOPMENT

Math residencies, introduced in September 2023, are gradually being accessed by teachers as a model for personal professional learning. Teachers, alongside consultants, engaged in observing student behaviour and collaboratively devised strategies aimed at enhancing both student interaction, engagement, and discourse.

The four part DWPD for high school Math was very well attended this year. The theme was Understanding the Power of Universal Design for Learning (UDL) in senior Mathematics. The four-part series began with an introductory exploration of UDL and moved into implementation of UDL strategies within specific mathematical context. The topics included using UDL strategies to support English Language Learners, five practices for orchestrating productive mathematic discussions, implementing tasks that promote reasoning and problem solving, and building procedural fluency from conceptual understanding. A mid-year professional learning event was held for Mathematics: *Teaching in the Age of Generative AI: Dr. Cathy Adams from the U of A*. Kathy presented on Generative AI and student resilience. High School Math Professional Learning year-end event was: *Working toward Resilience, Learning to Cope with Challenge by Dr. Kerry Rose U of A*. To ensure that we are building the capacity of our teachers and leveraging their expertise, we also introduced a “7 for 7” panel format where seven teachers each delivered a presentation on a topic for seven minutes.

COMMON SUMMATIVE ASSESSMENTS

Mathematics teachers in collaborative groups continue to collaborate to develop valid and reliable Common Summative Assessments (CSAs) for Math 10C, Math 20-1, and Math 20-2, available in both English and French. Version B, featuring entirely new questions was administered in January and June 2024. Alongside the formation of scoring guides for written response questions, reliability reviews were also developed. Teachers reported these reviews were beneficial when preparing to grade the actual written response questions. Drafting, editing, and field testing for a new version (Version C) of all three Math CSAs was completed with planned administration in January and June 2025. Early next school year, teacher cohorts will create scoring guides and construct reliability review for Version C CSAs. Teachers from

Alternative Education, in collaboration with the Math consultant, created a version of CSAs for Math 10C and Math 20-2 to be used exclusively for Alternative Education programs. These exams will begin implementation next school year.

RESOURCE CREATION

- Math 30-1 Outcomes based review for machine scored questions
- UDL Language supports page added to SharePoint
- Math 20-3 Activities and Tasks to support learning for each topic added to SharePoint
- Reliability Review for Math 10C, 20-1, and 20-2 CSAs

Math department heads collected data and feedback for teaching permutations and combinations in response to Diploma written response results. A teacher resource is in the initial stages to support Math 30-1 and Math 30-2 teachers in this area.

ECSD MATH CONTEST

More than 50 Math students participated in our ECSD Math contest. The winning team was from J.H. Picard Catholic Elementary/Junior/Senior High School. Schools also participated in the CEMC Math contest at Ross Sheppard Public High School (six teams).

Science Grades 10-12

PROFESSIONAL DEVELOPMENT

The introduction of Residencies in September 2023 proved to be a very effective model for professional learning in that it provided at-the-elbow support for teachers. This model provides a platform for targeted, personalized professional learning, combining one-on-one consultants with opportunities for peer observation, feedback, and coaching. These residencies extended the work of the Science DWPD sessions and Science Academy bridging the gaps between current practice and principles of Universal Design for Learning and incorporating metacognition into each Science lesson. Together, teachers and consultants created lab activities and lab exams, began to incorporate thinking routines and routines for equitable access into lessons, developed resources and lessons specifically to address increasing complexity of classroom composition, particularly English Language Learners. The work of residencies continues to foster collaboration among like-minded colleagues, enhancing both individual and collective growth.

A notable portion of the Residencies were requests to incorporate the principles of “ungrading” into Science lessons and classroom routines and procedures. Sometimes known as Grading for Learning, ungrading in Science residencies this year focused on improving and increasing in-the-moment, actionable feedback, exploring opportunities for reassessment and ensuring that final grades reflect most recent, most frequent demonstrations of learning, and increasing student self-efficacy as learners. For many teachers, this meant they began a paradigm shift away from traditional notions of assessment and evaluation, and it has changed their classroom attendance and boosted class morale.

The Science team’s work in Equity, Diversity, Inclusion and Anti-Racism is highlighted by two events: in April, our final DWPD featured a session in which teachers explored implicit bias with guest speaker Kendra Antonio-Norse from Louisiana State University, and then they heard from an ECSD teacher, Akua Kankam, speak about the student Anti-Racism group she leads at her school. In May, students from across the Division joined the Concordia Black Students Association for a “Science Day” to show Black students the opportunities that await them in post-secondary sciences.

Leading the Division’s Go Green initiative in collaboration with the elementary Science, junior high Science, and CTS consultants, representatives from across the Division attended one in-person meeting at Edmonton venues and one

online meeting that highlighted strategies and projects schools could implement to reduce their environmental impact and educate students. Resources were posted to the Division's Go Green SharePoint site.

COMMON SUMMATIVE ASSESSMENTS

Working groups of Science teachers continue to collaborate to create valid and reliable Common Summative Assessments (CSAs), available in both English and French, for five different courses. Items for Version 2 of the CSAs were field tested this year, with 100% participation from ECSD high schools. Aligning with plans for its Division-wide administration in January 2025, the first drafts of Version 2 were assembled to prepare for the exam validation process in October.

SCIENCE LABORATORY MINIMUM STANDARDS

The Science team continues to work on the Minimum Laboratory Infrastructure Standards project in collaboration with Facilities Services and schools. Further to last year's, the procurement of modern Probeware for each school, aligning with industry standards and enhancing the quality of Science education, the Science team partnered with Pasco and Vernier to offer focused training sessions during a DWPD afternoon. This initiative continues to facilitate more frequent and meaningful dialogue between teachers and consultants, and school visits from consultants both in the classroom and the laboratory.

PARTNERSHIPS

The Science Academy partnership between the Division and the University of Alberta saw 25 teachers from across ECSD gather every three months. With hands-on learning for boosting laboratory skills, guidance for planning for metacognition, and analysis of curricular opportunities to deepen Science literacy, teachers collaborated to extend their pedagogical expertise in Science education. The 2023-2024 Science Academy focused on Chemistry, and we have renewed our contract for the 2024-2025 academic year to focus on Biology.

ECSD High School Completion

Performance Measures	Results %				Evaluation		
	2019-20	2020-21	2021-22	2022-23	Achievement	Improvement	Overall
High school completion rate of students within 3 years of entering Grade 10	89.9	89.6	85.9	85.7	High	Declined Significantly	Issue
High school completion rate of students within 5 years of entering Grade 10	92.0	91.7	93.2	92.5	Very High	Maintained	Excellent

Note: Participation in the 2019-20 and 2020-21 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

Commentary on Results

ECSD continues to have a very high High School Completion rate, exceeding that of the province. Although the results indicate "Declined Significantly," this is largely due to changes in results due to the pandemic and results should be interpreted with caution. We can see in our five-year results, however, that our supports continue to be effective, and we are pleased with these completion rates.

High School Counsellors

Our high school teacher counsellors are essential to our graduation success rate. Last year, our assistant manager of Social Work highlighted various resources for our counsellors, including the Our Lady of Grace program for pregnant and parenting teens and the Success in Schools initiative for youth in care. The counsellors collaborate with external services to ensure students receive the necessary academic support.

For example, at one of our high schools, the teacher counsellor worked closely with the Family School Liaison Worker to help a struggling Grade 12 student graduate by coordinating assignment packages for pickup and drop-off to ensure high school completion.

As primary contacts for students facing challenges, counsellors help students adjust their schedules and reduce academic loads while providing coping strategies. They also serve as liaisons for students returning from alternative community programs, such as AHS, working with families to create conducive schedules for success.

Trained school counsellors support high school completion through a variety of ways. As certified teachers AND mental health professionals, they can address barriers through both lenses. For example, if a student is struggling to complete school due to a mental health concern, a school counsellor can assist in a holistic manner. They can come up with an educational plan to stay on track that considers the student's health and wellness needs, while still navigating the educational expectations and needs of the classroom teachers. Because most high school completion concerns do not occur in isolation, a counsellor is well-equipped with their well-rounded training to understand that a student's career plan is connected to their academic plan, which relies on their mental health and wellness and their social development. School counsellors are not trained to deal with only one aspect of a student's growth and development, so they can address all factors and barriers to success.

Specifically, children are often referred to a school counsellor due to an academic concern or an attendance concern. Although it could be possible to address just the presenting concern, being able to dig a little deeper with the student and find out what the personal/emotional factors are that are contributing, what the academic struggles might be, and what the goals are for the future has proven to be a model that leads to high school completion success. Showing parents that we care about their students and understand that there are multiple layers to the difficulties they face has also been very effective and has led to many parents in tears on graduation day, thankful that their child had made it there because a school counsellor was able to support them holistically.

As an example, last year at Archbishop O'Leary Catholic High School we had a Grade 12 student who began the year with fewer than 30 credits. Through connection with the school counsellor, we were able to provide the holistic supports she needed to find success. She received personal counselling, which in turn encouraged attendance even when things were hard for her emotionally. She was connected to community supports through the school counsellor as well and received support with a needed housing support piece. The counsellor was also able to decipher which of her academic difficulties were due to attendance and which were due to academic struggles. Her coursework was adjusted based on the educational judgements of the counsellor and her grades improved. A plan for the following school year was made, which helped with motivation. At the end of the year, the student received over 50 credits and made the 80 credit criteria to achieve her Certificate of High School Achievement. Approaching the student from all angles of her well-being is a skillset somewhat unique to school counsellors and for many children it is the path to graduation.

Family School Liaison Workers

Family School Liaison Workers (FSLW) are Registered Social Workers in Edmonton Catholic Schools who foster a connection between the student, family and school community. Most junior high and high schools have access to a FSLW with many having a full-time resident Family School Liaison Worker. In their role, FSLW's work from a trauma informed and culturally responsive lens to support students and their families. The FSLW can help the student to determine their goals, assess their needs and collaboratively determine a support plan to help the student achieve their goals. Often, this might be examining the barriers to high school completion and working with the student, school team and family to overcome those barriers which lead to high school completion. This might include helping to connect the student and/or family to community resources, navigating the health system for mental health supports or exploring what academic supports might be needed. Operating from a collaborative response approach, the FSLW participates as one member of the school team providing wrap around support to the student and family.

ECSD First Nations, Metis, and Inuit High School Completion

Performance Measures	Results %				Evaluation		
	2019-20	2020-21	2021-22	2022-23	Achievement	Improvement	Overall
High school completion rate of students within 3 years of entering Grade 10	69.2	67.1	51.2	58.9	Very Low	Maintained	Concern
High school completion rate of students within 5 years of entering Grade 10	71.0	67.8	75.7	76.1	Low	Improved	Acceptable

Commentary on Results

School divisions and their schools play a vital role in fostering an inclusive atmosphere that respects and celebrates Indigenous cultures, histories, and perspectives. When Indigenous students feel recognized and appreciated, their confidence and engagement in their education can significantly improve. Support during the transition from junior high to high school and high school towards graduation from Braided Journeys (a culturally responsive mentorship program) is essential to helping Indigenous students navigate new challenges and opportunities.

Completing high school is a foundational milestone that opens doors to higher education and various career paths. Ensuring that Indigenous students recognize that obtaining a high school diploma not only enhances their economic prospects but also strengthens their ability to contribute to their communities and preserve their cultural heritage is the important work done by both Braided Journeys and Bridging Futures.

Key Strategies

The Braided Journeys program is dedicated to empowering Indigenous youth throughout their educational journey. One of the key pillars of Braided Journeys is individualized career development, encompassing self-exploration, job shadows, career days, and post-secondary student-for-a-day experiences, where participants gain valuable insights into potential career paths. Central to the success of Braided Journeys are the dedicated student centers established within 15 participating school sites. The centers provide a space where students receive academic and cultural support, a space for prayer and ceremony with elders and knowledge keepers. Additionally, they serve as hubs for leadership and career development initiatives, fostering a sense of community and empowerment among participants.

Bridging Futures staff provide individual and group programs to Indigenous high school students to support successful transitions into the workplace and post-secondary programs. Bridging Futures aids students in the development and

implementation of life skills and career planning, while also providing opportunities to explore a variety of industries and become familiar with the world of work and higher education. Bridging Futures facilitates a variety of opportunities for students to set goals and plan for life after high school including:

- Academic & Career Counselling
- Career Exploration & Development - in partnership with CAREERS, Bridging Futures staff plan and co-facilitate career investigation field trips throughout the school year to:
 - Bunchberry Meadows Conservation Area
 - CLAC Career Development College
 - Alberta Carpenters Training Centre
 - Winterburn Training Facility – EPCOR
 - Office of Auditor General of Alberta
 - Northern Forestry Centre
- Post-Secondary Exploration & Transitions
 - Junior Achievement: Future Leaders at the University of Alberta School of Business
 - MacEwan University kihew waciston Centre
 - Students Association of Psychology and Aboriginal Teacher Education Program at the University of Alberta
- Scholarships, Awards, & Bursaries
 - Bridging Futures staff updated, redesigned, and published the First Nations, Métis, & Inuit Student Guide to Scholarships, Awards, & Bursaries 2023/24
- Community Partner Connections
 - In partnership with Learning Services and 4 Directions Wellness staff, Bridging Futures organized the Indigenous Innovation Celebration event to highlight Indigenous entrepreneurs and business owners, career and summer program opportunities, and connections to community resources for families, while also supporting the wider ECSD Career & Bridging Fair.

In addition to the Braided Journeys and Bridging Futures programs, Indigenous Learning Services provided support to Indigenous students towards the goal of high school completion in the following ways:

- Indigenized grief supports were provided to Indigenous students at schools in the form of either grief support circles or individual grief support from an Elder. Schools often report concern for Indigenous students experiencing loss when those students disengage from school and attendance becomes a concern.
- Hosted wellness Re-set Days in which students with potential attendance concerns were invited to the event to reconnect and rebuild relationships within the school. The sites hosted a lunch with supportive school staff in attendance, a smudge ceremony, an Indigenous guest speaker, a wellness session, followed by a circle to hear the students voice their challenges in attending school.
- The “iskwêsis Return to the Fire” Violence Prevention Project. This was a four-part series that was created to address violence against Indigenous female and high school students who identify as female, through educational and ceremonial activities that focus on violence prevention and Indigenous female empowerment.
- Indigenous Calm 20 Summer School course, which successfully bridges Grade 9 students to high school by providing a jump-start to earning high school credits and acclimatizing students to high school, while also learning about Indigenous ways of doing and being.

ECSD EAL High School Completion

Performance Measures	Results %				Evaluation		
	2019-20	2020-21	2021-22	2022-23	Achievement	Improvement	Overall
High school completion rate of students within 3 years of entering Grade 10	86.3	83.8	73.2	76.7	Intermediate	Maintained	Acceptable
High school completion rate of students within 5 years of entering Grade 10	91.2	87.8	92.6	91.5	High	Maintained	Good

Note: Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

Commentary on Results

Out of 11,799 ECSD high school students, 1,904 are currently coded EAL (301, 303, 302 and 640). This is approximately 16% of the Grade 10 to 12 population who are identified as needing EAL support in our Division. It is important to recognize that there are many more EAL learners who have exhausted their five-year EAL funding allotment but are still in need of academic support.

Key Strategies

To serve this growing population, our high schools offer Locally Developed courses in English Language Arts, Social Studies, Math and Science. These courses are continually being revisited and updated with appropriate resources and learning targets.

The EAL department continues to partner with core curriculum consultants to offer comprehensive professional learning that reflects the ECSD population. This year, high school LDC teachers will have the opportunity to participate in a Community of Practice where we will be working with the high school English consultant to develop new pacing guides for our Expository English course as well as complimentary resources. This group will meet formally four times as well as be responsible for assigned tasks and communication throughout the year. The EAL will team up with secondary Math and Science departments for Division Wide Professional Learning as well as to offer a Professional Learning Community that meets four times per year to provide targeted professional learning at the Division, school and classroom level. Finally, the high school Social Studies consultant, EDIAR specialist and the high school EAL consultant will present on 'Courageous Conversations in Humanities' for Division Wide Professional Learning. Each school has an EAL designate, who supports the EAL profiles at their site and attends four callback sessions per year.

These partnerships, in addition to many offerings of professional learning for all teachers, speak to our belief that language learning happens across all subject areas.

ECSD Citizenship

Performance Measures - Percentage of parents, students and teachers who are satisfied that students model the characteristics of active citizenship.	Results %					Evaluation		
	2019-20	2020-21	2021-22	2022-23	2023-24	Achievement	Improvement	Overall
Parents	86.0	83.7	85.7	85.7	84.7	Very High	Maintained	Excellent
Students	77.0	75.6	75.4	75.2	72.2	Very High	Declined Significantly	Acceptable
Teachers	95.5	95.5	94.3	93.4	92.0	Intermediate	Declined Significantly	Issue
Overall	86.2	84.9	85.1	84.8	83.0	Very High	Declined Significantly	Acceptable

Notes:

- The AEA survey was introduced as a pilot in 2020-21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
- The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020-21. Caution should be used when interpreting trends over time.

ECSD Student Learning Engagement

Performance Measures - Percentage of parents, students and teachers who agree that students are engaged in their learning at school.	Results %					Evaluation		
	2019-20	2020-21	2021-22	2022-23	2023-24	Achievement	Improvement	Overall
Parents	n/a	89.9	91.4	90.8	90.5	n/a	Maintained	n/a
Students	n/a	73.4	73.1	73.0	70.8	n/a	Declined Significantly	n/a
Teachers	n/a	95.8	96.1	96.3	95.5	n/a	Declined	n/a
Overall	n/a	86.4	86.9	86.7	85.6	n/a	Declined Significantly	n/a

Note: The AEA survey was introduced as a pilot in 2020-21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

ECSD ANNUAL Survey Measures & Results

ECSD Student Engagement

Performance Measures - The percentage of teachers, parents/guardians and students who agree that students are engaged in their learning at school.	Results % 2022-23	Results % 2023-24
Parents/Guardians	*94.4	92.9
Students	*88.2	81.8
Certificated Teachers	*93.2	94.8

*Results for 2023/2024 cannot be compared to previous years as the questions changed to reflect the new Division Plan for Continuous Growth 2023-2026.

Commentary on Results

In considering the Grades 4 to 6 students, results indicated that:

- 96.2% indicated that they participate in social justice activities at their school that help the community (e.g., Food Bank, Terry Fox Run);
- 92.1% agreed that they can make choices about how to demonstrate their learning;
- 89.3% indicated that their opinions are respected and valued by the staff at their school; and
- 81.0% indicated that they have opportunities to share their opinions about their school with school staff.

In considering the Grades 7 to 9 students, results indicated that:

- 89.1% indicated that they participate in social justice activities at their school that help the community (e.g., Food Bank, Terry Fox Run);
- 82.1% agreed that they can make choices about how to demonstrate their learning;
- 77.6% indicated that their opinions are respected and valued by the staff at their school; and
- 67.9% indicated that they have opportunities to share their opinions about their school with school staff.

In considering the Grades 10 to 12 students, results indicated that:

- 81.0% indicated that their opinions are respected and valued by the staff at their school;
- 79.8% agreed that they can make choices about how to demonstrate their learning;
- 71.0% indicated that they have opportunities to share their opinions about their school with school staff; and
- 70.7% indicated that they participate in social justice activities at their school that help the community (e.g., Food Bank, Terry Fox Run).

In considering the parents/guardians, results indicated that:

- 96.8% indicated that their child participates in social justice activities at their school that help the community (e.g., Food Bank, Terry Fox Run);
- 93.1% agreed that their child can make choices about how to demonstrate their learning;
- 93.1% indicated that their child's opinions are respected and valued by school staff; and
- 88.5% indicated that their child has opportunities to share their opinions about their school with school staff.

In considering the certificated teachers, results indicated that:

- 98.4% indicated that students participate in social justice activities at their school that help the community (e.g., Food Bank, Terry Fox Run);
- 96.7% indicated that student opinions are respected and valued by the staff at their school;
- 93.8% agreed that students at their school can make choices about how to demonstrate their learning; and
- 90.4% indicated that their school creates opportunities for students to share their opinions about the school with school staff.

Key Strategies

In our Division, we've implemented several strategies to engage students through a Universal Design for Learning (UDL) approach. We've offered students choices in activities to connect with their interests, set clear goals, and provided regular feedback to keep them motivated. We've also taught self-regulation strategies to help students manage their own learning. To cater to different learning preferences, we've used various formats like text, audio, video, and interactive media to present information. Additionally, we've allowed students to demonstrate their understanding through various methods, such as written reports, presentations, and creative projects. Furthermore, we've hosted

professional development sessions for teachers, enabling them to experience UDL strategies from the perspectives of neurodiverse learners, EAL students, and others. These efforts have helped us create a more engaging and supportive learning environment for all students.

Engaging parents in student learning is essential as it fosters a supportive home environment, enhances student motivation, and promotes better academic outcomes. Recognizing its importance, our Division has supported teachers with the implementation of SpacesEDU. For instance, teachers can use SpacesEDU to present information in various formats—such as videos, audio recordings, and interactive activities—catering to different learning preferences. This adaptability not only supports students with different learning styles but also fosters a more inclusive and supportive classroom environment. Additionally, SpacesEDU is an excellent tool for engaging parents and guardians by providing them with real-time updates on their child’s progress and participation. This transparency helps build a stronger home-school connection, ensuring that parents and guardians are actively involved in their child’s educational journey.

To support teachers, the Autism Working Group has developed and implemented a Classroom Reflection Tool. This tool helps teachers reflect on their teaching practices by focusing on five key areas: environment, developing student autonomy, peer acceptance and relationships, instructional considerations, and communication.

This tool has been incredibly impactful in the classroom. By using it, teachers have been able to create more inclusive and supportive learning environments. The focus on developing student autonomy has empowered students to take more control over their learning, fostering independence and confidence. Emphasizing peer acceptance and relationships has helped build a more cohesive and supportive classroom community, where all students feel valued and included. The instructional considerations section has guided teachers in adapting their teaching methods to better meet the diverse needs of their students, while the communication component has improved interactions between teachers and students, as well as among students themselves. Overall, the Classroom Reflection Tool has significantly enhanced the quality of education and the classroom experience for both teachers and students.

Additionally, our partnership with the departments of Occupational Therapy and Education at the University of Alberta has enabled us to see how peer interactions and developing authentic relationships are possible when all students work together. This collaboration has provided valuable insights and practical strategies that have further enhanced the effectiveness of the Classroom Reflection Tool. Overall, these efforts have significantly improved the quality of education and the classroom experience for both teachers and students, in the schools that piloted it.

The Edmonton Catholic School Division’s “AAC Goes to School and AAC Goes Home” initiative has significantly enhanced the engagement of students who use communication devices and the staff who support them. By offering interactive lessons, this initiative allows students to connect with the multi-disciplinary team and other students with complex communication needs, fostering a sense of community and shared learning. Additionally, it provides essential training and support for the staff, ensuring they are well-equipped to assist their students effectively. This dual approach not only improves communication skills but also builds confidence and independence among students, creating a more inclusive and supportive educational environment.

Early Years Literacy & Numeracy Assessments

EARLY YEARS LITERACY

		Number of students assessed, beginning of year	Number of students at risk, beginning of year	Average months behind, beginning of year	Number of students at risk, end of year	Average months gained, end of year
Grade 1	LeNS	2,872 (January)	798	N/A	730	N/A
	CC3	2,859 (January)	964	5.5	782	2.4
Grade 2	LeNS	3,027	852	N/A	667	N/A
	CC3	3,027	1,070	8.5	931	5.7
Grade 3	CC3	2,877	961	14.3	802	6.3

EARLY YEARS NUMERACY

		Number of students assessed, beginning of year	Number of students at risk, beginning of year	Average months behind, beginning of year	Number of students at risk, end of year	Average months gained, end of year
Gr 1	Alberta Provincial Numeracy Screener	3,397 (January)	886 (January)	9.3	689	0
Gr 2	Alberta Provincial Numeracy Screener	3,544	897	10.6	663	-0.3
Gr 3	Alberta Provincial Numeracy Screener	3,310	669	10.7	505	-0.5

Commentary on Results

Overall, ECSD literacy results reveal that 33% of students are at-risk at the beginning of Grade 1. Students gained an average of 2.4 months by the end of the year. In Grade 2, approximately 35% of students are at-risk in September. Students gained an average of 5.7 months by the end of the year. In Grade 3, approximately 33% of students are at-risk. They gained an average of 6.3 months by the end of the year. Interventions were focused on higher grades.

ECSD numeracy results reveal that 26% of students are at-risk in Grade 1, 25% in Grade 2, and 20% in Grade 3. We did not see significant gains in Mathematics. This is an area of growth for us.

Key Strategies

Our approach to ELAL focused on providing a variety of student books and teacher resources, including decodable books, mentor texts, and comprehensive instruction manuals. Professional development sessions ensured that teachers were well-equipped to use these materials effectively, enhancing phonics, morphology, and other key language skills. This strategy aimed to foster deeper student understanding and engagement in literacy. It was essential to align with the new learning outcomes and ensure our teaching methods were based on research-proven practices.

Notably, this year we created comprehensive planning packages for teachers, supported by consultants, to enhance effective teacher planning in ELAL. We will continue these key strategies for the 2024-2025 school year with the addition of a Grade 4 to 6 literacy project using classroom novels, a structured literacy professional learning and reading research project with Dr. George Georgiou for Grades K to 2, and an in-depth exploration and use of morphology resources introduced in schools in the fall.

Math education was supported through the provision of classroom-based manipulatives such as Digi blocks, Cuisenaire rods, and number balances. These tools, combined with professional learning sessions, helped teachers facilitate the transition from concrete to abstract thinking in students. This approach ensured that students could engage in rich tasks and explore mathematical concepts at their own pace.

Data-driven planning has been an essential support for teachers, enabling the use of specific student assessment information from both provincial and local assessments to align with the curriculum. Curriculum consultants worked with administrators and teachers to identify and plan for these student needs, and comprehensive planning packages were shared with teachers for each grade level. These key strategies will continue in 2024-2025.

Fifteen schools were invited to participate in an early pilot of an intervention resource that was provided to all schools in the spring, Do the Math. These schools selected a designate for professional learning in which the resource was introduced. These schools were then encouraged to select a small cohort(s) of students identified as at risk and provided support with the addition and subtraction module.

TEACHING & LEADING

ALBERTA EDUCATION Assurance Survey Measures & Results

ECSD Education Quality

Performance Measures – Percentage of parents, students and teachers satisfied with the overall quality of basic education.	Results %					Evaluation		
	2019-20	2020-21	2021-22	2022-23	2023-24	Achievement	Improvement	Overall
Parents	89.4	87.8	88.6	87.9	87.5	Very High	Maintained	Excellent
Students	89.3	87.5	87.7	87.8	86.8	High	Declined Significantly	Issue
Teachers	95.8	94.7	95.2	95.4	94.4	Intermediate	Declined	Issue
Overall	91.5	90.0	90.5	90.3	89.6	High	Declined Significantly	Issue

Note: The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

ECSD ANNUAL Survey Measures & Results

Teaching & Learning Practices

Performance Measure: Percentage of students, parents/guardians, and teachers who agree that students have clear expectations and receive and know how to use specific feedback on engaging learning activities that use a variety of approaches to meet student needs.	Results % 2022-23	Results % 2023-24
Parents/Guardians	*94.6	93.6
Students	*86.4	85.6
Certificated Teachers	*96.8	97.1

*Results for 2023/2024 cannot be compared to previous years as the questions changed to reflect the new Division Plan for Continuous Growth 2023-2026.

Commentary on Results

In considering the Grades 4 to 6 students, results indicated that:

- 96.6% agreed that their teachers encourage them to try their best;
- 95.0% agreed that they are given examples of what is expected of them in their assignments;
- 93.0% agreed that their teachers use a variety of approaches to meet their learning needs;
- 92.1% indicated that their learning activities are engaging and relevant;
- 91.1% agreed that they receive clear and specific feedback about their learning throughout the school year; and
- 89.7% agreed that they are taught how to use feedback in order to improve their learning.

In considering the Grades 7 to 9 students, results indicated that:

- 90.4% agreed that their teachers encourage them to try their best;
- 89.1% agreed that they are given examples of what is expected of them in their assignments;

- 80.6% indicated that their learning activities are engaging and relevant;
- 78.4% agreed that they receive clear and specific feedback about their learning throughout the school year;
- 78.0% agreed that their teachers use a variety of approaches to meet their learning needs; and
- 76.9% agreed that they are taught how to use feedback in order to improve their learning.

In considering the Grades 10 to 12 students, results indicated that:

- 90.5% agreed that their teachers encourage them to try their best;
- 85.9% agreed that they are given examples of what is expected of them in their assignments;
- 80.6% indicated that their learning activities are engaging and relevant;
- 77.3% agreed that they receive clear and specific feedback about their learning throughout the school year;
- 75.8% agreed that they are taught how to use feedback in order to improve their learning; and
- 74.7% agreed that their teachers use a variety of approaches to meet their learning needs.

In considering the parents/guardians, results indicated that:

- 96.7% agreed that their child's teachers encourage their child to try their best;
- 95.8% indicated that their child's learning activities are engaging and relevant;
- 94.4% agreed that their child is given examples of what is expected of them in their assignments;
- 93.3% agreed that their child's teachers use a variety of approaches to meet their child's learning needs;
- 92.0% agreed that their child receives clear and specific feedback about their learning throughout the school year; and
- 89.5% agreed that their child is taught how to use feedback in order to improve their learning.

In considering the certificated teachers, results indicated that:

- 98.9% agreed that teachers at their school encourage students to try their best;
- 98.2% agreed that students at their school are given examples of what is expected of them in their assignments;
- 97.8% indicated that learning activities at their school are engaging and relevant;
- 97.1% agreed that students at their school receive clear and specific feedback about their learning throughout the school year;
- 97.0% agreed that teachers at their school use a variety of approaches to meet their students' learning needs; and
- 93.3% agreed that students at their school are taught how to use feedback in order to improve their learning.

Overall Satisfaction with Edmonton Catholic Schools

Performance Measures: Percentage of parents/guardians, students and teachers who agree that they are satisfied with the quality of education that their school is providing	Results % 2022-23	Results % 2023-24
Parents/guardians	*95.8	95.2
Students	*86.4	87.4
Certificated Teachers	*94.8	95.8

**Results for 2023/2024 cannot be compared to previous years as the questions changed to reflect the new Division Plan for Continuous Growth 2023-2026.*

Commentary on Results

In considering the Grades 4 to 6 students, results indicated that:

- Overall, 93.0% agreed that they are satisfied with the quality of education at their school.

In considering the Grades 7 to 9 students, results indicated that:

- Overall, 82.2% agreed that they are satisfied with the quality of education at their school.

In considering the Grades 10 to 12 students, results indicated that:

- Overall, 86.6% agreed that they are satisfied with the quality of education at their school.

In considering the parents/guardians, results indicated that:

- Overall, 95.2% agreed that they are satisfied with the quality of education at their child's school.

In considering the certificated teachers, results indicated that:

- Overall, 95.8% agreed that they are satisfied with the quality of education that their school is providing to their students.

Key Strategies

Supporting documents for the significant work that went into achieving results:

[Professional Learning for All Report](#)

[Leadership and Staff Recruitment, Retention, and Development - February 2024](#)

Learning Services promotes and builds collective and individual efficacy through targeted professional learning opportunities and supports. Our professional learning sessions are focused on areas of need identified through data analysis, ongoing consultation with our site-based leaders, teacher feedback and consultant observations. The Division collected data from our Assurance survey to complement the data received from Alberta Education. By gathering and reviewing quantitative and qualitative data, our commitment to ensuring optimal learning for all will be fulfilled by providing teachers and leaders learning opportunities in the identified areas for ongoing professional learning.

At the heart of our efforts was our commitment to understanding the curriculum and helping teachers identify the most effective resources for their planning and student learning. One key strategy that emerged was "effective teacher planning to support optimal learning." These deep dive planning sessions were incredibly impactful and will be a cornerstone of our work next year.

Our overarching themes were collaborative learning, effective planning, instruction, assessment practices, and inclusive education. We aimed to create an environment where every student can thrive, supported by confident, resourceful, and adaptive educators. Our professional learning audience included school administrators and teachers across all grade levels, ensuring they are active participants in shaping the educational landscape.

This professional learning model is an investment in our educators and students, representing a significant stride towards overall Divisional improvement. By empowering teachers with knowledge, resources, and support, we are setting a foundation for a more dynamic, inclusive, and effective learning environment, fostering a culture of continuous learning and growth.

Division Wide Professional Learning

NEW CURRICULUM

New Curriculum Summer Summit - To launch the new school year, teachers were invited to optionally attend our Summer Summit. This day offers 39 sessions to choose from, but each session provides powerful “classroom ready” learning combined with student resources to take back to the school. We hosted 317 teachers from 69 of our elementary schools. This learning is offered in repeat sessions during our Division Wide Professional Learning and School Team days. These resources support not only new curriculum implementation but also our legacy subjects. Schools received the comprehensive EDWIN resource purchased for all Grades 4 to 6 teachers, Organizing Ideas Bins for Science and the Grades 4 to 6 novel project library. For all K to 6 schools, we have provided Bug Club morphology, Do the Math and Spaces.

School Teams - Five times a year, our elementary curriculum manager, curriculum consultants, EAL and Language consultants host schools in “conference style” full day of immersive hands-on professional learning for school teams to learn about the current and immediately upcoming moments of time in the new curriculum. These days support the new subject areas across all seven grade levels. Each school team consists of the administrator and up to two additional teachers. These school teams then bring back the learning and experiences to their staff.

Teacher Working Groups - Our teacher working groups serve a twofold purpose. Firstly, our self-nominated teachers from Grades K to 6 join us three times a year to work at-the-elbow with curriculum consultants to co-construct critical classroom supports for teachers in the form of pacing guides and curriculum crates. We have 220 pacing guides for every single subject area and grade level for each month. We have 235 fully developed curriculum crates (lesson plans) complete with teacher and student materials. Secondly, these teachers get the afternoon off these days to plan with fellow grade level educators with the assistance and support of curriculum consultants.

Math Resources - In order to best support the skills and procedure KUSPS, we provided classroom-based Math manipulatives as a supplement to the already existing purchase of Math Up as a Division Wide Professional Learning resource for all elementary teachers. These resources are extensively supported through professional learning in our Summer Summit as well as our school teams prior to being sent to schools so we know teachers are supported with both knowledge and resources together. We purchased an additional two sets of Digi blocks per school, class sets of Cuisenaire rods, class sets of number balances, and Math mentor texts to support Grades K to 6.

ELAL Resources - Continuing to enhance the understanding and engagement of new ELAL curriculum required ensuring there were student books and teacher resources to specifically support phonics and morphology instruction as well as support of the other KUSPS. Decodable books and mentor texts were heavily invested in and deployed to every school through the learning in the Summer Summit and school teams. Additionally, we purchased the UFLI teacher manual for Grade 4 to 6 emergent reading instruction at a cost. Additional resources purchased for this school year for all 72 schools were the Phonics companion manual, Launching the Writers Workshop, Powerful Writing Structures, Patterns of Power and Patterns of Wonder, and The Mega Book of Fluency.

Science Resources - We created resources to support all Grades K to 6 in the form of pacing guides, curriculum crates, and Discovery Education board. The DE boards were made so that every grade level every month would have a “clickable” resource for each KUSP. These DE boards offer teacher and student content to support both background knowledge and new learning. There are videos, activities, reading passages, virtual field trips and more. Seventy-seven complete boards were created, and a one-year Discovery Education license was purchased for all 72 elementary schools in order to use them and the additional other features and subject area supports.

SUMMER SUMMIT

Curriculum consultants and managers from the Edmonton Catholic School Division hosted optional summer learning series for teachers who wanted to kick start their year.

Elementary Summit - For a second year, we launched a new curriculum at our Elementary Summer Summit. This was a full-day event, centered around both the new and legacy curriculums, bursting with over 39 "classroom ready" sessions. Each session came packed with powerful resources teachers could roll out right from day one. The sessions also provided teachers with many fantastic resources. This journey is all about empowering teachers to craft engaging, inclusive, and forward-thinking learning experiences for every student, priming them for a bright future in our ever-evolving world.

Secondary Summit - Grades 7 to 12 teachers from 33 schools got ready for the new school year as well as recharge and reconnect with their colleagues in the Secondary Summit. They had the opportunity to refresh background knowledge, learn new strategies and receive new resources to build their educator toolkit as they prepared to dive into the 2024-2025 year. The summit offered 33 sessions with robust hands-on learning and an opportunity to engage in professional dialogue inspiring them for the upcoming year.

DIVISION WIDE PROFESSIONAL DEVELOPMENT SERIES

Learning Services offers teachers four DWPD sessions a year. This year we offered an exciting new format with 41 unique sessions intended to honour voice and choice to meet teachers' professional learning goals, as well as the unique needs of their students. This year, we cultivated a community of practice format through a four-session series, providing an immersive and comprehensive learning journey amongst peers.

EDUCATION FOR EVERY CHILD MINI-CONFERENCES

The Inclusive Education Team coordinated four conferences to enhance teachers' understanding and use of Universal Design for Learning (UDL). The conferences were hosted by four different schools in the Division, strategically located in all four quadrants of the city. The conferences offered a variety of sessions tailored to meet diverse student needs, empowering educators to implement UDL strategies effectively. These sessions covered innovative teaching techniques, technology integration, and creating inclusive learning environments. Each participant received a resource for lesson planning, classroom routines along with a lanyard with visuals to support AAC communication. Some of the sessions offered include:

- Self-Regulation
- Reading and Writing for Students with Developmental Disabilities
- Routines Based Planning
- Differentiation in Math
- Strategies to Support Struggling Readers
- Evidence Based Learning for Students with Autism
- Increasing Student Engagement with UDL and Social Emotional Learning
- Assessment for Complex Learners
- Differentiation in Math, Social Studies, and Science

BEGINNING TEACHERS' CONFERENCES

The goals of ECSD Beginning Teacher Mentorship Program are to develop a base of knowledge specific to ECSD as well as support beginning teachers in their transition into the profession. A key component to these conferences is to develop a support network for beginning teachers and ensuring that beginning teachers understand their

responsibilities as laid out by the Teacher Qualifications Services (TQS) and can fully apply the principles of inclusion. As part of the Leadership Quality Standard (LQS), creating a culture of career-long learning, Learning Services provides professional learning for the Beginning Teacher Mentorship Program in collaboration with Human Resource Services and Edmonton Catholic Teachers' Local.

JUNIOR HIGH AND HIGH SCHOOL ASSESSMENT WORKING GROUPS

Learning Services consultants engage teachers and principals in a variety of working groups to support the development of learning resources as well as to build the capacity of these group members to lead their staff in their schools. Junior and senior high school teacher working groups were structured to develop teacher capacity in blueprinting assessments and creating multiple choice items to use in both the classroom and our Common Summative Assessments in all subject areas. The spirit of these item writing sessions was to support teachers wanting to target communication and scaffolding within their classroom. It is also important to note that during these sessions, time was spent on attending to the cognitive domain of items being developed. This experience assisted teachers in understanding how to create low, moderate, and high-level items which, in turn, will support the Division's request for targeting Standard of Excellence. The developed items were accessible to all teachers to assist those looking for assessment item exemplars. Working groups develop subject area leads who plan, collaborate, and share in the development of Division resources.

RESOURCE CREATION

Learning Services actively engages teachers in supporting the creation of curriculum resources that are universally shared through our online platform.

PARTNERSHIPS

Edmonton Catholic Schools has partnered with the Association of Science and Engineering Technology to support the development of a STEM Camp session for students in Grades 8 to 11.

Abbotsfield Youth Project and Action for Healthy Communities and ASSIST Community Services Centre provides after-school programs. Action for Healthy Communities supports schools with cultural, academic and recreation components and also provided an after-school STEM for Girls program this year. They partner with us on a credited high school summer school class for newcomers.

All In for Youth is a partnership of Boys & Girls Clubs Big Brothers Big Sisters of Edmonton & Area, City of Edmonton, e4c, Edmonton Catholic Schools, Edmonton Community Foundation, Edmonton Public Schools, The Family Centre, REACH Edmonton, Mental Health Foundation and United Way Alberta Capital Region. All in for Youth provides children and families with school-based, wraparound support delivered collaboratively between schools and community agencies. On-site support and services include mental health therapy, nutrition, success coaching, after-school, and school break programming, mentoring and family support.

APPLE Schools collaborates with six ECSD APPLE Schools and expanded to five APPLE School Allies. APPLE Allies is a pilot school-based program that promotes healthy eating, active living, and positive mental well-being.

Edmonton Immigrant Services Association provides Settlement Workers in Schools (SWIS) and after-school cultural, academic support and recreation programs.

Free Play provides after-school programming at schools by providing safe, accessible, and inclusive spaces, where children are empowered through play. They provide staff that support the social and emotional wellness of children by providing nutritional snacks and developing physical literacy.

La Francophonie Albertine Plurielle provide after-school cultural, academic and recreation programs and provides settlement support to all immigrant families in need at French Immersion schools.

The Rock and Roll Society of Edmonton provides small group music lessons after school (including Fall Break, Spring Break, and summer camps) and provides in-school music lessons to Cardinal Collins Academic Centre in partnership with their music programs. They partner with us on a high school credited music class in summer school. In keeping with the principles of inclusion, 'Collaborating for Success', inclusive consultants have worked closely with various outside organizations to ensure success for the most diverse students in our Division. Some of these organizations include:



Teacher Growth, Supervision, and Evaluation

Our Division has made meaningful progress in refining the processes for Teacher Growth, Supervision, and Evaluation, ensuring alignment with the Alberta Teaching Quality Standard and our Division Foundation Statement. This ongoing work is carefully reviewed on an annual basis to maintain compliance with the Alberta Education Act and Division Administrative Procedure 422.

One of the key accomplishments has been the revision of Administrative Procedure 422, updating it to ensure clarity and consistency in how teachers are supervised and evaluated. Additionally, our teacher evaluation documents have been updated and reformatted to align with the Alberta Education Act. These documents now provide clear, evidence-based feedback, emphasizing teacher growth and connecting their performance to the competencies outlined in the Alberta Teaching Quality Standard while upholding the Catholic values that are foundational to our Division's mission.

We also introduced a personalized Observation and Reflection document for teachers to use, allowing them to reflect on their practice and receive individualized feedback. To further support new teachers, we have a strong mentorship program within the Division, guiding them through the growth and evaluation process.

In addition to supporting teachers, we focused on the professional development of our leadership team. Principals and assistant principals participated in training that emphasized performance conversations, providing candid and compassionate feedback, and using an instructional coaching approach to foster teacher growth. We also encouraged leadership involvement by offering principals and assistant principals the opportunity to serve on Division committees,

such as the Staffing and Evaluation Committees, where they commit to two-year terms. This initiative promotes collaboration and leadership within the Division.

These efforts reflect our continued commitment to supporting teacher growth and improving educational quality in alignment with the Alberta Teaching Quality Standard and Catholic education.

LEARNING SUPPORTS

ALBERTA EDUCATION Assurance Survey Measures & Results

ECSD Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)

Performance Measures – Percentage of parents, students and teachers who agree that their learning environments are welcoming, caring, respectful and safe.	Results %					Evaluation		
	2019-20	2020-21	2021-22	2022-23	2023-24	Achievement	Improvement	Overall
Parents	n/a	88.1	88.9	88.5	88.1	n/a	Maintained	n/a
Students	n/a	79.9	79.2	78.3	75.7	n/a	Declined Significantly	n/a
Teachers	n/a	95.4	94.1	93.2	91.6	n/a	Declined Significantly	n/a
Overall	n/a	87.8	87.4	86.7	85.1	n/a	Declined Significantly	n/a

Note: The AEA survey was introduced as a pilot in 2020-21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

ECSD Access To Support & Services

Performance Measures – Percentage of parents, students and teachers who agree that students have access to the appropriate supports and services at school.	Results %					Evaluation		
	2019-20	2020-21	2021-22	2022-23	2023-24	Achievement	Improvement	Overall
Parents	n/a	79.4	81.4	80.0	80.3	n/a	Maintained	n/a
Students	n/a	80.5	81.5	82.5	80.0	n/a	Declined Significantly	n/a
Teachers	n/a	90.7	91.3	91.3	88.3	n/a	Declined Significantly	n/a
Overall	n/a	83.5	84.8	84.6	82.9	n/a	Declined Significantly	n/a

Note: The AEA survey was introduced as a pilot in 2020-21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

ECSD ANNUAL Survey Measures & Results

Inclusive and Caring Learning Environment

Performance Measures – Percentage of parents/guardians, students and teachers who agree that their learning environments are welcoming, caring, respectful and safe and celebrate diversity.	Results % 2022-23	Results % 2023-24
Parents/guardians	*95.6	94.1
Students	*91.2	90.4
Certificated Teachers	*94.8	94.0

**Results for 2023/2024 cannot be compared to previous years as the questions changed to reflect the new Division Plan for Continuous Growth 2023-2026.*

Commentary on Results

In considering the Grades 4 to 6 students, results indicated that:

- 96.7% indicated that welcoming and including others is an expectation at their school;
- 96.0% indicated that their school teaches them to show respect for people of all different faiths, cultures, backgrounds, and experiences;
- 95.4% agreed that they demonstrate care for others at their school; and
- 90.7% indicated that their school celebrates diversity by having events and activities that highlight different cultures and backgrounds.

In considering the Grades 7 to 9 students, results indicated that:

- 90.7% indicated that welcoming and including others is an expectation at their school;
- 90.5% indicated that their school teaches them to show respect for people of all different faiths, cultures, backgrounds, and experiences;
- 90.4% agreed that they demonstrate care for others at their school; and
- 79.7% indicated that their school celebrates diversity by having events and activities that highlight different cultures and backgrounds.

In considering the Grades 10 to 12 students, results indicated that:

- 90.6% indicated that their school teaches them to show respect for people of all different faiths, cultures, backgrounds, and experiences;
- 89.4% agreed that they demonstrate care for others at their school;
- 88.2% indicated that welcoming and including others is an expectation at their school; and
- 84.2% indicated that their school celebrates diversity by having events and activities that highlight different cultures and backgrounds.

In considering the parents/guardians, results indicated that:

- 96.9% indicated that their child's school teaches their child to show respect for people of all different faiths, cultures, backgrounds, and experiences;
- 96.0% indicated that welcoming and including others is an expectation at their child's school;
- 91.9% indicated that their child's school celebrates diversity by having events and activities that highlight different cultures and backgrounds; and
- 91.4% agreed that students at their child's school demonstrate care for each other.

In considering the certificated teachers, results indicated that:

- 96.8% indicated that their school teaches students to show respect for people of all different faiths, cultures, backgrounds, and experiences;
- 96.7% indicated that welcoming and including others is an expectation at their school;
- 92.1% agreed that students at their school demonstrate care for each other; and
- 90.6% indicated that their school celebrates diversity by having events and activities that highlight different cultures and backgrounds.

Access To Help, Support & Resources

Performance Measures – Percentage of parents/guardians, students and teachers who agree that students have access to staff for extra learning support and academic and/or career counselling, and a variety of extra-curricular opportunities.	Results % 2022-23	Results % 2023-24
Parents/guardians	*92.6	87.6
Students	*89.0	86.8
Certificated Teachers	*93.1	91.3

**Results for 2023/2024 cannot be compared to previous years as the questions changed to reflect the new Division Plan for Continuous Growth 2023-2026.*

Commentary on Results

In considering the Grades 4 to 6 students, results indicated that:

- 92.1% agreed that their school has a variety of extra-curricular activities, clubs, and/or teams; and
- 89.4% agreed that there are staff members available if they need extra help with their learning.

In considering the Grades 7 to 9 students, results indicated that:

- 92.9% agreed that their school has a variety of extra-curricular activities, clubs, and/or teams;
- 84.6% agreed that there are staff members available if they need extra help with their learning;
- 77.9% indicated that as a Grade 9 student, their school provides resources and access to help so that they know what they need to do to receive a senior high school diploma or certificate;
- 68.4% indicated that as a Grade 9 student, their school provides resources and opportunities to help them make career decisions; and
- 64.7% indicated that as a Grade 9 student, their school provides resources and access to help in selecting courses to prepare for life after Grade 12.

In considering the Grades 10 to 12 students, results indicated that:

- 91.7% agreed that their school has a variety of extra-curricular activities, clubs, and/or teams;
- 89.7% indicated that their school provides resources and access to help so that they know what they need to do to receive a senior high school diploma or certificate;
- 88.7% agreed that there are staff members available if they need extra help with their learning;
- 84.1% indicated that their school provides resources and access to help in selecting courses to prepare for life after Grade 12; and
- 83.9% indicated that their school provides resources and opportunities to help them make career decisions.

In considering the parents/guardians, results indicated that:

- 90.4% agreed that their child has access to appropriate academic supports and specialized services when needed;

- 90.4% indicated that their child in Grade 9, 10, 11, 12, or 4th or 5th Year High School is provided with resources and access to help so that they know what they need to do to receive a senior high school diploma or certificate;
- 87.0% agreed that their child has access to supports and specialized services to meet their non-academic, social-emotional, and mental health needs;
- 86.2% indicated that their child in Grade 9, 10, 11, 12, or 4th or 5th Year High School has access to help in selecting courses to prepare for life after Grade 12;
- 85.5% agreed that their child's school has a variety of extra-curricular activities, clubs, and/or teams; and
- 84.4% indicated that their child in Grade 9, 10, 11, 12, or 4th or 5th Year High School has resources available to help them make career decisions.

In considering the certificated teachers, results indicated that:

- 96.7% agreed that their school has a variety of extra-curricular activities, clubs, and/or teams;
- 91.7% agreed that their school offers supports and specialized services to meet the non-academic, social-emotional, and mental health needs of students;
- 90.7% agreed that their school provides academic supports and specialized services when students need them; and
- 86.2% agreed that students with special needs at their school have access to appropriate supports and specialized services.

Key Strategies

The maintenance of a welcoming, caring, safe, respectful, and inclusive learning environment in our schools is the result of a concerted effort between the Division and our schools to put appropriate expectations and supports in place to meet diverse student needs.

Equity Diversity, Inclusion, Anti-Racism and Student Wellness

As an organization, Edmonton Catholic Schools embraces the values of equity, diversity, inclusion and anti-racism (EDIAR) as is evident through the implementation of the priorities, key strategies and actions within the [EDIAR strategic plan](#). Rooted in centuries-old traditions and teachings, Catholicism espouses principles of justice, compassion, and respect for the dignity of every human being, regardless of race, ethnicity, gender, or any other characteristic. At its core, Catholic social teaching emphasizes the importance of solidarity, subsidiarity, and the common good; principles that inherently intersect with equity, diversity, inclusion and anti-racism. Section 35.1 of the Education Act mandates that school principals support the establishment of student organizations aimed at promoting a welcoming, caring, respectful, and safe learning environment. In Edmonton Catholic Schools we recognize that these organizations foster diversity and a sense of belonging, supported by a staff member. The importance of such groups is underscored by the increasing number of these organizations through the 2023-2024 school year, including Black Student Associations, Braided Journeys programs for Indigenous students, LIFE Clubs/GSAs, and Student EDIAR Groups. The EDIAR team provides essential guidance to these groups, creating opportunities for students to engage in meaningful discussions, share experiences, and promote understanding through school wide announcements, presentations, and cultural celebrations.

In addition to supporting student organizations, Edmonton Catholic Schools prioritizes EDIAR, mental health and well-being through dedicated programs and student supports. Each school has a Mental Health Champion who promotes a supportive environment, and student symposiums offer leadership and wellness training. Professional development

opportunities like Go-To Educator Sessions, LIFE Club Teacher Lead callbacks and Teacher Counsellor callbacks further ensure that staff are equipped to support student mental health and a sense of belonging, fostering a safe and inclusive atmosphere. For example, the Black Student Association Conference, which occurred for the first time in February 2024, exemplified the success of these efforts to embrace diversity, providing a platform for Black students to connect, celebrate their culture, and envision their futures. Through these combined efforts in faith, EDIAR and wellness, Edmonton Catholic Schools strives to create a nurturing environment that supports academic, spiritual and emotional growth.

Edmonton Catholic Schools take a restorative approach to addressing discrimination, racism and conflict management wherever possible. Restorative Practices, grounded in Restorative Justice, prioritize repairing harm and fostering relationships over punitive measures, promoting equity and inclusion. These practices were reinforced during the development of Administrative Procedure 172, emphasizing a shift from disciplinary approaches to trauma-informed, restorative methods. Through the 2023-2024 school year, the EDIAR team and Communications team worked together to ensure that students, staff and families had a clear understanding of AP 172 for reporting of and responding to discrimination and racism. The Edmonton Catholic School Division, in collaboration with the International Institute of Restorative Practices, has trained a team of certified facilitators to conduct Restorative Conferences, which involve all parties to promote healing and accountability. This approach has proven effective in resolving conflicts, including racial incidents and peer disputes, by fostering empathy and behavioral change. Integrating Indigenous practices, such as healing circles, further supports cultural safety. The success of a restorative approach is evident in the positive outcomes and the low number of formal discrimination reports, reflecting strong support and conflict resolution within schools.

One World...One Centre

Edmonton Catholic Schools has made it a priority to ease this transition and provide a nurturing environment for newcomer families and their children. For the 2023-2024 school year, One World...One Centre began welcoming families at Lumen Christi Catholic Education Centre during the summer, from six continents across the world. One World...One Centre has welcomed over 3,100 students to our centre for the 2023-2024 school year. The initial contact with new families creates the first home-school connection with the families. One World...One Centre staff collect background information and immigration documentation from the families, which allows them to set up an appointment to meet with an Intercultural Worker who, not only speaks their language, but understands their cultural background and their needs as a newcomer to Canada. In addition, to register the families, ECSD staff complete student Language assessments using the Alberta Education EAL Proficiency Benchmarks, including listening, speaking, reading, and writing skills to inform programming at the school. Every newcomer stepping through the doors of One World...One Centre receives a backpack with school supplies generously donated by United Way.

Additionally, each student receives a drawstring bag with a water bottle, lunch kit, and pencils with the ECSD logo, which assists in creating that initial sense of belonging to the ECSD community. One World...One Centre staff continue to support students and their families through interpretation, communication both at school and outside of school, cultural brokering, creation of resources in multiple languages, referrals to other organizations and agencies, parent sessions, school presentations, cultural events, and forming partnerships with various organizations to provide in and after-school programs with cultural, academic, recreation, and mentorship components. It's not just about succeeding academically, it's about thriving in every aspect of life. Families want to preserve cultural heritage while adapting to a new way of life and maintaining a sense of continuity in their lives as their children transition to Edmonton Catholic Schools.

Specialized Services (Multi-Disciplinary Teams)

Multi-disciplinary teams (MDT) within Edmonton Catholic Schools are critical to programming for and supporting students with diverse learning needs. By embracing the unique strengths and backgrounds of each student, MDT members collaborate with teachers and staff to ensure that every individual feels empowered and recognized, regardless of their differences. This collaboration involves a range of professionals such as Family School Liaison Workers, Emotional Behavioural Specialists, Speech-Language Pathologists, Occupational Therapists, Therapeutic Assistants, and Mental Health Therapists, who collectively develop and deliver comprehensive approaches to support diverse learners. Utilizing their various professional lens, MDT staff cater to various learning needs, ensuring that all students have access to inclusive education through instructional coaching, modelling strategies, direct support to students and families and offering professional development.

Furthermore, MDT members prioritize cultural sensitivity and representation in therapy and teaching materials, recognizing the profound impact of validation on students' sense of belonging and self-worth. They also engage families and communities in developing support plans, respecting their perspectives and contributions. Additionally, MDT members equip educators with tools to support access, regulation and communication to foster authentic learning and positive relationships in the school environment. The Low Incidence Team supports students with significant disabilities, ensuring they can access the curriculum, build peer relationships, and experience genuine belonging. By advocating for accessible facilities, trauma-informed approaches, restorative practices and promoting a culture of inclusivity and collaboration, MDT staff play a pivotal role in creating meaningful learning environments where every student can thrive.

Instructional Coaches

Inclusive education consultants collaborate with school teams and instructional coaches to support diverse learners through Universal Design for Learning (UDL), differentiated instruction, accommodations, adapted programming, and Individual Program Planning (IPP). Regularly scheduled callbacks facilitate ongoing professional learning and dialogue, with school instructional coaches engaging in themes such as UDL, reframing autism, and neurodiverse teaching approaches so that optimal learning is possible for all. Consultants and coaches model strategies such as visual supports, and personal schedules to enhance student understanding and develop consistent routines. This year, ECSD re-envisioned the role of learning coach to instructional coach. Jim Knight's Instructional Coaching model was introduced by the Inclusive Team and will be continued with Division staff next year.

Programs of Choice

In addressing the diverse needs of every student, inclusive consultants are dedicated to assisting school teams through a range of methods including observations, discussions, and intake procedures for the array of Inclusive Education Programs. These encompass Pre-Kindergarten 100 Voices, Kindergarten Extensions, WIN (Whatever Is Necessary) Junior/Senior, Personal Pathways, PBS (Positive Behaviour Supports), GIST (Guided Intervention Supported Transitions), CASA Classroom, and Generations. These programs serve as vital bridges between the school community and students' homes, offering flexible support tailored to individual needs. Consultants collaborate closely with educators to provide tailored professional development, ensuring equitable access to learning opportunities. Furthermore, the programs establish valuable connections with external services such as the Glenrose Hospital, Family Support for Children with Disabilities (FSCD), CASA Mental Health for Children and Families, ELVES Special Needs Society, Unlimited Potential Community Supports (UPCS), Alberta School for the Deaf, Scott Robertson School, Children's Autism Society of

Edmonton (CASE) and other community resources, thereby enriching the support network available to students with diverse needs and their families.

Inclusive Consultants

Inclusive Consultants support school teams in developing flexible and responsive learning environments that can adapt to the changing needs of all learners. Working daily with students, teachers, instructional coaches, administrators and multidisciplinary staff, inclusive consultants help to support a Universal Design for Learning (UDL) approach to increase access to learning for all students. Additionally, inclusive consultants work with school teams to support best practices in the development of individualized programming plans (IPPs), demonstrating a deep understanding of differentiation processes, accommodations, adapted programming, and using educational technology tools to enhance learning. Over the last school year, inclusive consultants supported new curriculum implementation by ensuring access for all learners. Inclusive consultants utilize a collaborative response working with schools to investigate student barriers to success, recommend appropriate assessments, and ensure compliance with Alberta Education's Principles of Inclusive Education. In addition, inclusive consultants support school teams with referrals, create a culture of continuous improvement, work closely with instructional coaches, and create transition plans for students moving between grades or schools. They provide professional learning sessions and support system navigation for transition to, through, and from community supports. They continue to provide inclusive learning opportunities guided by Alberta Education's Principles of Inclusion, ensuring high expectations for all learners and striving to address barriers within the learning environment. Through at the elbow support for teachers and school teams, inclusive consultants ensure that teaching remains student-centered, flexible and responsive.

Integrated School Support Program

The Integrated School Support Program (ISSP) is a mental health project funded by the Ministry of Mental Health and Addiction in collaboration with the Calgary Police Youth Foundation. The program's goal is to provide intensive wraparound services to create an environment in which each student attending an ISSP school can succeed academically and socially. The wraparound services are intended to be universal within an elementary and junior high school setting and provide individualized support that is immediate, located within the school, and aimed at supporting the child from a holistic perspective. Edmonton Catholic Schools has two elementary (St. Bernadette Catholic Elementary School and St. Elizabeth Seton Catholic Elementary/Junior High School) and two junior high schools (St. Elizabeth Seton Catholic Elementary/Junior High School and St. Nicholas Catholic Junior High School) participating in the first year of a three-year project. The schools' support includes a full-time mental health professional, a focus on Physical Education/physical activity opportunities, nutrition support, after-school programs, family and community engagement, and a positive police presence. The project believes that connecting students to trusted adults broadens their support network, enhances students' sense of safety at school and in the community, and breaks down negative perceptions of police. As an evidence-based approach, students, staff, and families may consent to participate in the surveys, focus groups, student literacy assessments, and school statistics. Baseline data is collected in the fall and year-end data is collected in June each year. ISSPs approach is based on supporting the whole child and understanding that resiliency can be increased through a wraparound approach, which is a strong indicator of mental health and wellness for students.

All in for Youth

The All in for Youth (AIFY) Model is offered at St. Alphonsus Catholic Elementary/Junior High School and supports a Mentoring Program, Success Coaching, Before and After School programs, Family Support, Mental Health Support, and

a Nutrition program. All in for Youth brings together local services to help address the complex needs of children and families in vulnerable communities. The goal is high school graduation, which can be out of reach for children because of personal or family-related challenges. AIFY's wraparound model is evidence-based and provides schools and practitioners with a way to work together more effectively as they support the complex needs of students and families. Support is offered at the school, through a collaboration with ten local partners, including Boys & Girls Clubs Big Brothers Big Sisters of Edmonton & Area, City of Edmonton (FCSS), e4c, Edmonton Catholic Schools, Edmonton Community Foundation, Edmonton Public Schools, The Family Centre, REACH Edmonton, Mental Health Foundation and United Way Alberta Capital Region. AIFY offers multiple supports both in and out of school that help improve academic achievement, increase school and community engagement, and develop resilience to handle life's challenges. AIFY removes barriers to service access because students and families are more easily able to access needed support in school, which otherwise can be difficult to navigate outside of school. The program fosters a positive, supportive, and caring environment. For the 2023-2024 school year, in collaboration with United Way and funding from Alberta Education, we launched the Mental Health in Schools Project which is built upon the work of All in for Youth. The mental health supports provided consist of two main elements: building a culture of resilience in schools to provide a universal response that is inclusive to supporting all learners and offering a half-time mental health therapist to our two schools (St. Catherine Catholic Elementary/Junior High School and St. Teresa of Calcutta Catholic Elementary School) to provide individualized interventions for students who are in highest need of 1-1 or family counseling.

APPLE Schools

Since 2008, APPLE Schools has been embedded within Edmonton Catholic Schools, transforming our school environments where healthy choices are abundant in everything students and staff do, and lifelong health behaviours improve over time. This evidence-based approach collaborates with educating our students, families, and school staff about how healthy kids are happy kids, and happy kids are ready to learn. ECSD has six APPLE Schools (Annunciation Catholic Elementary, Holy Cross Catholic Elementary/Junior High, Our Lady of Peace Catholic Elementary, St. Benedict Catholic Elementary, St. Kateri Catholic Elementary, and St. Francis of Assisi Catholic Elementary schools) and seven APPLE School Allies (Good Shepherd Catholic Elementary, Blessed John Paul Catholic Elementary, Our Lady of the Prairies Catholic Elementary, St. Elizabeth Seton Catholic Elementary/Junior High, St. Gerard Catholic Elementary, St. Pius X Catholic Elementary and St. Rose Catholic Junior High schools), which are provided financial support, resources, and professional learning opportunities under the program. Our APPLE schools involved in the program have focused on providing healthy snack options, growing outdoor and indoor gardens, physical activity initiatives, outdoor play to promote physical literacy, and social-emotional support for student mental health.

Nutrition

The Division is committed to providing school environments that promote children's health, well-being, and the ability to learn by supporting healthy eating. Edmonton Catholic School's Administrative Procedure 164 guides the work of nutrition support in our schools. Providing students with positive food experiences supports their physical and mental health. Schools play a critical role in shaping eating attitudes and behaviours for their students, which lays the foundation for a healthy relationship with food. Schools support nutrition through a multi-pronged approach, which includes providing resources on SharePoint and the Edmonton Catholic School website, nutrition education, food handling information through Alberta Health Services, Parent Handbook, and collaborating with various partners to support nutrition in schools.

Eighteen schools are providing universal breakfast and/or lunch programs in their schools, along with funding and food support accessed by an additional 36 schools through the Division level. From the school Division level, the coordination

of over \$1,000,000 supports breakfast, snack, and lunch programs in schools. Funding and food support are supported through Alberta Education, The Edmonton Catholic School Foundation, e4C, Hope Mission, Breakfast Clubs of Canada, PC Powerful Kids, the Rotary Club of Edmonton, the UCWL Ukrainian Catholic Women's League, and various other private donations. We work in close collaboration with The Edmonton Food Bank on how to best serve the needs of our students. ECSD was featured on City Television promoting the Breakfast Club of Canada and The Grocery Foundation's Toonies for Tummies Campaign. In collaboration with the University of Alberta School of Public Health Department of Agricultural, Food, and Nutritional Science, nutrition students complete a six-week practicum experience in which they apply nutrition knowledge and skills within a school setting by leading class discussions and preparing class activities and presentations for students. By providing a holistic approach to nutrition with universal access to healthy food choices in our schools, we are supporting our students' physical development and social-emotional well-being, so they can thrive academically in the classroom.

Enhanced Academic Program

The junior high Enhanced Academic Program (EAP) is offered at nine junior high schools and prepares students for high intellectual engagement through the development of skills and acquisition of knowledge to engage in higher levels of learning. EAP courses are designed to extend and enrich the Alberta Education curriculum in Language Arts, Mathematics, Social Studies, and Science, and deepen their learning through the Alberta Education Competencies. Each Grade 7, 8, and 9 students enriches their learning through a second language and/or music. Students engage in learning opportunities that challenge them to think critically, understand different perspectives, respond creatively to universal questions, and acquire knowledge from multiple sources. This program prepares students for Advanced Placement courses in high school. The year began with over 300 students participating in the EAP Grade 7 Student Leadership Symposium at Lumen Christi Catholic Education Centre. Students attended different breakout sessions throughout the day, in which they were able to further develop their knowledge, character, and community engagement. Sessions were presented by our partners, Junior Achievement, Action for Healthy Communities, Centre for Global Education, City of Edmonton, and Young Leaders World. Edmonton Catholic School consultants collaborated with the Language Arts, Science, Math, Social Studies, and French Language Arts teachers through a Community of Practice to share promising practices and co-plan EAP resources within a UDL framework to support teaching and learning. Consultants created a SharePoint site, which teachers access to support their pedagogical practices. Parents can learn more about the program, along with a video that highlights the voices of students, teachers, and administrators sharing their personal experiences with EAP on the ECSD website.

Centre for Global Education

The Centre for Global Education (CGE) is dedicated to fostering collaborative and impactful educational experiences that connect students, educators, and community partners globally. To support this initiative, CGE organizes high-quality student virtual conferences, showcasing student projects and featuring expert panel discussions, thereby facilitating a platform for knowledge exchange and innovative thinking. Elementary, junior high and high schools in Edmonton Catholic participated in dynamic and rich learning engagements from the 2023-2024 school year, "Bye-Bye-Bullies: World Mental Health Week" and "Changing Oceans - World Oceans Day" amongst others for Div 1/2. As well as Div 2/3 events such as "Understanding Laudato Si' a Global Conversation" and "Journey to Reconciliation - TRC in our Schools and Classrooms." These programs brought together thousands of children across ECSD, and over 50,000 children around the world. Programs offered by CGE also boast over a 90% satisfaction rate among educators, reflecting the effectiveness of the support and guidance provided to their students in their educational journeys.

In addition to mentorship and collaborative projects, CGE actively engages students in global dialogues and innovative programs that extend their impact far beyond the classroom. Programs like #Decarbonize and EducationNatureNexus, run in partnership with UNESCO, UNFCCC, CBD, and other branches of the United Nations, empower students to participate in critical conversations about climate change, sustainability, and environmental protection. These initiatives provide platforms for young people to voice their ideas and concerns at the highest policy levels, directly influencing key decision-makers and heads of state. By facilitating these global interactions, CGE ensures that students not only develop a deeper understanding of global issues but also become active contributors to the solutions, amplifying their voices and fostering a generation of informed and engaged global citizens.

Foundational Knowledge About First Nations, Métis, and Inuit Students

Performance Measures: Percentage of students, parents/guardians and teachers who agree that students learn about First Nations, Métis, and Inuit culture, history, perspectives, and experiences in their school.	Results % 2022-23	Results % 2023-24
Parents/guardians	*96.9	97.0
Students	*93.3	93.5
Certificated Teachers	*96.5	96.6

**Results for 2023/2024 cannot be compared to previous years as the questions changed to reflect the new Division Plan for Continuous Growth 2023-2026.*

Commentary on Results

In considering the Grades 4 to 6 students, results indicated that:

- 96.9% indicated that they learn about First Nations, Metis, and Inuit culture, history, perspectives, and experiences at their school.

In considering the Grades 7 to 9 students, results indicated that:

- 93.7% indicated that they learn about First Nations, Metis, and Inuit culture, history, perspectives, and experiences at their school.

In considering the Grades 10 to 12 students, results indicated that:

- 89.4% indicated that they learn about First Nations, Metis, and Inuit culture, history, perspectives, and experiences at their school.

In considering the parents/guardians, results indicated that:

- 97.0% indicated that their child's school teaches about First Nations, Metis, and Inuit culture, history, perspectives, and experiences.

In considering the certificated teachers, results indicated that:

- 97.1% indicated that their school teaches about First Nations, Metis, and Inuit culture, history, perspectives, and experiences; and
- 96.1% indicated that their school is working to advance the Truth and Reconciliation Calls to Action in the school and community.

Key Strategies

The building of foundational knowledge of First Nations, Métis, and Inuit experiences is one of the most important pieces of work undertaken by Indigenous Learning Services. This work is fundamental to the:

- Truth and Reconciliation Commission's (TRC) Call to Action #63 which calls upon the public education system to develop and implement curriculum, share best practices, build student capacity, and identify related teacher training needs.
- Alberta's Teaching Quality Standard (TQS), Leadership Quality Standard (LQS) and Superintendent Quality Standard (SQS) focus on building foundational knowledge, creating and sustaining relationships, and career long learning relating to Truth & Reconciliation and Indigenous Education.
- Goal of The Edmonton Catholic School Division (ECSD) to build the capacity of students and staff to advance the Truth and Reconciliation Commission Calls to Action in school and beyond by building foundational knowledge of First Nations, Métis, and Inuit experiences.

Based upon the impressive percentage of students, parents/guardians and teachers who agree that students learn about First Nations, Métis, and Inuit culture, history, perspectives, and experiences in their school, Indigenous Learning Services is very proud of the work they have done which includes:

- Indigenized mental health supports to Indigenous students, families, and staff throughout our school division.
- Culturally relevant and holistic online and in-person wellness sessions.
- An Indigenous Junior High Wellness Symposium.
- The "iskwêsis Return to the Fire" Violence Prevention Project. This was a four-part series that was created to address violence against Indigenous female and high school students who identify as female, through educational and ceremonial activities that focus on violence prevention and Indigenous female empowerment.
- Division wide campaigns such as:
 - National Indigenous History Month
 - MMIWG2S+/ReDress awareness
 - The Moose Hide Campaign
- Indigenous Family Nights.
- Recognition and promotion of Orange Shirt Day.
- Smudge Teachings and Peer Support Circle training were provided for the Mental Health Champion students.
- Indigenous Theatre Arts Program.
- Mistatim, a transformative monthly equine and cultural wellness program. Through this initiative, Indigenous students engaged in enriching land-based education and medicine wheel wellness, centered around equine engagement, and connection.
- A virtual National Indigenous History Month calendar created to support all Division staff and students' learning.
- Indigenous Education SharePoint Site where Division staff have access to multiple resources.
- Resource selection support for school staff.
- Beginning teacher professional learning.
- Work with elementary science and math curriculum consultants in response to the new programs of study.
- Maintenance of an Indigenous Learning Services Library, which boasts Indigenous authorship of over 90% of the resources.
- Professional Development for Division Staff:
 - Each school in Edmonton Catholic Schools has a Truth and Reconciliation Lead Teacher. Their role is to:

- Provide support to students who self-identify as First Nations, Métis, and Inuit through initiatives such as regular Gathering Circles, Indigenous Family Nights, Indigenous focused excursions and learning opportunities.
- Participate in Professional Development relating to Indigenous Education and Truth & Reconciliation.
- Support staff learning related to Indigenous Education and Truth & Reconciliation within their school community.
- Support student learning related to Indigenous Education and Truth & Reconciliation within their school community.

To support these teachers, Indigenous Learning Services offers monthly professional development opportunities and provides on-going communication and curriculum support throughout the school year. This year, lead teachers focused on building foundational knowledge of Indigenous education and collaboration to support the implementation and planning school-wide initiatives and ongoing learning at their school sites.

- Similar to the social justice, reconciliation awareness campaigns and cultural teachings that are provided to school sites, professional development was offered to the staff of the Lumen Christi Catholic Education Centre.
 - Weekly Smudge Ceremony & Teaching with topics that included: Welcoming as a Practice, Wahkowsowin/Relationship Building, Cultural Authority & Orange Shirt Day, Four Sacred Medicines, Sharing Circles, Arena Stick Teachings, Metis Governance, Indigenous Language Revitalization, Food Sovereignty, Ceremonies in this Territory, Colonization & Dog Sleds, Those Who Know – Family Names, & Water is Sacred. These weekly gatherings allow for learning and connection amongst department staff to build stronger relationships.
 - Hosted a Red Dress Day which coincided with the National Day of Awareness for Missing and Murdered Indigenous Women and Girls+.
- Sessions available for all Division staff:
 - Working with the Equity, Diversity, Inclusion and Anti-Racism (EDIAR) staff, Indigenous Learning Services provided the following professional development sessions towards making all students in Edmonton Catholic Schools feel welcome and respected.
 - “Becoming Indigenous Trauma Informed”. These sessions explored what becoming Indigenous trauma informed means for those who are working in education serving Indigenous students and families.
 - “Addressing Bias & Racism in the Classroom: Cultural Safety for Indigenous Students”. This interactive session created awareness of cultural safety as a practice and allowed participants to practice addressing racism and bias impacting Indigenous students in the classroom.
 - “Walking Together: What is Allyship in Indigenous Education?” This workshop was shaped by the lived experiences of Indigenous staff within Indigenous Learning Services along with academic research; the process was guided by the Indigenous Learning Services Advisory Circle, with feedback from the EDIAR Implementation Committee.
 - Blanket Exercise - Division staff delivered Blanket Exercises for teachers, support staff and departments providing an opportunity for hundreds of educators to increase foundational knowledge. This exercise is focused on the key historic events between the Indigenous and non-Indigenous peoples of Canada. Participants gained a deeper understanding of treaty-making, colonization, resistance, land rights and residential schooling.
 - Professional development support for ECSD’s Restorative Practices training.

GOVERNANCE

ALBERTA EDUCATION Assurance Survey Measures & Results

ECSD Parent Involvement

Performance Measures – Percentage of parents and teachers satisfied with parental involvement in decisions about their child’s education.	Results %					Evaluation		
	2019-20	2020-21	2021-22	2022-23	2023-24	Achievement	Improvement	Overall
Parents	78.5	76.5	78.3	80.9	80.4	Very High	Maintained	Excellent
Teachers	89.7	86.1	85.6	86.2	84.6	Low	Declined	Issue
Overall	84.1	81.3	81.9	83.6	82.5	Very High	Maintained	Excellent

Note: The AEA survey was introduced as a pilot in 2020-21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

ECSD ANNUAL Survey Measures & Results

Parent and Guardian Engagement

Performance Measures – Percentage of students, parents/guardians and teachers who agree that parents/guardians ask students questions about their learning and that parents/guardians have the opportunity to provide feedback on important matters.	Results % 2022-23	Results % 2023-24
Parents/guardians	*93.6	96.3
Students	*89.3	88.9
Certificated Teachers	*96.2	96.5

*Results for 2023/2024 cannot be compared to previous years as the questions changed to reflect the new Division Plan for Continuous Growth 2023-2026.

Commentary on Results

In considering the Grades 4 to 6 students, results indicated that:

- 91.9% agreed that their parent/guardian asks them about their learning.

In considering the Grades 7 to 9 students, results indicated that:

- 87.9% agreed that their parent/guardian asks them about their learning.

In considering the Grades 10 to 12 students, results indicated that:

- 86.5% agreed that their parent/guardian asks them about their learning.

In considering the parents/guardians, results indicated that:

- 98.7% agreed that they ask their child about their learning; and
- 93.9% agreed that they have the opportunity to provide feedback to their child’s school on matters that are important to them.

In considering the certificated teachers, results indicated that:

- 96.7% agreed that parents/guardians at their school have the opportunity for a voice in their child's education; and
- 96.3% agreed that their school encourages their parents/guardians to ask their child about their learning.

Key Strategies

Engagements 2023-2024

Engagement	Purpose	Outcome
French Immersion Engagement	The Edmonton Catholic School Division (ECSD) engaged with families, students, and staff throughout the 2023-2024 school year to understand why they choose the French Immersion program and what ECSD can do to strengthen the Kindergarten to Grade 12 French Immersion continuum. ECSD worked with Y Station Communications & Research to facilitate the in-person engagements in Phase 1 and the two questionnaires that made up Phase 2 of the engagement process.	There were four major themes that emerged from both phases of the engagement. They were transportation, program pathways and locations, program experience, and cultural experiences. The What We Heard Report summarized the findings from the engagements at a Division level and made recommendations for program enhancements. Over the next three years, ECSD will work with the 12 French Immersion schools on detailed implementations plans to action the recommendations and improve retention in French Immersion in ECSD.
Father Michael McCaffery Catholic High School Attendance Boundary Engagement (FMM)	In October 2023, a video and online survey was published seeking feedback from ECSD families on the proposed attendance boundary for Father McCaffery Catholic High School, which was opening in September 2024. The survey was open for two weeks and closed on October 30, 2023. There were 245 respondents to the attendance boundary survey; 94% of the respondents were parents/guardians with a child in an ECSD school.	Respondents were asked to provide feedback on the proposed attendance area for Fr. McCaffery Catholic High School. 70% of respondents liked the proposed attendance boundary. In the response to the open-ended final question on the proposed boundary, the top three themes emerged: • Programming and program continuation from JH to HS (academic, language, and options programming). • Overcrowding concerns. • Boundary was not big enough (wanted to include St. John XXIII Catholic School or east of Calgary Trail - the Ellerslie community).
VIP Schools	For the 2023-2024 school year, 21 schools were identified as being part of ECSDs Viability Improvement Process (VIP). These schools' families were sent letters in October 2023 explaining what the VIP process was, and what it meant for their school to be a VIP school. Of the 21 schools, 15 were "Low Utilization" schools (less than 60% utilization) and six were	For FMM, Corpus Christi Elem/JH and St. Lucy Elem. Catholic schools, Educational Planning requested additional modulars to alleviate the space constraints for these three schools. In March 2024, as part of the 2024 Alberta Budget, ECSD was granted four modulars for FMM and 4 modulars for Corpus Christi Catholic schools.

Engagement	Purpose	Outcome
	“High Utilization” schools (greater than 120% utilization). Educational Planning presented to the following high utilization Catholic schools’ School Advisory Councils in November 2023 as a follow up to the letters that were sent: 1. Father Michael Mireau 2. Corpus Christi 3. St. Lucy 4. Christ the King 5. St. Thomas Aquinas 6. Monsignor Fee Otterson	Christ the King Elem/JH and St. Thomas Aquinas Elem/JH Catholic schools were also included in the modular request submission to the province and were granted four modulars each in Budget 2024. Due to the extremely high utilization rates at St. Thomas Aquinas, Christ the King and Monsignor Fee Otterson Catholic schools, ECSD also undertook further engagements with these communities to alleviate their space constraints.
Space for Students Engagement – Christ the King Catholic Elementary/Junior High School (CTK)	In November 2023, Edmonton Catholic Schools engaged with families to understand the student accommodation needs for students at Christ the King Catholic Elem//JH School. CTK was dealing with exceptional enrolment and the number of students was greater than what the school was built for. ECSD was seeking input from their community on the best possible outcome to address the space constraints at CTK. There was a presentation on the three options being considered and details of the next steps, which included an online survey. Following the presentation, officials from Transportation and Educational Planning answered questions and listened to feedback from the community. The in-person engagement lasted 90 minutes. The online survey was open from November 8, 2023, to the end of day November 24, 2023.	There were 275 surveys completed. ECSD made the decision to move the Kindergarten students to Anne Fitzgerald Catholic Elementary School temporarily for the next three years, until a new school at Crystallina Nera is built and open.
Space for Students Engagement – St. Thomas Aquinas Catholic Elementary/Junior High School (STA)	In November 2023, Edmonton Catholic Schools engaged with families to understand the student accommodation needs for students at St. Thomas Aquinas Catholic Elem/JH School. STA was dealing with exceptional enrolment and the number of students was greater than what the school was built for. ECSD was seeking input from their community on the best possible outcome to address the space constraints at STA.	There were 259 surveys completed. ECSD made the decision to move the Grade 9 students to Fr. Michael McCaffery Catholic High School temporarily for the next 3 years, until a new school in Cavanagh is built and open.

Engagement	Purpose	Outcome
	There was a presentation on the three options being considered and details of the next steps, which included an online survey. Following the presentation, officials from Transportation and Educational Planning answered questions and listened to feedback from the community. The in-person engagement lasted 90 minutes. The online survey was open from November 6, 2023, to the end of day November 21, 2023.	
Space for Students Engagement – Monsignor Fee Otterson Catholic Elementary/Junior High School (FMO)	In November 2023, Edmonton Catholic Schools engaged with families to understand the student accommodation needs for students at Monsignor Fee Otterson Catholic Elem/JH School. MFO was dealing with exceptional enrolment and the number of students was greater than what the school was built for. ECSD was seeking input from their community on the best possible outcome to address the space constraints at MFO. There was a presentation on the three options being considered and details of the next steps, which included an online survey. Following the presentation, officials from Transportation and Educational Planning answered questions and listened to feedback from the community. The in-person engagement lasted 90 minutes. The online survey was open from November 20, 2023, to the end of day November 30, 2023.	There were 267 surveys completed. ECSD made the decision to move the Grade 9 students to Fr. Michael McCaffery Catholic High School temporarily for the next 3 years, until a new school in Cavanagh is built and open.

ECSD Accountability/Assurance System

Principals are responsible for the annual preparation of a three-year School Plan for Continuous Growth to provide assurance to their community that the school is addressing needs identified through data analysis and engagement of students, staff, and families. Principals are also responsible for providing an annual report to their school community to demonstrate results in those identified areas of accountability. Procedures involving our Division's assurance and accountability can be found in [AP 102](#).

To align with the Alberta Education Assurance Framework as well as the Division Plan for Continuous Growth (2023-2026), Edmonton Catholic Schools developed new ECSD Annual Survey questions. The ECSD Annual Survey was conducted from December 4, 2023, to January 12, 2024, and was conducted in paper format to improve response rates. All students in Grades 4 to 12, parents/guardians of all students, and teachers at all schools/sites in the Division were

invited to participate in the survey. The ECSD Annual Survey items were grouped into themes that aligned with the Division Plan for Continuous Growth priorities as well as the Alberta Education Assurance Framework domains.

With respect to both the Alberta Education Assurance Framework as well as the ECSD Annual Survey, in addition to the Division reports, schools receive school reports that are evaluated in their School Plan for Continuous Growth. Division results are also provided on the Division Assurance Dashboard and individual school results are provided on the School Assurance Dashboards. The dashboards are located on the Division and schools' public websites: [Assurance Dashboard](#). Dashboard data is updated over the weeks following the release of each set of results. The results are labelled by school year within each priority in the dashboards.

ECSD Budget – Actual Comparison

The Edmonton Catholic Separate School Division

FINANCIAL STATEMENT FOR THE YEAR ENDED AUGUST 31, 2024

	Budget	Actual	Actual	Actual to Budget Variance Amount	Actual to Budget Variance %
	2024	2024	2023	2024	2024
Revenues					
Government of Alberta	\$ 437,507,000	\$ 450,762,658	\$ 437,509,952	\$ 13,255,658	3%
Federal Government and other government grants	\$ 14,702,000	\$ 22,544,144	\$ 15,426,249	\$ 7,842,144	53%
Property taxes	\$ 64,000,000	\$ 62,553,836	\$ 64,540,089	\$ (1,446,164)	(2%)
Fees	\$ 15,589,000	\$ 17,782,155	\$ 16,488,003	\$ 2,193,155	14%
Sales of services and products	\$ 3,967,000	\$ 6,900,796	\$ 4,480,258	\$ 2,933,796	74%
Investment income	\$ 2,630,000	\$ 4,320,709	\$ 3,408,741	\$ 1,690,709	64%
Donations and other contributions	\$ 5,419,000	\$ 6,750,280	\$ 5,024,331	\$ 1,331,280	25%
Other revenue	\$ 11,981,000	\$ 12,797,870	\$ 7,652,726	\$ 816,870	7%
Total Revenues	\$ 555,795,000	\$ 584,412,448	\$ 554,530,349	\$ 28,617,448	5%
Expenses					
Instruction - ECS	\$ 26,234,000	\$ 25,181,103	\$ 24,713,886	\$ (1,052,897)	(4%)
Instruction - Grades 1 to 12	\$ 418,481,000	\$ 431,855,729	\$ 404,506,814	\$ 13,374,729	3%
Operations and maintenance	\$ 74,956,000	\$ 73,604,440	\$ 79,149,260	\$ (1,351,560)	(2%)
Transportation	\$ 24,534,000	\$ 25,609,520	\$ 23,715,937	\$ 1,075,520	4%
System administration	\$ 15,423,000	\$ 16,949,798	\$ 15,317,082	\$ 1,526,798	10%
External services	\$ 7,805,000	\$ 7,493,081	\$ 7,219,968	\$ (311,919)	(4%)
Total Expenses	\$ 567,433,000	\$ 580,693,671	\$ 554,622,947	\$ 13,260,671	2%
Annual operating surplus (deficit)	\$ (11,638,000)	\$ 3,718,777	\$ (92,598)	\$ 15,356,777	

Summary of Financial Results

1. Government of Alberta – increased by \$13.3M
 - The increase is due mainly to the Supplemental Enrolment Growth funding (\$4.6M), higher September 30, 2023 actual enrolment compared to budget (\$4.9M), revenue related to higher expenditures on IMR projects (\$2.3M), higher Transportation funding (\$0.7M), and Learning Disruption Support funding (\$0.7M).
2. Federal Government and Other Government Grant – increased by \$7.8M
 - The increase is due mainly to increased federal funding for the Jordan's Principle program.
3. Property Taxes – decreased by \$1.4M
 - The decrease is due to net changes in municipal property assessment values and mill rates.
4. Fees – increased by \$2.2M
 - The increase in fees is mainly due to increased fee-related school activities and higher student enrollment.
5. Sales of services and products – increased by \$2.9M
 - The increase is mainly due to enrolment increases, including increased foreign student registrations/rates and proceeds from Microsoft licensing settlement and the City's Home Buyers Program.
6. Investment Income – increased by \$1.7M
 - The increase is mainly due to higher interest rates and additional GIC investments.
7. Donations and other contributions – increased by \$1.3M
 - The increase is mainly due to fluctuations in amounts contributed at the discretion of grant donors and School Societies.
8. Other Revenue increased by \$0.8M
 - The increase is mainly due to the timing of completing property disposals, related proceeds and ARO liabilities extinguished on these disposals.
9. Instruction ECS decreased by \$1.1M
 - The decrease is mainly due to lower-than-expected enrolment resulting in lower funding and fewer staff.
10. Instruction (Grades 1 to 12) increased by a total of \$13.4M
 - The increase in instructional related costs is primarily due to higher payroll costs from enrolment growth and grid movements and support from additional funding including Jordan's Principle (refer to increase in Government of Alberta and Federal Government funding above).
11. Operations and maintenance decreased by \$1.4M
 - The decrease related mainly to lower utility rates/consumption and lower amortization due to the adoption of the new accounting standard PS 3160 (Public, Private Partnerships) which resulted in a reduction in the net book value of certain school buildings. This was partly offset by higher expenditure on IMR projects.
12. Transportation increased by \$1.1M

- The increase is due mainly to increased enrolment resulting in increased ridership and operating costs for carriers.

13. System Administration increased by \$1.5M

- The increase is due mainly to salary grid movements, payroll rates, increase in number of employees, as well as increased maintenance and technology expenditure.

Budget Process

Budget 2024-2025 is the Division's fifth budget based on Alberta Education's funding model that was first announced in February 2020. The 2024-2025 school year is "year two" of the Division's Three-Year Fixed Plan for Continuous Growth. The process for Budget 2024-2025, a budget that supports this continuous growth plan, began in the fall of 2023 with engagement sessions with principals as well as other Division leadership staff. The multi-month engagement process was critical in allowing for an exchange of the latest available information, sharing of challenges, and developing ideas on how best to move forward. Administration's recommendations regarding Budget 2024-2025 were taken to the Board of Trustees Audit and Finance Committee. The Board of Trustees Audit and Finance Committee comprises all the members of the Division's Board of Trustees, as well as two external professional accountant members, and it recommends approval of the budget to the Board before final approval at its May 29, 2024 public meeting.

There are many processes that precede the completion of our final budget. These are highlighted as follows:

- We engage with relevant parties.
- We perform an environmental scan of the economy and review current educational developments.
- We complete a high-level risk assessment of concerning issues in the Division.
- We review our Division Plan for Continuous Growth.
- We review all our Foundational Statements.
- We assess the provincial budget and the supporting Alberta Education Funding Manual rates as well as the goals set out by Alberta Education.
- We determine our enrolment projections.
- We set Division priorities to align with our educational and Catholicity goals and the goals set out by the province.
- We determine our centralized supports and department requirements.
- We review our school allocation model to ensure there is maximum support for students in the classroom.
- We determine, assess, and review our budget assumptions throughout our budget preparation.
- We present the budget components at various meetings with principals and the Board of Trustees Audit and Finance Committee.
- We present our completed budget to the Board of Trustees for approval at a public meeting.
- Ensure that resources are being used effectively and efficiently while providing flexibility for how schools and departments meet their unique needs.
- Engage and inform Government and Public advocacy for equitable access to excellent Catholic education.

Key Strategies

There were several overarching key strategies that the Division implemented in this domain:

- Ensure that resources are being used effectively and efficiently while providing flexibility for how schools and departments meet their unique needs.

- Engage and inform government and relevant parties in advocacy for equitable access to excellent Catholic education.

Audited Financial Statements for the Year Ended August 31, 2024

Note: Further information regarding the financial standing of the Division, including copies of audited financial statements, is available by contacting:

Chad Schulz, CPA CA – Chief Financial Officer
The Edmonton Catholic Separate School Division
9405 50 Street NW, Edmonton, Alberta T6B 2T4

ECSD Audited Financial Statements: [ECSD Audited Financial Statements](#)

Provincial Audited Financial Statements: [K to 12 Education Financial Statements](#)

Annual Report of Disclosures

As per *Safe Disclosure Administrative Procedure 403 (#23)*, the Edmonton Catholic School Division reported no disclosures for 2023-2024.

ECSD Annual Education Results Report Link

[Edmonton Catholic School Division's Annual Education Results Report](#)

LUMEN CHRISTI CATHOLIC EDUCATION CENTRE

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November • 2024