



ANNUAL EDUCATION RESULTS REPORT
2022-2023

| AERR |

November • 2023

Table of Contents

MESSAGE FROM THE BOARD CHAIR AND CHIEF SUPERINTENDENT	2
ACCOUNTABILITY STATEMENT.....	3
OVERALL METHODOLOGY.....	4
LOCAL & SOCIETAL CONTEXT	5
Our Foundation – Mission and Vision.....	5
Christ-Centred Learning and Defining Statement of Inclusive Education	6
Division Plan for Continuous Growth 2020-2023 (Year 3).....	7
Division Profile	9
Edmonton Catholic Schools 2023-2024	11
Enrolment Trends	11
Catholic Identity.....	13
STUDENT GROWTH & ACHIEVEMENT.....	16
Alberta Education Assurance Measures Overall Summary – Fall 2023	16
Alberta Education Assurance Measures Overall Summary FNMI – Fall 2023	17
Alberta Education Assurance Measures Overall Summary EAL – Fall 2023	18
TEACHING & LEADING.....	36
LEARNING SUPPORTS.....	44
GOVERNANCE	56
ECSD Budget – Actual Comparison	60
Annual Report of Disclosures.....	62
Website Link.....	62

MESSAGE FROM THE BOARD CHAIR AND CHIEF SUPERINTENDENT

“Let your light shine before others, so that they may see your good works and give glory to your Father in heaven (Mt 5:16).”

Our theme for the 2022-2023 school year was *Let Your Light Shine Forth*. This theme speaks to the very essence of Catholic education. Our goal as a faith-based learning community is for every member, be they staff or student, to unfold their uniqueness as part of God’s Creation, and to glorify Him by using their gifts and talents to build each other up and to live well. Humbly letting our light shine forth to show the wonder of the blessings that we have received is one of the greatest gritudes that we can offer.

This report provides a look at all that happened in Edmonton Catholic Schools in the 2022-2023 school year. We are so excited to have opened Joan Carr Catholic Elementary/Junior High School this year. This vibrant new school community serves the families of southwest Edmonton and is grounded in our former Superintendent’s legacy of Catholic educational excellence.

The much-anticipated Ben Calf Robe/St. Clare Catholic Elementary/Junior High School replacement facility opened its doors to serve our Indigenous community as well. The design is such that it provides a beautiful integration of culture in the learning environment and will create exceptional opportunities for students, families, and staff.

All our administrative staff moved into our new Lumen Christi Catholic Education Centre, located at 9405 50 Street. By consolidating our administrative services into one facility, we will save significant funds each year which will allow us to redirect dollars to schools. We will also be able to further enhance a culture of interdepartmental collaboration to make our service delivery more effective and efficient.

Finally, our Division was honored to be able to welcome 1106 Ukrainian students who were displaced by the war in Ukraine. This is our call as we live out the Beatitudes, to welcome and lift up others in the pursuit of peace and justice.

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 School Division for the 2022/2023 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency 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 2022/2023 was approved by the Board on November 29, 2023.

OVERALL METHODOLOGY

Alberta Education's Assurance Framework came into effect on September 1, 2020, replacing the previous Accountability Pillar Framework. 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 2023 "*Required Alberta Education Assurance Measures – Overall Summary*" Report provides results for 12 Assurance Measures within five Assurance Domains:

- Local and Societal Context
- Student Growth and Achievement
- Teaching and Leading
- Learning Supports
- Governance

In addition to the information provided by Alberta Education, Edmonton Catholic Schools 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 new *Alberta Education Assurance Framework* as well as the new *Division Plan for Continuous Growth*, Edmonton Catholic Schools developed new *ECSD Annual Survey* questions during the 2020/2021 school year. As the survey questions were newly developed, the results for the 2020/2021, 2021/2022, and 2022/2023 school years 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 5, 2022 to January 13, 2023 and was conducted digitally. All students in Grades 4 to 12, parents/guardians of all students, and staff at all schools/sites 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* as well as the *ECSD Annual Survey*, in addition to the Division reports, schools received 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

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

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.

Core Values:

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

Vision:

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

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 2020-2023 (Year 3)

Goals, Key Strategies, Outcomes and Performance Measures

Priority: Growing in Faith

Goal: Our students and staff will learn and live the Word of God through worship, witness, and service.

- F.1 Re-engage families, parishes, and Catholic organizations to provide opportunities for growing in faith.
- F.2 Understand that we are in a Catholic school as the result of Christ's call and recognize ourselves as members of the Catholic Church.
- F.3 Provide an excellent Catholic education that empowers students to discern current events from a Catholic worldview and to witness our faith to all.
- F.4 Provide formation opportunities for students and staff that further their participation in our faith and enable them to discern the presence of God in their lives.

Performance Measure (Domain - Local and Societal Context):

Our performance in this area will be evaluated using the following Local Measure:

- ECSD Assurance Survey of Theme - Catholic Identity

Priority: Student Success

Goal: Through a holistic approach, students will develop to their fullest potential through multiple pathways.

- S.1 Identify and apply best practices for curriculum implementation to ensure student success.
- S.2 Implement teaching and assessment practices to deepen students' understanding and to increase ability to target teaching and improve learning.
- S.3 Continue to create opportunities for students to engage in hands on learning experiences that transition to career pathways.
- S.4 Continue to support students' diverse needs through best practice and responsive and flexible programming.
- S.5 Support student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education.
- S.6 Continue programs and enhanced academic and cultural supports for all students that lead to successful transitions and encourage life-long learning.

Performance Measures (Domains - Student Growth and Achievement & Learning Supports):

Our performance in this area will be measured using:

- Alberta Education Assurance Measure of **Student Learning (Provincial Achievement Tests and Diploma Exam Results)**
- Alberta Education Assurance Measure of **High School Completion**
- Alberta Education Assurance Measure of **Citizenship**
- Alberta Education Assurance Measure of **Student Learning Engagement**
- Alberta Education Assurance Measure of **Welcoming, Caring, Respectful and Safe Learning Environment**
- Alberta Education Assurance Measure of **Access to Support and Services**

Local Measures:

- ECSD Assurance Survey of Theme - **Access to Help, Support and Resources**
- ECSD Assurance Survey of Theme - **Student Engagement**
- ECSD Assurance Survey of Theme - **Safe and Caring Learning Environment**
- ECSD Assurance Survey of Theme - **Foundational Knowledge about First Nations, Métis and Inuit**

Priority: An Excellent Place to Work and Learn

Goal: We will provide an optimal learning and working environment that fosters a culture of faith, trust, unity, inclusivity, confidence, respect, value and appreciation for one another.

- E.1 Ensure that all teachers and leaders have the acquired skills to meet the foundational knowledge of First Nations, Métis and Inuit standard as outlined in Alberta Education Teaching, Leadership, and Superintendent Leadership Quality Standards.
- E.2 Develop, promote, and oversee the application of excellent professional practices consistent with the Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard, all which guide and support student achievement.
- E.3 Provide and engage in professional learning to enhance the level of subject matter, conceptual, and procedural knowledge expertise and competency.
- E.4 Ensure that ECSD recruitment, hiring, and teacher development practices enhance and promote the best Catholic educational learning environments and experiences for student success.
- E.5 Continue to create opportunities and pathways for staff to develop and pursue advancement within their employee groups for robust succession planning within the Division.
- E.6 Continue to create an excellent Catholic educational working environment through the provision of faith formation, health, and wellness opportunities and supports for all staff.
- E.7 Begin to implement the ECSD Equity, Diversity, Inclusion, and Anti-Racism Strategic Plan.

Performance Measures (Domain - Teaching and Leading):

Our performance in this area will be measured using:

- Alberta Education Assurance Measure of **Education Quality**

Local Measures:

- ECSD Assurance Survey of Theme - **Teaching and Assessment Practices**
- ECSD Assurance Survey of Theme - **Staff Engagement and Respect in the Workplace**
- ECSD Assurance Survey of Theme - **Overall Satisfaction with Edmonton Catholic Schools**

Priority: Building Our Future Together

Goal: We will engage in good stewardship of all resources through principled governance, data informed decision making, and engagement.

- B.1 Continue to develop collaborative plans with the Council of Elders and Indigenous communities to enhance supports and services for Indigenous students.
- B.2 Continue to walk together recognizing the calls to action from the Truth and Reconciliation Commission.
- B.3 Ensure that resources are being used effectively and efficiently while providing flexibility for how schools and departments meet their unique needs.
- B.4 Continue to nurture collaborations, relationships and partnerships to provide programs and services for students from Pre-K-12.
- B.5 Ensure decisions are data-informed; enable best practice indicators and transparency to ensure continuous improvement.
- B.6 Engage and inform government and stakeholders in advocacy for equitable access to excellent Catholic education.

Performance Measures (Domain - Governance):

Our performance in this area will also be measured using:

- Alberta Education Assurance Measure of **Parental Involvement**
- Alberta Education Assurance Measure of **Budget-Actual Comparison**

Local Measures:

- ECSD Assurance Survey of Theme - **Parent/Guardian Involvement**
- ECSD Assurance Survey of Theme - **Implementing Frameworks and Procedures**

Division Profile

The Edmonton Catholic Separate School Division currently has 94 schools.

Level	Edmonton Catholic Schools
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
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 School
K-6	Our Lady of Peace Catholic Elementary School
K-6	Our Lady of the Prairies Catholic Elementary School
PK-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

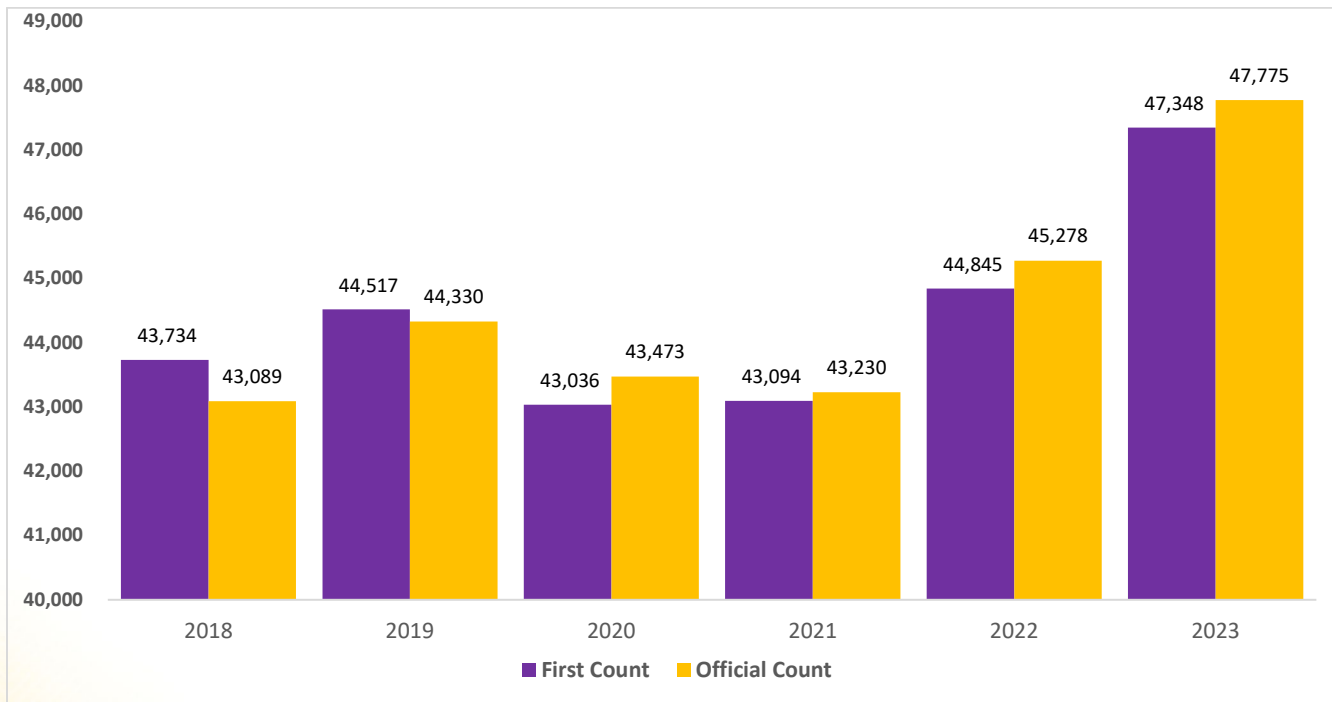
K-6	St. Benedict Catholic Elementary School
K-6	St. Bernadette Catholic Elementary School
K-6	St. Bonaventure Catholic Elementary School
K-6	St. Boniface Catholic Elementary School
K-9	St. Brendan Catholic Elementary/Junior High School
K-9	St. Catherine Catholic Elementary/Junior High School
7-9	St. 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
PK-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. Jerome Catholic Elementary 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 High School 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 Kiskinahamawin at Mountain Cree Camp

Edmonton Catholic Schools 2023-2024

Elementary	51
Elementary/Junior High.....	19
Junior High	11
Elementary/Junior/Senior High.....	3
Junior/Senior High	1
Senior High.....	8
Alternative Education Services	1
Total.....	94

Enrolment Trends

Official Count 2018-2023



47,775

TOTAL ENROLMENT

+5.5%

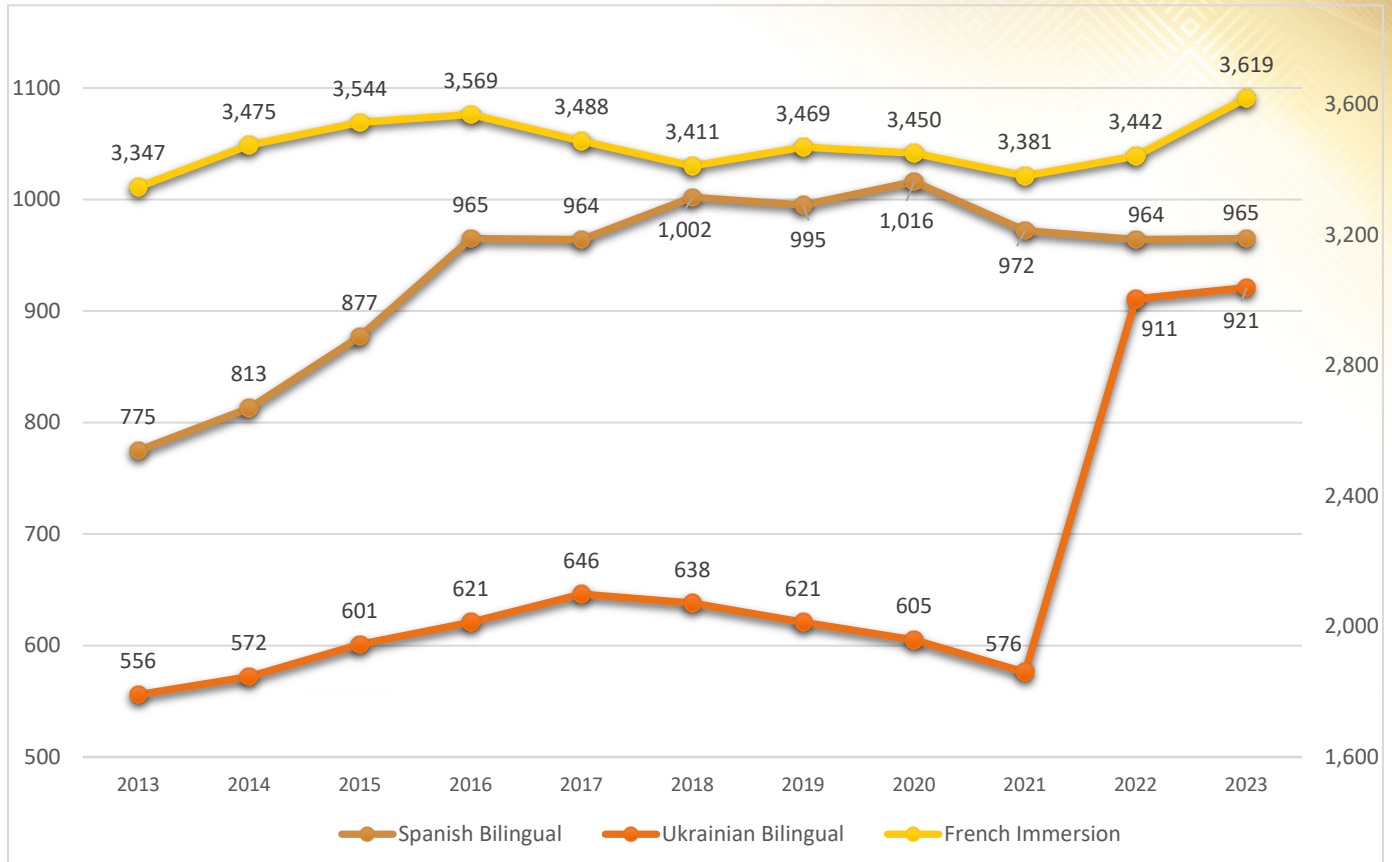
INCREASE FROM LAST YEAR
(OFFICIAL COUNT)

+2.0%

INCREASE FROM PROJECTED
ENROLMENT

Based on official PowerSchool data from September 29, 2023, at 2:00 pm.

Enrolment Bilingual and Immersion Language Programs



Catholic Identity

ECSD Assurance Survey Measures & Results

Catholic Identity

Percentage of students, parents and staff that agree their school provides an environment for students to serve, celebrate and grow in the Catholic faith.	Results % 2020-21	Results % 2021-22	Results % 2022-23
Parents/Guardians	94.1	96.0	96.4
Students	90.9	93.6	94.3
Staff	94.5	97.0	97.4

COMMENTARY ON RESULTS

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

- **98.3%** indicated that their school teaches them about the Catholic faith.
- **98.1%** indicated that they have religious celebrations at their school throughout the school year.
- **97.6%** agreed that they pray regularly at their school.
- **93.5%** agreed that they have the opportunity to participate in Social Justice activities.

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

- **97.0%** indicated that they have religious celebrations at their school throughout the school year.
- **96.7%** indicated that their school teaches them about the Catholic faith.
- **96.2%** agreed that they pray regularly at their school.
- **87.2%** agreed that they have the opportunity to participate in Social Justice activities.

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

- **93.3%** indicated that they have religious celebrations at their school throughout the school year.
- **91.9%** agreed that they pray regularly at their school.
- **91.6%** indicated that their school teaches them about the Catholic faith.
- **83.2%** agreed that they have the opportunity to participate in Social Justice activities.

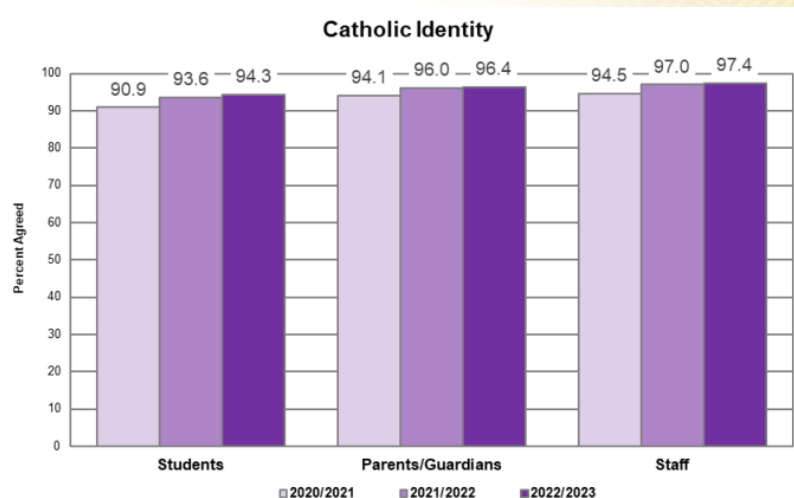
In considering the **parents/guardians**, results indicated that:

- **97.1%** indicated that their child's school has religious celebrations throughout the school year.
- **96.7%** agreed that their child has the opportunity to pray regularly at school.
- **96.5%** indicated that their child's school creates and promotes a learning environment that is grounded in the Catholic faith.
- **95.1%** agreed that their child has the opportunity to participate in Social Justice activities at school.

In considering the **staff**, results indicated that:

- **97.9%** indicated that they have religious celebrations at their school/site throughout the school year.
- **97.9%** agreed that they have the opportunity to pray regularly at their school/site.

- **96.8%** agreed that they have the opportunity to be involved in charitable activities, service, and social justice at their school/department/site.
- **96.8%** indicated that their school/department/site creates and promotes an environment that is grounded in the Catholic faith.



KEY STRATEGIES

Catholic Identity is foundational to who we are as a school division. Edmonton Catholic Schools educates the whole child academically, spiritually, physically, and emotionally. As children grow, they search for answers to their emerging questions about the world, their identity, and powers greater than themselves. Faith formation opportunities in our schools help students respond to these emerging questions.

The priority of Growing in Faith was explored by focusing on four different key strategies:

- F.1 Re-engage families, parishes, and Catholic organizations to provide opportunities for growing in faith.
- F.2 Understand that we are in a Catholic school as the result of Christ's call and recognize ourselves as members of the Catholic Church.
- F.3 Provide an excellent Catholic education that empowers students to discern current events from a Catholic worldview and to witness our faith to all.
- F.4 Provide formation opportunities for students and staff that further their participation in our faith and enable them to discern the presence of God in their lives.

Our priority of Growing in Faith is supported by the intentional development of the relationship between the home, school, and parish and remains essential for the Edmonton Catholic School Division. We are connected through their love and support of the child and serve as pillars for the mission of the Church. No one of these partners alone is the church, but each one, in their faithfully distinct way, lives the mission of the Church. This partnership strengthens Catholic education and is nurtured and cultivated by the parishes and schools that work collaboratively to celebrate the faith with students and their families.

For many Families of Schools in the Division, schools and parishes join efforts to support the [Standards for Preparing Children and Youth for the Sacraments](#) and provide professional development and Faith formation opportunities. Here, the school chaplains are integral to cementing this relationship as they liaise between the school and parish, promoting the sacraments and organizing school Masses, Liturgies of the Word, and priest visits.

Formation is a lifelong process. Every year, the Edmonton Catholic School Division provides faith formation opportunities. Individual schools and sites also provide faith formation opportunities for their students and families via Family of Schools

gatherings, Student Faith Days, celebrations and other initiatives supported by Religious Education Services, Division chaplains, local priests, parish staff, and their school chaplains and staff. In addition, Edmonton Catholic Schools' staff participated in the Opening School Mass, Faith Development Day, Care for Creation: Grace for the Heart and Soul, and countless celebrations and services complementary to the Religious Education Programs of Studies.

Teaching about the Faith in Religion class and permeating the faith in all other subject areas and activities remain a priority. The principal features of a school as Catholic are inspired by a supernatural vision founded on Christian anthropology, imbued with a Catholic worldview throughout its curriculum, sustained by gospel witness, and animated by communion and community. These [Five Marks](#) help to articulate the vital work of the Edmonton Catholic School Division. While the Five Marks have been a driving force for the school division, teaching and learning about the Five Marks have been more focused and intentional this year. The New Principals, Assistant Principals, and those desiring future leadership positions in the Division, as well as Superintendents, Senior Administrators, Principals, Assistant Principals, and Chaplains, have integrated the [Five Marks](#) into their training sessions and meetings.

To further develop the understanding of the Five Marks of Catholic Education, junior high students were invited to participate in the annual virtual presentation of the Father Michael Mireau Youth Faith Day, where students participated in activities and heard from speakers on social justice issues. High school students continued to serve their community by completing at least ten Christian Services hours per Religion course. The work of our high school students helped neighbours, families and numerous volunteer organizations throughout the city.

Our schools continue to develop the understanding of the Five Marks through acts of social justice. Throughout the year, many initiatives, both staff and student-led, take place to support their local and more significant Edmonton communities. Our [Social Justice in Edmonton Catholic Schools 2022-2023 report](#) outlines these diverse projects.

STUDENT GROWTH & ACHIEVEMENT

Alberta Education Assurance Measures Overall Summary – Fall 2023

Authority: 0110 The Edmonton Catholic Separate School Division

Assurance Domain	Measure	Edmonton Catholic Separate School Division			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	86.7	86.9	86.9	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	84.8	85.1	85.7	80.3	81.4	82.3	Very High	Declined Significantly	Acceptable
	3-year High School Completion	85.9	89.6	88.8	80.7	83.2	82.3	High	Declined Significantly	Issue
	5-year High School Completion	93.2	91.7	91.4	88.6	87.1	86.2	Very High	Improved Significantly	Excellent
	PAT: Acceptable	70.4	71.9	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	18.6	19.8	n/a	16.0	17.7	n/a	High	n/a	n/a
	Diploma: Acceptable	82.6	76.4	n/a	80.3	75.2	n/a	Intermediate	n/a	n/a
	Diploma: Excellence	19.6	15.6	n/a	21.2	18.2	n/a	High	n/a	n/a
Teaching & Leading	Education Quality	90.3	90.5	91.0	88.1	89.0	89.7	Very High	Declined Significantly	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.7	87.4	87.4	84.7	86.1	86.1	n/a	Declined Significantly	n/a
	Access to Supports and Services	84.6	84.8	84.8	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	83.6	81.9	83.0	79.1	78.8	80.3	Very High	Maintained	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each 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 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- 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.
- 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 FNMI – Fall 2023

Assurance Domain	Measure	Edmonton Catholic Separate School Division (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	51.2	67.1	63.3	57.0	59.5	59.1	Very Low	Declined Significantly	Concern
	5-year High School Completion	75.7	67.8	69.2	71.3	68.0	67.0	Low	Improved	Acceptable
	PAT: Acceptable	41.7	42.8	n/a	40.5	43.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	7.2	6.0	n/a	5.5	5.9	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	83.4	74.2	n/a	74.8	68.7	n/a	Intermediate	n/a	n/a
	Diploma: Excellence	15.3	13.9	n/a	11.3	8.5	n/a	Intermediate	n/a	n/a
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 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each 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 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. 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.
8. 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 2023

Assurance Domain	Measure	Edmonton Catholic Separate School Division (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	73.2	83.8	82.1	72.8	78.5	77.1	Low	Declined Significantly	Concern
	5-year High School Completion	92.6	87.8	89.1	88.7	86.1	86.0	Very High	Improved	Excellent
	PAT: Acceptable	55.1	59.1	n/a	57.9	59.7	n/a	Very Low	n/a	n/a
	PAT: Excellence	9.6	11.0	n/a	12.2	13.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	74.9	64.6	n/a	67.1	59.0	n/a	Low	n/a	n/a
	Diploma: Excellence	11.4	8.8	n/a	13.8	10.8	n/a	Low	n/a	n/a
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:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each 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 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- 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.
- 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.

ECSD PAT

A – Acceptable | E – Excellence

Grade 6 PAT	ECSD % 2018-19		ECSD % *2019-20	ECSD % *2020-21	ECSD % 2021-22		ECSD % 2022-23	
	A	E	A/E	A/E	A	E	A	E
English Language Arts	91.6	22.7	n/a	n/a	90.5	26.1	90.4	25.7
French Language Arts	91.5	20.8	n/a	n/a	85.4	16.3	91.1	20.0
Mathematics	75.4	13.5	n/a	n/a	74.2	15.3	76.6	18.6
Science	81.9	26.5	n/a	n/a	83.0	28.0	79.4	25.1
Social Studies	81.4	23.8	n/a	n/a	79.4	22.7	79.2	22.7

*Grade 6 and 9 PAT's not written in 2019-20 and 2020-21 due to COVID-19.

Grade 9 PAT	ECSD % 2018-19		ECSD % *2019-20	ECSD % *2020-21	ECSD % 2021-22		ECSD % 2022-23	
	A	E	A/E	A/E	A	E	A	E
English Language Arts	86.8	15.7	n/a	n/a	87.0	18.5	86.6	18.3
English Language Arts K&E	72.3	4.3	n/a	n/a	70.1	9.2	80.3	9.1
French Language Arts	85.2	12.3	n/a	n/a	84.9	14.1	86.7	17.7
Mathematics	63.3	14.5	n/a	n/a	64.6	17.9	63.0	13.9
Mathematics K&E	56.2	9.5	n/a	n/a	62.5	3.4	57.1	6.5
Science	85.8	32.0	n/a	n/a	80.1	28.5	80.2	26.8
Science K&E	68.5	13.0	n/a	n/a	65.9	6.8	69.1	8.8
Social Studies	77.7	20.1	n/a	n/a	72.9	19.7	72.0	20.6
Social Studies K&E	69.7	20.2	n/a	n/a	62.5	10.2	69.1	7.4

*Grade 6 and 9 PAT's not written in 2019-20 and 2020-21 due to COVID-19.

ECSD FNMI PAT

A – Acceptable | E – Excellence

Grade 6 PAT	ECSD % 2018-19		ECSD % *2019-20	ECSD % *2020-21	ECSD % 2021-22		ECSD % 2022-23	
	A	E	A/E	A/E	A	E	A	E
English Language Arts	79.2	9.1	n/a	n/a	76.5	10.2	74.4	9.1
French Language Arts	94.4	16.7	n/a	n/a	85.7	28.6	78.6	7.1
Mathematics	48.7	4.8	n/a	n/a	48.4	4.2	44.9	6.1
Science	55.1	10.7	n/a	n/a	63.0	9.7	52.2	11.4
Social Studies	58.0	10.6	n/a	n/a	58.3	8.3	52.5	7.9

*Grade 6 and 9 PATs not written in 2019-20 and 2020-21 due to COVID-19.

Grade 9 PAT	ECSD % 2018-19		ECSD % *2019-20	ECSD % *2020-21	ECSD % 2021-22		ECSD % 2022-23	
	A	E	A/E	A/E	A	E	A	E

English Language Arts	73.2	8.5	n/a	n/a	72.5	5.4	69.9	11.2
English Language Arts K&E	87.5	8.3	n/a	n/a	66.7	6.7	76.9	7.7
French Language Arts	**	**	n/a	n/a	50.0	10.0	**	**
Mathematics	33.6	4.2	n/a	n/a	34.6	5.9	35.6	5.9
Mathematics K&E	60.9	13.0	n/a	n/a	62.5	0.0	57.1	7.1
Science	69.6	15.5	n/a	n/a	57.1	11.6	61.4	13.8
Science K&E	63.6	9.1	n/a	n/a	55.6	0.0	78.6	7.1
Social Studies	50.0	4.8	n/a	n/a	50.0	8.6	52.1	10.0
Social Studies K&E	80.0	15.0	n/a	n/a	50.0	11.1	76.9	7.7

*Grade 6 and 9 PATs not written in 2019-20 and 2020-21 due to COVID-19.

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

ECSD EAL PAT

A – Acceptable | E – Excellence

Grade 6 PAT	ECSD % 2018-19		ECSD % *2019-20	ECSD % *2020-21	ECSD % 2021-22		ECSD % 2022-23	
	A	E	A/E	A/E	A	E	A	E
English Language Arts	85.9	12.0	n/a	n/a	88.8	19.2	83.6	15.3
French Language Arts	75.9	13.8	n/a	n/a	63.2	10.5	100	10
Mathematics	69.7	6.8	n/a	n/a	69.6	14.0	73.2	16.6
Science	77.3	15.0	n/a	n/a	81.1	21.3	73.5	17.8
Social Studies	74.2	13.1	n/a	n/a	75.3	17.4	74.6	19.0

*Grade 6 and 9 PAT's not written in 2019-20 and 2020-21 due to COVID-19.

Grade 9 PAT	ECSD % 2018-19		ECSD % *2019-20	ECSD % *2020-21	ECSD % 2021-22		ECSD % 2022-23	
	A	E	A/E	A/E	A	E	A	E
English Language Arts	64.9	5.8	n/a	n/a	69.3	6.2	62.1	6.0
English Language Arts K&E	61.5	0.0	n/a	n/a	**	**	**	**
French Language Arts	100.0	42.9	n/a	n/a	**	**	**	**
Mathematics	46.0	9.4	n/a	n/a	45.3	9.9	46.3	5.4
Mathematics K&E	42.9	7.0	n/a	n/a	**	**	**	**
Science	70.6	19.8	n/a	n/a	63.0	13.7	59.2	12.5
Science K&E	76.9	7.7	n/a	n/a	**	**	**	**
Social Studies	58.7	10.5	n/a	n/a	53.8	8.9	49.8	6.7
Social Studies K&E	61.5	7.7	n/a	n/a	**	**	**	**

*Grade 6 and 9 PAT's not written in 2019-20 and 2020-21 due to COVID-19.

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

ENGLISH LANGUAGE ARTS

The Division's Grade 6 ELA PAT data shows we are above the provincial average in all standards (Acceptable Standard and Standard of Excellence) for writing results. Although we are above the provincial Acceptable Standard for reading results, our averages among the Standard of Excellence indicate that our reading instruction and programming can be enhanced.

The Division is achieving above the provincial Grade 9 PAT average for the Acceptable Standard and Standard of Excellence in ELA for the total test. This is a trend which we have seen developing over the past two years. In the reading comprehension Part B of the Grade 9 PAT, the Division is achieving below the provincial average for the Acceptable Standard and Standard of Excellence.

MATHEMATICS

We have seen growth in all areas of the Grade 6 PAT with a particular increase in students achieving Standard of Excellence (+2.8%). Although progress has been made in decreasing the number of students achieving below the Acceptable Standard, we are still above the provincial average in this area. The strategies we will be implementing focus on conceptual understanding using concrete materials. Additional focus areas for this year will also include high impact mathematical instructional practices, such as encouragement of productive struggle, purposeful questions, and supporting discourse.

When looking at the entire Math PAT 9, ECSD students continue to perform above the provincial average. The participation rate of ECSD is an area to be celebrated; ECSD's participation rate is 9.3% higher than the provincial participation rate. When looking specifically at Part A of the PAT 9, ECSD students are improving relative to the provincial average. In 2022-2023, ECSD students were only 1% lower than the provincial average. This represents significant growth from the years prior to the introduction of the CFA. We attribute this growth to a greater focus on implementing instructional strategies that target mathematical reasoning and the development of calculator free skills among students.

SCIENCE

The most current Grade 6 Science PAT data indicates that the Division scored on par with provincial benchmarks in achieving the Acceptable Standard (79.4%) and slightly below by 2% in the provincial average of Standards of Excellence (25.8%). Support for Science optional implementation Grade 6 teachers will continue and correlations between the new Science and 1996 Program of Studies (POS) will be taken into consideration to support Grade 6 teachers of the current curriculum, as there are similarities in the skills and processes in the 1996 POS and the new organizing idea of Scientific Methods.

Grade 9 Science PAT scores improved for the Division in the Acceptable and Excellence categories. A continued effort for improvement in skill development, as demonstrated in the below Acceptable scores in the PAT Science 9.

SOCIAL STUDIES

The most recent Social Studies Grade 6 PAT data underscores significant achievements for our Division, as we have exceeded provincial benchmarks in both Acceptable Standards and Standards of Excellence. Specifically, 76.7% of our students met the Acceptable Standard, compared to the provincial average of 67.9%, and 22.3% reached a Standard of Excellence, outpacing the provincial rate of 20.8%. Despite these accomplishments, areas for growth remain, particularly concerning Below-Acceptable scores, where our students have fallen short of provincial averages. Additionally, achieving the aspirational Standard of Excellence remains a persistent challenge.

The most recent Social Studies Grade 9 PAT data shows the Division achieved above the provincial average for Acceptable Standard (+2.4%) and Standard of Excellence (+1.7%), while having fewer students achieve Below Acceptable Standard (-

2.4%). In comparison to the Division's scores on the 2022 exam, ECSD students showed a one percent decline in Acceptable Standard and a one percent increase in Below the Acceptable Standard on the 2023 exam. There will be a continued focus on critical thinking skills and source-based analysis skills for students in the Division. This will be supported by using CSA data to inform instruction, and professional development for teachers on UDL approaches to learning and source-based analysis strategies and resources.

FRENCH IMMERSION

Analysis of the 2022 PAT data in French Language Arts highlighted that students require additional instruction with word choice, sentence structure and conventions. In response, our teachers utilized the information obtained from the formative writing tasks to concentrate on the correlation between sentence structure and word selection across various text formats. An increased focus was given to the writing process. Similarly, at the Grade 9 level, the data suggested that sentence structure and conventions were areas of need. Collaborative correction sessions to create common expectations and practices. In addition, they also explored strategies to implement to best respond to the diverse needs of our learners.

KEY STRATEGIES

The Division used several overarching key strategies to improve student growth and achievement across the grades:

- Identify and apply best practices for curriculum implementation to ensure student success.
- Implement teaching and assessment practices to deepen students' understanding and to increase ability to target teaching and improve learning.
- Continue to create opportunities for students to engage in hands on learning experiences that transition to career pathways.
- Continue to support students' diverse needs through best practice and responsive and flexible programming.
- Support student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education.
- Continue programs and enhanced academic and cultural supports for all students that lead to successful transitions and encourage life-long learning.

Edmonton Catholic Schools continues to examine trended data over time to develop comprehensive plans for improvement. Our most recent provincial results demonstrate that ECSD must continue to focus on Math and Science across the grades as well as strengthen practices in supporting our Knowledge and Employability students.

Learning Services has implemented Universal Design for Learning (UDL) structures across the entire department. UDL is a teaching approach that aims to cater to the diverse needs of all learners by removing unnecessary obstacles in the learning process. It involves creating a flexible learning environment where information is presented in various ways, students learn through different methods, and they have options in demonstrating their understanding. This approach prioritizes inclusivity and accessibility for all learners. By integrating universal design principles, the department aims to create more inclusive learning environments that cater to a wider range of needs, ultimately removing potential barriers to learning. The UDL approach also favors our increasingly diverse English Language Learner population. Because language is learned through content, an increase focus on the use language benchmarks will support teachers in making language learning intentional in all subject areas. The focus is on both teacher and student growth, emphasizing providing multiple ways for students to perceive, comprehend, and express their learning, enabling them to engage with the material in the way that suits them best and encouraging improvement in areas where they may be less proficient.

ELEMENTARY ENGLISH LANGUAGE ARTS AND LITERATURE

Consultants continue to focus on supporting the implementation of the new English Language Arts and Literature curriculum. A key component of this work is to provide teachers with support in understanding their students' literacy data and how to use this to inform their instruction. This includes resource recommendations and regular professional development sessions on best practices in reading and writing. Teachers and principals were able to schedule one-on-one meetings with consultants to analyze student data, look at curriculum, and plan instructional steps. Additionally, we provided all elementary schools with teacher resources to support effective phonics instruction, mentor text sets with mini lessons, and student decodable books to ensure the new knowledge, understanding, skills and procedures could be effectively supported.

JUNIOR HIGH ENGLISH LANGUAGE ARTS

For the reading comprehension Part B of the Grade 9 PAT we focused on improving our scores in the Acceptable Standard and Standard of Excellence. To support teachers in this area, we used common summative assessment data to inform instruction, PD and direct coaching of effective reading strategies, and provide resources such as the Text Suggestion Database to help build resilient readers.

Consultants worked with teachers to analyze their Reading Screener, CSA, PAT data to aid in implementing more effective reading strategies in their classrooms.

Last year, the Division implemented the TOSREC Reading Screener for all students Grades 7 through 9 to ascertain preliminary reading data. Additionally, schools were provided with prerecorded PD sessions on the topics of the Science of Reading, Robust Vocabulary Instruction, and Morphology. We also continued the development of multiple-choice reading comprehension items, including Division-wide field testing for reliability and validity. Work continued with junior high departments in the interpretation of CSA and PAT data and the application of targeted strategies to address site specific concerns.

ELEMENTARY MATHEMATICS

The 2022-2023 school year, key focuses included supporting implementation of new Mathematics curriculum in Kindergarten through Grade 3, while also preparing teachers for the new Grades 4-6 implementation. In addition, primary and supplemental resources were reviewed and reevaluated, and a guiding framework in mathematics was developed for the Division. Responding to new curricular outcomes, our internally created Mathematics Screening Assessment Tool (MAST) was rewritten for Kindergarten through to Grade 3. This assessment tool provides educators with data tied to curricular outcomes and is used to inform practice and guide instruction. In all areas of support, focus was paid to utilization of hands-on tools to support thinking, discourse, and the conceptual understanding of abstract mathematical concepts.

For the 2023-2024 school year we kicked off September preparing Grades 4-6 for new math curriculum implementation. Specifically, our work is focusing on bringing concepts from junior high to elementary in a developmentally appropriate way and bridging these gaps created by the implementation of new curricula that do not align with the previous year's expectations.

JUNIOR HIGH MATHEMATICS

Junior High Math consultants have visited schools and supported data analysis at the site level. As part of these conversations, teachers have expressed the need for support in their ability to plan through a Universal Design for Learning (UDL) framework and planning for the variability of all learners within their classrooms. Our "Leaders in Building Mathematical Reasoning" community of practice has continued to develop math leads who plan, collaborate, and share in the development of a Division set of problem strings. This work is a continuation of Pam Harris' workshop that took place in September 2022. This pedagogical approach lowers the point of entry into classroom discussions allowing all students to actively engage in the learning.

ELEMENTARY SCIENCE

In the 2022-2023 academic year, the elementary Science department successfully piloted the new science curriculum in five elementary schools, involving 55 teachers from Grades K-6. This pilot aimed to generate and compile resources to facilitate the Division-wide adoption of the new Science curriculum for Grades K-3 in September 2023 and Grades 4-6 in September 2024.

The Division-wide launch of the new curriculum took place on May 4, 2023, drawing 137 teachers from 27 schools. The event featured hands-on interactive sessions, allowing teachers to engage with Robotics, Google Earth Journeys, and Scientific Methods, equipping them for the upcoming academic year.

For the 2023-2024 school year, the primary focus is on the Division-wide implementation of K-3 Science, with the option for continued implementation in Science, Technology, Engineering and Math schools. The department is ensuring resource support through pacing guides, comprehensive lesson plans, and Discovery Education resource boards, covering all Knowledge, Understanding, Skill and Procedures.

JUNIOR HIGH SCIENCE

From January to October 2023, working groups of science teachers collaborated to create valid and reliable Common Summative Assessments (CSAs), available in both English and French.

The Division introduced innovative initiatives, including resource creation for baseline labs for each unit across junior high grades and the incorporation of Universal Design for Learning (UDL) principles to enhance learning accessibility. These measures reflect a commitment to modern pedagogical approaches in skill development and ensuring inclusivity in science education.

ELEMENTARY SOCIAL STUDIES

In the 2022-2023 academic year, the Elementary Social Studies team focused on improving skills and procedures through targeted professional development and the introduction of new classroom resources. They incorporated Visible Thinking Routines to enhance teaching abilities in areas like communication, critical thinking, and collaboration. This effort resulted in a noticeable improvement in student performance on Skills and Processes in Provincial achievement exams. Additionally, 44 exemplar lessons for teachers were developed to provide comprehensive resource support to teachers.

To further support educators, we have created a targeted support form, to enable teachers to request specific classroom assistance. Pacing guides were also enhanced to offer a structured framework and a wide range of resources, from slide decks to hands-on materials, aligned with curriculum objectives. These updates led to increased engagement and accessibility on the site, as evidenced by a rise in page views and time spent, better equipping teachers to implement the Social Studies curriculum effectively.

JUNIOR HIGH SOCIAL STUDIES

The Humanities Writing Assessment expanded from pilot stage to a Division-wide assessment in September 2023. Teacher Resource Books were created and distributed to teachers, which are unique for each grade level and contain exemplars, reliability reviews, and scoring guides. Three separate collaborative marking days were held at Lumen Christi where teacher groups sat with consultants to go through the process of using exemplars and the scoring guides to work towards a common understanding and standard of assessing student writing. Eight schools were represented in the creation of assessments and logistics for Junior High Humanities Writing Assessment standards, with ongoing support visits to pilot schools based on their specific needs. Consultant support ranged from teacher planning blocks, to modeling direct work with students at Holy Family, St. Nicholas, St. Clement, and Archbishop Joseph MacNeil.

Junior High Common Summative Assessment (CSA) Analysis documents instructing how to analyze exam data to inform instruction were created, shared via SharePoint, and accessed by 134 people at last count. In-school data analysis meetings were held with three junior high schools focusing on CSA results and areas for growth in pedagogical and assessment practices.

Multiple junior high schools requested support in creating and finding resources and assessments for K&E and EAL students. Consultant support included working with teachers at St. Nicholas, Sir John Thompson, and St. Cecilia one on one to appropriately implement Universal Design for Learning elements in their classroom to support all students and collaboratively build appropriate assessments.

FRENCH IMMERSION

At the elementary level, our key focuses included supporting Kindergarten to Grade 3 teachers in a pilot of the draft *French Immersion Language Arts and Literature* (FIL) curriculum. Teacher working groups met bimonthly to create year plans, quartermester guides and cross curricular curriculum crates. In Grades 4-6, the focus was increasing knowledge of the writing process. In K-3, teachers administered two formative writing tasks and participated in writing workshops with French Immersion researchers, Dr. Martine Cavanagh and Dr. Josée Le Bouthillier. In secondary, our key focus was developing Common Summative Assessments (CSA) in Grades 7-9 and writing tasks with a cross-curricular focus. Many resources were created to support these initiatives. Secondary teachers participated in working groups in which they did item writing, created rubrics, analyzed student exemplars, and created justification documents to support the various writing tasks.

During our K-3 teacher working groups, teachers were given the opportunity to analyze their French Literacy data. In response to the findings, grade level working groups created shared reading literacy routines that included explicit strategies to build on phonological awareness, phonics, vocabulary, fluency and comprehension skills.

ECSD DIPLOMA

Grades 10-12 DIP	ECSD % 2018-19		ECSD % *2019-20	ECSD % *2020-21	ECSD % 2021-22		ECSD % 2022-23	
	A	E	A/E	A/E	A	E	A	E
English Language Arts 30-1	89.2	11.7	n/a	n/a	82.2	6.5	87.6	11.5
English Language Arts 30-2	88.5	12.4	n/a	n/a	86.4	13.3	91.1	14.9
French Language Arts 30-1	95.0	5.0	n/a	n/a	90.5	2.4	98.4	8.2
Mathematics 30-1	77.9	30.2	n/a	n/a	70.4	26.4	70.9	27.8
Mathematics 30-2	75.9	16.5	n/a	n/a	65.7	13.5	75.2	13.6
Social Studies 30-1	91.5	13.8	n/a	n/a	83.4	12.6	86.9	15.3
Social Studies 30-2	75.8	10.7	n/a	n/a	76.4	11.5	79.8	12.2
Biology 30	82.7	33.4	n/a	n/a	71.2	21.3	82.9	28.1
Chemistry 30	84.2	38.6	n/a	n/a	67.9	19.5	79.2	30.7
Physics 30	84.1	39.7	n/a	n/a	75.2	23.7	81.9	39.4
Science 30	83.6	29.2	n/a	n/a	77.2	20.0	83.4	25.0

*Grade 10-12 DIP - No results for 2019-20 and 2020-21 due to COVID-19
Diplomas were an optional part of the 2020-21 school year due to COVID-19

ECSD FNMI DIPLOMA

Grades 10-12 DIP	ECSD % 2018-19		ECSD % *2019-20	ECSD % *2020-21	ECSD % 2021-22		ECSD % 2022-23	
	A	E	A/E	A/E	A	E	A	E
English Language Arts 30-1	71.9	1.8	n/a	n/a	70.8	4.2	76.3	6.8
English Language Arts 30-2	92.7	13.4	n/a	n/a	86.4	13.6	93.7	13.7
Mathematics 30-1	70.6	23.5	n/a	n/a	42.9	28.6	60.0	25.0
Mathematics 30-2	65.8	18.4	n/a	n/a	55.6	16.7	82.9	12.2
Social Studies 30-1	79.1	9.3	n/a	n/a	81.0	14.3	81.0	19.0
Social Studies 30-2	66.3	7.9	n/a	n/a	82.9	12.2	83.5	10.7
Biology 30	68.9	11.1	n/a	n/a	66.7	5.6	78.0	17.1
Chemistry 30	70.8	16.7	n/a	n/a	66.7	22.2	77.8	38.9
Physics 30	85.7	28.6	n/a	n/a	50.0	0.0	100.0	35.7
Science 30	88.0	20.0	n/a	n/a	83.3	33.3	87.0	21.7

Diplomas were an optional part of the 2020-21 school year due to COVID-19

**Grade 10-12 DIP - No results for 2019-20 and 2020-21 due to COVID-19*

ECSD EAL DIPLOMA

Grades 10-12 DIP	ECSD % 2018-19		ECSD % *2019-20	ECSD % *2020-21	ECSD % 2021-22		ECSD % 2022-23	
	A	E	A/E	A/E	A	E	A	E
English Language Arts 30-1	73.1	1.9	n/a	n/a	62.1	5.2	75.5	3.2
English Language Arts 30-2	80.9	6.9	n/a	n/a	71.3	3.0	84.2	8.5
Mathematics 30-1	72.1	22.5	n/a	n/a	69.8	23.3	71.9	18.8
Mathematics 30-2	72.8	11.8	n/a	n/a	56.5	8.7	63.8	10.1
Social Studies 30-1	92.9	9.5	n/a	n/a	80.0	8.6	84.6	10.3
Social Studies 30-2	65.5	6.9	n/a	n/a	55.7	7.2	69.8	8.9
Biology 30	67.7	17.7	n/a	n/a	62.0	6.0	66.7	17.3
Chemistry 30	71.9	29.2	n/a	n/a	63.6	24.2	84.4	15.6
Physics 30	69.4	30.6	n/a	n/a	68.0	8.0	64.0	12.0
Science 30	80.8	19.2	n/a	n/a	62.5	9.4	80.4	26.1

Diplomas were an optional part of the 2020-21 school year due to COVID-19.

**Grade 10-12 DIP - No results for 2019-20 and 2020-21 due to COVID-19.*

COMMENTARY ON RESULTS

ENGLISH LANGUAGE ARTS

In English 30-1, the Division consistently exceeds the province in the number of students achieving the Acceptable Standard. We continue to make gains in the number of students achieving Standard of Excellence and will continue to focus on supporting teachers in the areas of essay instruction and the writing process. In Reading Comprehension, one area for growth suggested is student comprehension of long form fictional prose.

In English 30-2, the Division exceeds the province in both Standard of Excellence and Acceptable Standard on both parts of the exam. Consultants worked elbow to elbow with teachers to analyze Diploma data to aid in implementing more effective reading strategies in their classrooms.

MATHEMATICS

In June 2023, ECSD outperformed the province in Math 30-1 and Math 30-2 Diploma assessments. Specifically, fewer ECSD students received a score of 0 on written response questions, and an equal or higher number achieved full marks, underscoring the success of our written response project in 30-level Math courses.

SCIENCES

Science 30 continues to exceed provincial performance, both in the school-awarded mark and the Diploma examination mark. Biology 30 school-awarded marks have improved and are now aligned with the province. Biology 30 Diploma examination marks continue to be below the province and continue to follow a downward trend. Chemistry 30 school-awarded are stable and consistently below the province. Chemistry 30 Diploma examination marks continue to be below the province and remain stable. Physics 30 school-awarded marks have shown a marked increase and are now in line with the province. Physics 30 Diploma examination marks at the Standard of Excellence have shown a marked increase and are now in line with the province. Physics 30 Diploma examination marks at the Acceptable Standard continue to be below the province but remain stable.

SOCIAL STUDIES

In Social 30-1, the Division saw a slight decrease (-0.7%) in the rate of students achieving Excellence between the January and June Diploma exams; however, overall performance remained steady. In June, ECSD's Diploma averages matched the provincial averages. Both Division blended marks and school awarded marks were on par or slightly above the provincial average. While the percentage of ECSD students achieving Excellence on the Diploma was 2.3% below the provincial rate, the Division surpassed the province by 1.9% in meeting the Acceptable Standard and had a lower failure rate by 1.6%. In terms of specific exam components, ECSD outperformed the province by 1.6% on Part A (Written) but lagged by 1.3% on Part B (Multiple Choice).

In Social 30-2, there was a slight decrease (-0.9%) in the rate of students achieving Excellence between the January and June Diploma exams in ECSD. The Division's Diploma mark closely aligns with the provincial average. In June, the Division's blended and school awarded marks were both 0.2% below the provincial average. The percentage of ECSD students achieving Excellence on the Diploma was 1% below the provincial rate. However, the Division exceeded the province by 0.4% in students meeting the Acceptable Standard and had a lower failure rate by 0.4%. Regarding specific exam components, ECSD students performed better by 2.5% on Part A (Written) but scored lower by 2.7% on Part B (Multiple Choice) compared to the province.

FRENCH IMMERSION

At the Grade 12 level, the data suggested that sentence structure and conventions were areas of need. Collaborative correction sessions to create common expectations and practices. In addition, they also explored strategies to implement to best respond to the diverse needs of our learners.

KEY STRATEGIES

ENGLISH LANGUAGE ARTS

Along with continued professional development in Item Writing and Blueprint Training, we continued to provide support and strategies for teachers to attend to the ideas of authorial intent and text features.

We also created an Outcomes Based Assessment (OBA) project for department heads and administrators with a focus on integrating scaffolds for students at all achievement levels.

Resources were created on the topic of incorporating Artificial Intelligence into the ELA classroom and Choosing Culturally Responsive Texts in ELA. We continued the development of multiple-choice reading comprehension items, including field testing for reliability and validity at all high school sites. Outcomes Based Assessment was another focus for high school department heads, with work done to bring high school gradebooks in alignment with curricular outcomes and standards.

MATHEMATICS

Senior High Mathematics teachers utilized techniques from professional development sessions focused on Outcomes Based Assessment to enhance school-based common assessments. We continued to develop Common Summative Assessments, specifically focusing on the creation, field testing, and validation of Version B for Math courses 10C, 20-1, and 20-2 in both English and French. This CSA development process culminated in the initiation of a written response project for Math 10C, 20-1, and 20-2. The overarching objective of this project is threefold: to enhance the clarity of success criteria provided to teachers for guiding written responses, to furnish educators with a greater number of examples, and to elevate student achievement levels. Concurrently, heads of high school math departments engaged in productive discussions and the practical implementation of strategies outlined in *The Math Pact: Achieving instructional coherence within and across schools*.

SCIENCES

From January to October 2023, the Division's Science teachers worked collaboratively in groups to develop valid and reliable Common Summative Assessments (CSAs) for five different courses, available in both English and French. The Science team also focused on updating minimum laboratory infrastructure standards.

Professional learning sessions were a cornerstone in enhancing the quality of science education, with over 40 sessions covering CSA item writing, exam validation, Communities of Practice, and various other collaborative opportunities. A new model for professional learning, known as Residencies, was introduced. This model offers on-site job-embedded professional learning and instructional coaching to teachers. It combines one-on-one consultations with opportunities for peer observation, feedback, and coaching. These residencies build on the work of the science DWPD sessions, focusing on structuring pedagogy within a Universal Design for Learning framework to create greater success for more students in science.

The Division has established valuable partnerships with the University of Alberta, to create a Science Academy. This year-long program provides teachers with opportunities to deepen their science knowledge, refine their pedagogy to foster students' conceptual understanding, and build confidence in the subject. Another significant collaboration with Concordia University has laid the groundwork for smoother student transitions from high school to post-secondary education.

SOCIAL STUDIES

Four meetings of the Outcome Based Assessment Working Group were held last year with the eleven high school department heads and corresponding assistant principals to align classroom assessments directly to the Programs of Study. As well, one representative from each of the eleven high schools attended three sessions to build items and review previous items to create the January 2023 Common Summative Assessment. Support documents, instructing how to analyze exam data to inform instruction were created. Site visits by the consultant to high schools to analyze Common Summative Assessment results and to make concrete changes to pedagogical and assessment practices in response to the data collected were available by request.

FRENCH IMMERSION

Teachers participated in Item Writing and Item Validation for Common Summative Assessments for Grades 10 and 11. Teachers participated in collaborative correction of exams to identify areas of potential growth of student language abilities. Ongoing professional development and at the elbow, establish a common understanding of writing standards.

ENGLISH LANGUAGE LEARNERS ACROSS THE GRADES

Our key focus has been supporting our growing number of English Language Learners, including many displaced Ukrainian students. At the Division level, we continued to promote the message that language learning occurs in all subject areas across all grade levels. Targeted professional learning at the Division, school and classroom level. As our School Division population continues to evolve, culturally responsive teaching practices promote inclusivity within our classrooms and were promoted through professional learning and book clubs.

We successfully leveraged the role of English Language Learner Educators (ELLEs) to support schools with high numbers of Level 1 and 2 English Language Learners. ELLEs continue to offer intensive activities and supports that target the English language learning progression through curriculum content at the elementary, junior high and high schools. The T-ELL Me More project puts technology directly in the hands of our English language learners. This project provided the tools to bridge first language and curriculum by giving English Language Learners increased opportunities to access curriculum content, providing communication and collaboration between students and teachers, and giving these students a voice in the classroom.

The increased number of English Language Learners significantly increased diversity in our classrooms. Teachers have reached out for additional support, asking for classroom visits and school-based professional learning. To further address the specific needs of our schools, we developed a Level 1 Year Plan for junior high students, as well as put on professional learning sessions open to all teachers to support Level 1 English Language Learners. There were over 44 professional development sessions offered by EAL consultants at the Division level. In addition to the Level 1 sessions, topics for this professional learning included vocabulary development, culturally responsive teaching practices, scaffolding lessons, and amplifying student voices. Furthermore, we identified a need for more frequent meetings and professional learning with EAL designates to ensure common messaging and curriculum support strategies were provided to all our school sites. An additional 4 sessions were added for the 2023-2024 school year.

In 2023-2024, we will be creating new assessments for our English Language Learners through the implementation of Benchmarks 2.0. The new assessments will focus on ensuring that the tasks are engaging for our students, and data gathered through the assessments will guide instructional practice for teachers. To make this data more accessible, we will create a new dashboard for teachers, EAL Designates, and school administration. This dashboard will provide necessary information for teachers which will include language proficiency levels of their students, language growth over time, and will include information about targeted strategies to promote language growth. There was an identifiable need to create an EAL Framework aligned with UDL concepts to provide a structure for classroom instruction and intentional professional learning. This year, we continue to leverage the role of English Language Learner Educators to support schools and provide intensive activities to individuals or small groups of students who need further scaffolds to meet the grade level curricular outcomes. Regular professional learning sessions will be offered to ELLEs to expand their repertoire of knowledge and resources. Additionally, the number of Chromebooks in the hands of students through the second year of the T-ELL Me More project has doubled, with an additional 500 Chromebooks distributed. Two professional learning sessions are available to our returning schools from the pilot last year, and four professional learning sessions will be offered to new schools, as well as two Sub days where teachers and consultants will work elbow to elbow. The EAL Department is also offering communities of practices in the following areas: oral language, reading, writing, and high school locally developed courses to further enhance instructional practices to meet the needs of teachers and students.

ECSD HIGH SCHOOL COMPLETION

Performance Measures	Results %				Evaluation		
	2018-19	2019-20	2020-21	2021-22	Achievement	Improvement	Overall
High school completion rate of students within 3 years of entering Grade 10	86.9	89.9	89.6	85.9	High	Declined Significantly	Issue
High school completion rate of students within 5 years of entering Grade 10	90.6	92.0	91.7	93.2	Very High	Improved Significantly	Excellent

Note: Participation in the 2019-20 and 2020-21 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. Caution should be used when interpreting high school completion rate results over time.

ECSD FNMI HIGH SCHOOL COMPLETION

Performance Measures	Results %				Evaluation		
	2018-19	2019-20	2020-21	2021-22	Achievement	Improvement	Overall
High school completion rate of students within 3 years of entering Grade 10	53.7	69.2	67.1	51.2	Very Low	Declined Significantly	Concern
High school completion rate of students within 5 years of entering Grade 10	68.7	71.0	67.8	75.7	Low	Improved	Acceptable

ECSD EAL HIGH SCHOOL COMPLETION

Performance Measures	Results %				Evaluation		
	2018-19	2019-20	2020-21	2021-22	Achievement	Improvement	Overall
High school completion rate of students within 3 years of entering Grade 10	76.2	86.3	83.8	73.2	Low	Declined Significantly	Concern
High school completion rate of students within 5 years of entering Grade 10	88.2	91.2	87.8	92.6	Very High	Improved	Excellent

Note: Participation in the 2019-20 and 2020-21 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. Caution should be used when interpreting high school completion rate results over time.

ECSD CITIZENSHIP

Performance Measures - Percentage of parents, students and teachers who are satisfied that students model the characteristics of active citizenship.	Results %					Evaluation		
	2018-19	2019-20	2020-21	2021-22	2022-23	Achievement	Improvement	Overall
Parents	85.6	86.0	83.7	85.7	85.7	Very High	Maintained	Excellent
Students	75.0	77.0	75.6	75.4	75.2	Very High	Declined Significantly	Acceptable
Teachers	94.7	95.5	95.5	94.3	93.4	High	Declined Significantly	Issue

Notes:

1. The AEA survey was introduced as a pilot in 2020-21, when participation was also impacted by the COVID-19 pandemic.
2. 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 %				
	2018-19	2019-20	2020-21	2021-22	2022-23
Parents	n/a	n/a	89.9	91.4	90.8
Students	n/a	n/a	73.4	73.1	73.0
Teachers	n/a	n/a	95.8	96.1	96.3

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 Assurance Survey Measures & Results

ECSD STUDENT ENGAGEMENT

Performance Measures - The percentage of staff, parents and students who agree that students are engaged in their learning at school.	Results % 2020-21	Results % 2021-22	Results % 2022-23
Parents	89.8	92.0	94.4
Students	82.9	87.0	88.2
Staff	88.0	92.0	93.2

COMMENTARY ON RESULTS

The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

- Student Learning Engagement** – The percentage of teachers, parents, and students who agree that students are engaged in their learning at school.
 ECSD Current Result: **86.7%**
 Province Current Result: **84.4%**
- Citizenship** – The percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.
 ECSD Current Result: **84.8%**
 Province Current Result: **80.3%**
- 3-year High School Completion Rate** – The percentage of students in the Grade 10 cohort who have completed high school by the end of their third year, adjusted for attrition. Attrition is the loss of students due to out-migration or mortality and is estimated from Alberta Education and Statistics Canada data.
 ECSD Current Result: **85.9%**
 Province Current Result: **80.7%**
- 5-year High School Completion Rate** – The percentage of students in the Grade 10 cohort who have completed high school by the end of their fifth year, adjusted for attrition. Attrition is the loss of students due to out-migration or mortality and is estimated from Alberta Education and Statistics Canada data.
 ECSD Current Result: **93.2%**
 Province Current Result: **88.6%**

Although our Division results have shown some instability, we are still above the province in all of these measures. We acknowledge that last year was the first intact school year that we've experienced since COVID. We anticipate that our results will stabilize and then continue to improve.

KEY STRATEGIES

One of our key learnings on the heels of the pandemic was that providing diverse learning opportunities and modalities for students allowed them to ensure that they were working towards high school completion. This included retaining online synchronous and asynchronous high school opportunities for students to access.

KEY STRATEGIES FROM AN FNMI PERSPECTIVE

During the 2022-2023 school year, the Edmonton Catholic School Division continued our commitment to acknowledging and supporting the implementation of the Truth and Reconciliation Commission (TRC) 94 Calls to Action specific to education. The Division supported improved achievement, equity, and well-being for students who self-identify as Indigenous, and created opportunities for all students, staff, and school communities to engage in practices that facilitate reconciliation. To meet these commitments, Indigenous Learning Services (ILS), through Student Services provided support to students, families, and staff across the Division during the 2022-2023 school year.

All students in ECSD, and in particular those who self-identify as Indigenous, were supported through the following strategies that improved achievement and well-being:

- Braided Journeys Programs at schools with high populations of self-identified students.
- Professional learning for all ECSD staff to acquire and apply foundational knowledge about First Nations, Métis and Inuit history and culture for the benefit of all students, staff, and the Division as a whole.
- Acknowledgment and support for the implementation of the Truth and Reconciliation Commission Calls to Action.
- Worked to both build and sustain relationships with Indigenous families.
- Collaborated with Indigenous Elders, leaders, organizations, and community members to establish strategies to support Indigenous student achievement and well-being.

Braided Journeys:

Specific strategies to further enhance high school completion for First Nations, Metis and Inuit students included providing Braided Journeys Programs in schools with the highest self-identified populations. The role of Braided Journeys staff was to provide intensive transition and academic support to Indigenous students through one-on-one advising and group interventions. The staff acted as the primary contact for Indigenous learners from orientation through to graduation and transition to post-secondary education or the workforce. The staff were trusted advocates, advisors, mentors, tutors and career counsellors particularly in those instances when Indigenous learners were experiencing transition and academic difficulties.

More than 1,200 First Nations, Metis and Inuit students received support through the Braided Journeys Program. Indigenous students gained a sense of identity and developed a pathway to graduation through individual and group programs that increased school engagement and a sense of belonging. The staff hosted learning groups, facilitated social justice initiatives and met one-on-one with students to provide educational planning, tutoring and wellness supports. Students gathered to study, pray, learn, create and support one another in a culturally safe space.

To work with parents, guardians and families with students' attendance concerns, the Braided Journeys staff had open communication, connected with families and made an average of 100 phone calls and emails to parents each month. Braided Journeys Facilitators, Transition and Graduation Coaches worked with Learning Coaches, Family School Liaison Workers, Truth & Reconciliation Lead Teachers, Mental Health Therapists, School Resource Officers, School Graduation Coaches, Grade Coordinators and school administrators to offer a united and cooperative support to Indigenous students and families.

Braided Journeys staff conducted monthly Meet & Mentors intervention sessions, designed to build supportive relationships with students, that involved comprehensive interventions from multiple service providers. Regular check-ins with each student included discussion on:

- academic progress reviews and recommended interventions
- goal setting
- personal development
- study skills
- learning style inventories
- career investigations and planning
- resume and cover letter development
- post-secondary opportunities, applications, and scholarship writing
- assistance with course selection
- identifying areas for credit recovery interventions (such as Work Experience, Career and Life Management (CALM), etc.).

Career exploration was built into the Braided Journeys student support services programming, bridging students to life beyond graduation. These interventions were designed for Indigenous students to connect with post-secondary institutions, career partner organizations, and community resources for a successful transition to life after high school. Braided Journeys students attended career focused lunch and learn sessions, toured post-secondary institutions and various worksites to establish goals for the future and enrich the relevance of school attendance and achievement.

A locally designed Braided Journeys curriculum for junior high and high school included service-learning opportunities, social justice activities and career development which gave students an opportunity to learn from Elders, Knowledge Keepers and community partners while also building a sense of belonging, mastery, generosity and independence.

Braided Journeys also partnered with Alternative Education to offer students credit recovery and transition to high school options. The Indigenous focused CALM 20 summer school class provided experiential learning while building relationships with role models, Knowledge Keepers and peers. During the course, industry partners offered opportunities for students to explore the world of work by hosting site tours and hands-on experiences.

Four Directions Wellness:

The Four Directions Wellness staff collaborated with schools to create circles of support for Indigenous students based on the principals of belonging, generosity, independence and mastery. Staff supported the implementation of initiatives focused on social justice and reconciliation including resources and activities for Truth and Reconciliation Week, Red Dress Campaigns and National Indigenous Peoples Month. The Four Directions Wellness staff collaborated with community Knowledge Keepers to promote Indigenous knowledge systems and healing practices in the Division's work with students, including outreach to non-attenders, grief counselling, and restorative justice circles. Circles with families, school administrators and staff addressed bullying, physical altercations, racism and verbal conflict. The Four Directions Wellness staff offered wellness sessions for student groups and special events on topics such as managing mental health, grounding and journaling, identity, Medicine Wheel for self-care, digital safety and cultural teachings.

Fifteen junior high schools attended the first annual Indigenous Learning Services Wellness Symposium. The day offered 146 students the opportunity to connect with one another and learn mental health strategies from Indigenous Knowledge Keepers who provided workshops on wellness through movement, healing through laughter, storytelling, Métis arts, balance and nutrition, empowerment and healthy relationships.

Four Directions Wellness staff hosted virtual family nights to increase engagement and involvement on topics including coping with grief, digital safety and community resources. Dr. Lana Whiskeyjack, a treaty Nêhiyaw multidisciplinary art actionist and scholar led an in-person session on Indigenous parenting that explored using arts-based practice in raising healthy, and courageous human beings. An on-line session with Josh Languedoc, an Anishnaabe playwright, producer and Indigenous artistic

director was based on “Storytelling Through Theatre and Drama”. The Four Directions Wellness staff offered parents and families an on-line resources night that included Careers Next Generation, Bent Arrow traditional healing, Native counselling services of Alberta, and Rupertsland Institute.

EARLY YEARS LITERACY & NUMERACY ASSESSMENTS

Literacy Screeners

Based on the government norms, here is a summary of the Grade 1-3 data:

LeNS	January 2023		May 2023	
	# of students tested	% of Students “At Risk”	# of students tested	% of Students “At Risk”
Grade 1	3011	39.26	3152	35.88

LeNS	September 2022		May 2023	
	# of students tested	% of Students “At Risk”	# of students tested	% of Students “At Risk”
Grade 2	2886	35.27	2996	28.84

CC3	January 2023		May 2023	
	# of students tested	% of Students “At Risk”	# of students tested	% of Students “At Risk”
Grade 1	3011	30.59	3152	39.44

CC3	September 2022		May 2023	
	# of students tested	% of Students “At Risk”	# of students tested	% of Students “At Risk”
Grade 2	2886	40.12	2996	39.95
Grade 3	3418	34.99	3218	35.15
Grade 4	3309	29.59	3177	35.28

The overall summary of the Alberta Education Assurance Measures demonstrates that ECSD outperformed the province in 11 of the 12 measures. The only measure to fall below the provincial measure is in Diploma Excellence. Learning Services successfully continues to support the pedagogical and assessment practices in our schools to close the gap seen in the Diploma Excellence category as witnessed in the 4% increase compared to the prior year. Of special note is the very high levels of parental involvement, citizenship and overall education quality being measured within ECSD. High school completion rates continue to surpass the provincial average and can be attributed to the governance, teaching, and learning supports being provided by all the staff in the Division.

LeNS and CC3 data from the 2022/2023 school year shows some growth in Grades 1-3, indicating that a significant percentage of students continue to need support with reading which requires explicit, phonics and phonological programming and targeted intervention for students at risk, comprised of those with undiagnosed learning disabilities, emerging bilinguals EAL, and those with limited emerging literacy skills in Grades K & 1.

The English Language Arts and Literacy team’s focus is on a structured literacy approach for improved reading skills centering on phonemic awareness and phonics instruction in Division 1. Supports include resources, PD, and modeled lessons for primary classroom teachers, with an emphasis on explicit and systematic phonics instruction and oral language. The primary goal is to strengthen early literacy and foundational reading skills. The team of consultants will assist in data analysis and provide targeted

instruction for individual student needs. Reading specialists will address referrals with diagnostic assessment and targeted intervention plan for struggling readers.

Numeracy Screeners

Provincial Numeracy Assessment	January 2023		May 2023	
	# of students tested	% of Students "At Risk"	# of students tested	% of Students "At Risk"
Grade 1	3652	25.90	3652	30.86
Grade 2	3186	33.55	3349	30.99
Grade 3	3434	23.79	3570	26.05
Grade 4	3302	23.62	3472	24.05

* Students identified as at risk based on screener norms provided by the government of Alberta.

The Provincial Numeracy Screener assessment was administered to all student in Grades 1 through 4. The decision was made to administer the screener to all Grade 4s, due to the high volume of students identified as at-risk according to their previous years' data. We recognize that there was an increase in the percentage of students determined to be at-risk when comparing the September to June data. From this it is clear that students continue to need support with numeracy development. Support strategies for teachers included professional learning opportunities with a focus on developing concrete understanding using hands-on tools and manipulatives to specifically address our at-risk students.

Key focuses for Mathematics team for the coming year include exemplar lessons, school team training, math pacing guides and ongoing leadership training for principals. Emphasis with both Division 1 and 2 continues to be aiding students in developing mathematical understanding through concrete to symbolic representation using hands-on manipulatives. To continue supporting all learners, focus will be placed on leveraging data gained from provincial and internal assessments to inform intentional targeted instruction in classrooms. Professional development, elbow to elbow support with teachers, and modeled lessons will assist teachers in planning and implementing intentional targeted instruction. To further support the needs of learners, as identified by the Provincial Numeracy Screeners, a professional development cohort will be offered with a focus on the planning and implementation of numeracy intervention options.

**Please note that the assessment tools that were used for numeracy screening do not allow us to ascertain the average number of months behind grade level and the average number of months gained at grade level.*

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		
	2018-19	2019-20	2020-21	2021-22	2022-23	Achievement	Improvement	Overall
Parents	88.4	89.4	87.8	88.6	87.9	Very High	Declined	Good
Students	88.6	89.3	87.5	87.7	87.8	High	Declined Significantly	Issue
Teachers	95.5	95.8	94.7	95.2	95.4	Intermediate	Maintained	Acceptable

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 Assurance Survey Measures & Results

TEACHING & ASSESSMENT PRACTICES

Performance Measure: Percentage of students, parents, and staff who agree that students have clear expectations and specific feedback on engaging learning activities upon which the student can make choices about how to demonstrate their learning.	Results % 2021-22	Results % 2022-23
Parents	93.8	94.6
Students	86.3	86.4
Staff	97.2	96.8

STAFF ENGAGEMENT & RESPECT IN THE WORKPLACE

Performance Measures: Percentage of staff who agree that professional learning opportunities are accessible to all in a collaborative and engaging environment where co-workers treat each other with dignity and respect.	Results % 2021-22	Results % 2022-23
Staff	93.4	93.6

IMPLEMENTING FRAMEWORKS & PROCEDURES

Performance Measures: Percentage of staff who agree that their school/department focuses on continuous improvement in working towards the Division's growth plan within the operational frameworks and resources provided.	Results % 2021-22	Results % 2022-23
Staff	94.1	94.0

OVERALL SATISFACTION WITH EDMONTON CATHOLIC SCHOOLS

Performance Measures – Percentage of parents, students and staff who agree that they like their school and it is a good place to work and learn.	Results % 2021-22	Results % 2022-23
Parents	95.9	95.8
Students	87.2	86.4
Staff	95.0	94.8

COMMENTARY ON RESULTS

Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.

- **Education Quality** – The percentage of teachers, parents, and students satisfied with the overall quality of basic education.
 ECSD Current Result: **90.3%**
 Province Current Result: **88.1%**

With respect to our local measures in this domain, our results across survey groups remained stable and high.

KEY STRATEGIES

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

- Ensure that all teachers and leaders have the acquired skills to meet the foundational knowledge of First Nations, Métis and Inuit standard as outlined in Alberta Education Teaching, Leadership, and Superintendent Leadership Quality Standards.
- Develop, promote, and oversee the application of excellent professional practices consistent with the Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard, all which guide and support student achievement.
- Provide and engage in professional learning to enhance the level of subject matter, conceptual, and procedural knowledge expertise and competency.
- Ensure that ECSD recruitment, hiring, and teacher development practices enhance and promote the best Catholic educational learning environments and experiences for student success.
- Continue to create opportunities and pathways for staff to develop and pursue advancement within their employee groups for robust succession planning within the Division.
- Continue to create an excellent Catholic educational working environment through the provision of faith formation, health, and wellness opportunities and supports for all staff.
- Begin to implement the ECSD Equity, Diversity, Inclusion, and Anti-Racism Strategic Plan.

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.

DIVISION WIDE PROFESSIONAL LEARNING

New Curriculum Implementation

Summer Summit To launch the new curriculum for the school year teachers were invited to optionally attend our summer summit. This day offers not only over 40 sessions to choose from, but each session provides powerful “classroom ready” learning combined with student resources to take back to the school. We hosted 307 teachers from 68 of our elementary schools. This learning is offered in repeat sessions during our Division Wide Profession Learning and School Team days. These resources support not only new curriculum implementation but also our legacy subjects. Schools received outdoor learning sets, robots, kindergarten exploration centers, portfolio materials, mentor texts, indigenous resources, and more.

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 all five new subject areas across all 7 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-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 of 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-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 4-6 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-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. 77 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, Voice Summit, and Summer Institute

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 into new curriculum at our Elementary Summer Summit. This was a full-day event, centered around both the new and legacy curriculums, bursting with over 40 "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 7-12 teachers 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 in to the 2023-2024 year. The summit offered over 40 sessions with robust hands-on learning and an opportunity to engage in professional dialogue inspiring them for the upcoming year.

Voice Summit: This summit was geared towards teachers committed to language learning with a special focus on vocabulary instruction, oral literacy, inclusion, culturally responsive teaching and equity. Through these sessions, the teacher walks away with an in-depth understanding that we are all language teachers, each playing a vital role in nurturing the unique voices of our students.

Inclusive Summer Institute: Edmonton Catholic School Division's Inclusive Team supported teachers in the year ahead with a variety of summer learning sessions. These events were offered from August 28-30 through TEAMS. There were a variety of topics centered around starting the year off strong. Topics include IPPs, student engagement, new to the learning coach role, functional impact statement for Pre-K and Kindergarten IPPs, UDL and lesson redesign, social emotional learning routines, creating an effective referral system to get the most out of your MDT, creating welcoming environments that support student empowerment and courageous conversations about race.

Division Wide PD 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 TQS and can fully apply the principles of inclusion. As part of the 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 has partnered with the Association of Science and Engineering Technology to support the development of a STEM Camp session for students in Grades 8-11.

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) provide 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:



Careers with ECSD

ECSD continues to explore opportunities to highlight the benefits of a career with ECSD. One of our most effective forms of recruitment is to offer Education students the opportunity to do a practicum in an ECSD school and experience the Catholic educational learning environment. We hosted our first annual Education Student Networking Event to highlight our Division and allow for Education students to meet with our senior leadership team. A Faith Formation plan is a requirement of all teacher applicants and two religion courses, one in theology, and one in methodology, are required prior to being awarded a continuing contract. We have also created a Faith Formation plan for Indigenous teachers, whereby they can share their lived experience and support from a community Elder. A certificate in Catholic education from St. Joseph College is encouraged and promoted as an asset to their application.

Employees are encouraged to develop and pursue advancement in their career path with ECSD. Some examples include:

1. Instructors in trades pursuing the Career and Technology Studies Bridge to Teacher Certification program.
2. Light-duty custodians participating in our custodial training program to qualify for full-time heavy-duty custodian roles.
3. Therapeutic Assistants in Behavioural Therapy gain experience in the role, supplementing their formal education, and successfully move into Emotional Behavioural Specialist roles.

In efforts to promote Equity, Diversity, Inclusion, and Anti-Racism and reduce barriers to hire, all external job postings are now advertised using an EDIAR statement that supports applicants with diverse backgrounds to apply to Division job vacancies. The statement is: "Edmonton Catholic Schools is committed to maintaining a respectful and inclusive workplace that welcomes and values candidates from diverse backgrounds. Due to the high volume of applications, we receive, only qualified candidates who are shortlisted will be contacted."

As a Staffing team, we have identified potential barriers to hire in our hiring practices and have adjusted our processes accordingly to promote a more equitable and diverse Division.

Professional Development

Human Resource Services continues to offer professional development for managers and supervisors through a series of five PD sessions. These professional development opportunities aim to enhance leadership skills and allow managers and supervisors to connect with one another to build a network of support. These sessions focus on Operational Instruction and People Leadership. External and internal presenters are used to facilitate these sessions.

Human Resource Services support departments in evaluating future needs and identifying internal staff who, with professional development and exposure to new experiences, could potentially pursue new roles.

Staff Wellness

The Staff Wellness Committee supports the wellbeing of all employees by providing wellness resources, tips and tools that are easily accessible on the staff wellness website.

On a monthly basis, the committee distributes the *CORWellness* newsletter to all ECSD employees. The newsletter promotes community within our workplace, which fosters a psychologically healthy and a safe work environment for all.

Leadership Training

Over the past year, our Leadership Training Program served teachers and teacher-leaders in the development of their leadership abilities as identified by Alberta Education's Leadership Quality Standards. This training program is designed for certificated staff considering a career in school-based administration or a different leadership role in our School Division. Ten two-hour sessions are provided with a focus on the role of a Catholic leader.

The sessions address emergent needs as identified and support the development of leaders through professional reading, reflection and professional dialogue. The program involved personal engagement and critical self-assessment through the lens of our faith. Aspiring leaders engage in self-reflection, become familiar with a broad range of leadership skills, analyze their own leadership skills and learn how to use those skills to effectively lead a learning community.

Throughout their training and support staff reflect on their core values and goals and engage in professional reading and dialogue. Their participation in group work and presentations supports the goals of lifelong learning and builds a community of interconnected leaders to better support our schools.

TEACHING & LEADING FROM AN FNMI PERSPECTIVE

The Truth and Reconciliation Commission's (TRC) Call to Action #63 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. ECSD goals also outlined a focus on building capacity, foundational knowledge, and the TRC's Calls to Action.

Truth & Reconciliation Lead Teacher Role:

Each site had at least one Truth and Reconciliation Lead Teacher who:

- Participated in Professional Development relating to Indigenous Education and Truth & Reconciliation.
- Disseminated information about Indigenous Education and Truth & Reconciliation within their school community through emails, announcements, newsletter and social media.
- Supported staff learning related to Indigenous Education and Truth & Reconciliation within their school community.
- Supported student learning related to Indigenous Education and Truth & Reconciliation within their school community.

- Supported the implementation of the Teaching Quality Standards.
- Built relationships with First Nations, Métis, and Inuit families and communities.
- Engage in career-long professional learning.
- Developed and applied foundational knowledge about First Nations, Métis, and Inuit.
- Supported the Division Plan for Continuous Growth.
- Built the capacity of students and staff to advance the Truth and Reconciliation Calls to Action in school and beyond by building foundational knowledge about First Nations, Métis, and Inuit experiences.

Professional Learning: All Division staff had opportunities to build their foundational knowledge on a variety of topics including Treaties, Indigenous Education resources, anti-Indigenous racism in education, Métis culture & history, and the history and legacy of residential schools.

Truth & Reconciliation SharePoint: The SharePoint has been accessed over 11,000 times by Division staff. It included a wealth of both professional learning and classroom resources. Information available included Indigenous games, land acknowledgements, Inuit culture & history, and Indigenous pedagogies.

Division-wide Book Club: All Division staff were invited to participate in book clubs with titles including Moon of the Crusted Snow, Peace Pipe Dreams, Braiding Sweetgrass, and Warrior Life.

School of Principals Book Club: Division principals participated in a book study on 21 Things to Know About the Indian Act and discussed related topics such as Indigenous worldviews and the legacy of colonization.

Equity & Diversity: The Four Directions Wellness staff collaborated with the Division's Equity, Diversity, Inclusion and Anti-Racism (EDIAR) Advisory and Implementation Committees. This opportunity allowed for input into Administrative Procedure 170 and to provide feedback on staff boosters, create a written draft for the Indigenous Learning Services response for the EDIAR family video questions and add to the EDIAR Staff Week at a Glance's Thought of the Day.

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 %				
	2018-19	2019-20	2020-21	2021-22	2022-23
Parents	n/a	n/a	88.1	88.9	88.5
Students	n/a	n/a	79.9	79.2	78.3
Teachers	n/a	n/a	95.4	94.1	93.2

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 %				
	2018-19	2019-20	2020-21	2021-22	2022-23
Parents	n/a	n/a	79.4	81.4	80.0
Students	n/a	n/a	80.5	81.5	82.5
Teachers	n/a	n/a	90.7	91.3	91.3

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 Assurance Survey Measures & Results

SAFE & CARING LEARNING ENVIRONMENT

Performance Measures – Percentage of parents, students and staff who agree that their learning environments are welcoming, caring, respectful and safe.	Results % 2021-22	Results % 2022-23
Parents	95.5	95.6
Students	91.5	91.2
Staff	94.8	94.8

ACCESS TO HELP, SUPPORT & RESOURCES

Performance Measures – Percentage of parents, students and staff who agree that students have access to learning resources, technology, specialized services and programming, mental health supports with access to staff that can provide personal, academic and/or career counselling.	Results % 2021-22	Results % 2022-23
Parents	91.9	92.6
Students	88.9	89.0
Staff	93.6	93.1

FOUNDATION KNOWLEDGE ABOUT FNMI

Performance Measures: Percentage of students, parents and staff who agree that students learn about First Nations, Métis, and Inuit culture, history, perspectives, and experiences in their school.	Results % 2021-22	Results % 2022-23
Parents	96.7	96.9
Students	93.6	93.3
Staff	96.8	96.5

COMMENTARY ON RESULTS

Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized, and all students are welcomed, cared for, respected, and safe.

- **Welcoming, Caring, Respectful, and Safe Learning Environments (WCRSLE)** – The percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.
ECSD Current Result: **86.7%**
Province Current Result: **84.7%**
- **Access to Supports and Services** – The percentage of teachers, parents, and students who agree that students have access to the appropriate supports and services at school.
ECSD Current Result: **84.6%**
Province Current Result: **80.6%**

With respect to our local measures in this domain, our results across survey groups remained stable and high.

KEY STRATEGIES

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

- Continue to develop collaborative plans with the Council of Elders and Indigenous communities to enhance supports and services for Indigenous students.
- Continue to walk together recognizing the calls to action from the Truth and Reconciliation Commission.
- Continue to nurture collaborations, relationships and partnerships to provide programs and services for students from Pre-K-12.
- Ensure decisions are data-informed; enable best practice indicators and transparency to ensure continuous improvement.

The Edmonton Catholic School Division provides inclusive learning opportunities in accordance with the six principles of inclusion set out by Alberta Education. These principles are at the forefront in guiding decisions and practices that support student access to learning, sense of belonging and success. Our Inclusive Education multi-disciplinary teams identify strategies that help remove barriers within learning environments, strive to develop meaningful and engaging activities for all and ensure high expectations of all students.



Edmonton Catholic Schools prides itself in supporting families in helping their children be successful in their learning. We strive to see each child and youth have a sense of belonging and be successful in an inclusive environment. The Division continues to excel in the areas of school safety and support to students. Data measures show an overall satisfaction at 86.7%. Our priority to support the individual needs of all students through flexible and responsive programming is met through a comprehensive system of support. The Division will continue to target support to help meet the needs of all our students academically, socially, and emotionally.

The following describes the multitude of areas we focus on to provide the needed support to ensure optimal success for all.

MULTI-DISCIPLINARY TEAM APPROACH

Inclusive Consultants

Each inclusive consultant works alongside their school cohort teams to develop plans to meet the unique needs of the school and students. Essential to the inclusive consultant role is spending time in classrooms throughout the year working elbow to elbow alongside students, teachers, and multidisciplinary teams to improve student access to learning through meaningful individualized programming. Additionally, inclusive consultants support a Universal Design for Learning (UDL) approach to learning, the development of IPPs, differentiation processes, accommodations, and adapted programming. Classroom visits are critical in building capacity, understanding our students, their learning environments, and to implement high impact strategies to remove learning barriers that happen daily throughout the school year.

Learning Coaches

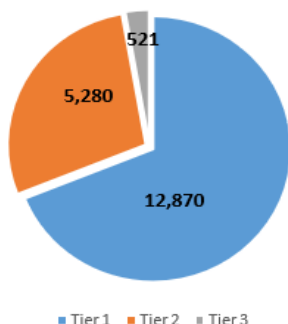
Inclusive consultants work closely with school learning coaches to support diverse learners and build teacher capacity in all areas including Universal Design for Learning (UDL), differentiated instruction, accommodations, adapted programming, Individual Program Planning (IPP), and best practices. Regular scheduled callbacks are provided for collaboration and dialogue. One hundred and fifteen learning coaches were invited to five callbacks to engage in professional learning throughout the year which included some of the following themes: Universal Design for Learning, Reframing Autism, Accommodations and Adapted Programming, and Supporting Diverse Learners. We also invited two guest speakers from the University of Alberta to share with us the latest research on autism and neurodiverse approaches for teaching and learning in our classrooms.

Emotional Behavioural Specialists

The Behavioural Therapy Team is a dedicated group of professionals who work inclusively to support students to regulate their emotions and their behaviour. Their primary focus is to ensure that all students, regardless of their abilities or disabilities, have access to meaningful and effective learning experiences. They achieve this by implementing universal designs for learning, individualized interventions, and small group activities that capitalize on students' strengths. The behavioural therapy team

supported **12,870** students in total. The pie chart illustrates the breakdown of Tier 1, Tier 2 and Tier 3 interventions supported by the Behavioural Therapy Team.

Behaviour Supports 2022-2023



The team illustrates the strategies and interventions being used to support the students through behaviour support plans. These behaviour support plans also show the progress the student is making. For the 2022-2023 school year the team wrote approximately 521 Behaviour Support plans and support teachers in writing over 100 Behaviour Support plans of Behaviour focused IPP goals.

An Emotional Behavioural Specialist works in collaboration with the students learning team to ensure what accommodations or adaptations would be best for the student. By using formal and informal assessment tools the Emotional Behaviour Specialist can make recommendations for programming to support the learning needs of the student

Family School Liaison Workers

Family School Liaison Workers (FSLW) continue to support students, parents and guardians through one-to-one supportive counselling, growing parenting skills, dealing with parent-child concerns, liaising with Children’s Services, providing community resources, and supporting medical and other professional appointments. FSLW support to families promotes an environment conducive for students to flourish and learn at school. A team of 50 + Family School Liaison Workers provided the following support for students and their families within the Division through the 2022-2023 school year.

	Total Students Served	Total Families Served	New Students per Month	New Families per Month	One-on-One Student Sessions	# of Group Sessions Facilitated
September	1245	891	1038	693	1725	104
October	1502	997	360	301	1851	98
November	1634	1261	343	324	1887	110
December	1651	1389	256	258	1777	101
January	1756	1099	210	146	1875	119
February	1781	1093	189	151	1941	158
March	1796	1134	161	126	1725	163
April	1883	1131	200	116	1938	150
May	1905	1142	175	133	2184	155
June	691	449	28	58	488	37
Total	15844	10586	2960	2306	17391	1195

Speech and Language Supports

Speech-Language Pathologists, Therapeutic Assistants, and Sign Language Interpreters provided support across the Division to meet the communication and language learning needs of our diverse learners. This support occurred in many of our Division programs, including our 100 Voices sites, K-12 programs and Programs of Inclusion. Tier one universal supports, consultation, small group and one-on-one support were provided, with an increased emphasis on providing “push-in” or language in the classroom service delivery.

Occupational Therapy and Mental Health Supports

The Occupational Therapy and Mental Health Therapy (OT/MHT) Team merged in February 2023. It is comprised of 110 team members, providing support and services to students with multiple complex needs with varying diagnoses. To complete wrap-around services, ECSD mental health therapists work closely with 13 Alberta Health Services mental health therapists to coordinate services across ECSD.

Areas of development addressed by the OT/MHT team include regulation, mental health, sensory processing, visual motor coordination, executive function, self-care, seating/mobility, life skills and more. The team employs the principles of universal design for learning to enable learners to develop their interests, build on their strengths and develop self-efficacy. Methods of intervention may include universal design for learning approaches for schools and classrooms, as well as targeted or individual intervention.

Low Incidence Supports

The Low Incidence Team is a Division-wide team composed of an Assistive Technology Specialist Occupational Therapist, Speech Language Pathologists, Therapeutic Assistant for Occupational Therapy, Therapeutic Assistant Speech-Language, and Physical Therapist. “Low incidence” is a general term used to describe disabilities that are less common within the general population, typically less than 1%. Our goal is to empower and build capacity within the ECSD community to create accessible & meaningful learning environments to ensure students with low incidence disabilities are successful alongside their peers. We provide services and supports for students with diverse and complex learning needs, most of whom have multiple disabilities requiring intensive and ongoing support with input from multiple team members.

The team supports staff & students by delivering services that may include communication, assistive technology, seating and mobility, regulation, engagement, sensory processing, adapting the curriculum and more to enable them to participate in **ALL** daily routines with as much independence as possible.

EQUITY DIVERSITY INCLUSION AND ANTI-RACISM

Administrative Procedure 172: Equity, Diversity, Inclusion and Anti-Racism: Reporting of and Responding to Discrimination and Racism

2022-2023 was Year One for implementation of the ECSD Equity, Diversity, Inclusion and Anti-Racism (EDIAR) strategic plan. Each school, department and the Division as a whole, began to take action on key strategies and priorities within the plan. One key area was Division *Overarching Action ii*. which states: *Ensure discrimination reporting systems and enforcement of policies are responsive, safe, accessible, transparent, and equitable for all students, parents, guardians and families*. Through a robust engagement plan carried out over the course of the school year, the voices of students, staff and families were gathered to inform the development of a new Administrative Procedure 172: *Equity, Diversity, Inclusion and Anti-Racism – Reporting of and Responding to Discrimination and Racism*. Utilizing a GBA+ approach, the EDIAR team lead a series of engagement sessions to gather multiple perspectives. The new administrative procedure came into effect in September 2023. It is worth noting that this robust engagement plan received the Alberta School Boards Association’s Community Engagement Award in November of 2023.

Engagement Sessions	
August to December 2022	January to April 2023
Board of Trustees	Employee Groups (ATA, Unifor, OOS, AUPE)
Senior Leadership Team	In person parent and guardian feedback sessions
Principals	EDIAR Advisory Group
EDIAR Strategic Plan Implementation Committee	EDIAR Strategic Plan Implementation Committee
Student Voice	Principals
EDIAR Advisory Group	Student Voice
Truth and Reconciliation Advisory Circle	School Councils

Restorative Practices

Restorative Practices are rooted in Restorative Justice and emphasize repairing the harm done to people in relationships, rather than punishment. Restorative Practices are a key strategy within the EDIAR strategic plan:

EDIAR Strategic Plan Priority #2: Addressing Discrimination and Building Accountability

Key Strategy 3: Commit to a transformative approach when addressing discrimination in order to rebuild good relations through accountability.

Twenty-three formal restorative conferences were facilitated during this school year. Over 100 informal restorative conferences were facilitated for general conflict amongst students. A formal restorative conference happens when it is clear who caused harm and who was harmed. A general conflict restorative conference happens when it is unclear who caused harm and who was harmed or when there is harm on the part of multiple participants. The goal is restoration or relationship and repair of harm.

EDIAR Student Groups

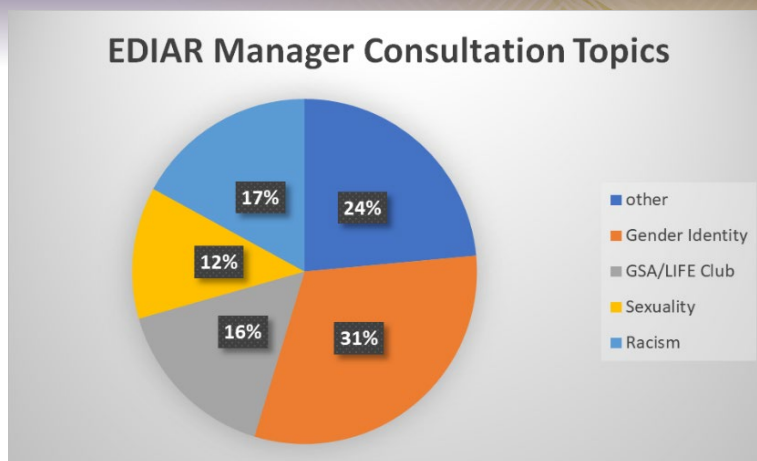
ECSD has EDIAR related student groups with many being newly developed in the last school year. The EDIAR Specialist helped schools to develop their group focus, set group norms and guide discussion around activities and purpose. These groups serve to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging as per Education Act Section 35.1.

The EDIAR team has developed a comprehensive professional development plan to build capacity Division-wide with restorative practices. ECSD has partnered with the International Institute for Restorative Practices to create a video that highlights the impact of restorative conferences. The video will be used in future training sessions within ECSD and beyond.

LIFE Club/GSA Teacher Lead Community of Practice

ECSD has LIFE Clubs/GSA's which are present in all high schools, all junior high schools and a small number of elementary schools. Together, the Division chaplain and an EDIAR manager support the teachers and multidisciplinary staff who facilitate the LIFE clubs in the Division providing a safe space for 2SLGBTQ+ students and allies. This six-session hybrid community of practice includes both in person and virtual sessions where participants come together for professional learning, faith development and networking.

The LIFE Club/GSA Teacher Leads identified that some of their students who are new to Canada or from various cultural backgrounds face unique challenges. The teachers were looking for strategies to support the parent/child relationship and to help families. The Rainbow Refuge Program from the Edmonton Mennonite Center for Newcomers presented to the LIFE Club/GSA teachers on May 18, 2023 to share the unique needs of students and families who are newcomers to Canada and may be identifying as part of the 2SLGBTQ+ community. The Rainbow Refuge team shared ideas, resources and strategies.



EDIAR Strategic Plan Implementation Committee Implementation Committee

EDIAR Strategic Plan Division-wide *Overarching Action i.* is to create an EDIAR Strategy Implementation Committee who have the authority to guide, assess and support ongoing growth of the strategy across the Division. Membership of this committee consists of a broad and diverse range of individuals including representation from each department and principal representation from each Division level. The EDIAR Strategic Plan Implementation Committee has 12 members and met seven times during the school year.

EDIAR Advisory Group

EDIAR Strategic Plan Division-wide *Overarching Action ii.* is to ensure ad hoc advisory group involvement with the EDIAR Strategy Implementation Committee consisting of a broad and diverse range of individuals from the ECSD community with various lived experiences and perspectives. The EDIAR Advisory Group is comprised of 24 staff members representing each employee group and a variety of equity seeking groups. Each member brings their unique lived experience and perspectives to the table to inform decisions and recommendations related to EDIAR implementation at the Division level. The EDIAR Advisory Group met four times during the school year.

EDMONTON CATHOLIC SCHOOL OF ALTERNATIVE EDUCATION AND CARDINAL COLLINS CATHOLIC ACADEMIC CENTRES

Many students, including First Nation, Métis, and Inuit students, prefer a non-mainstream high school setting such as the programs we have at Cardinal Collins Catholic Academic Centres and Edmonton Catholic School of Alternative Education. Intentional work was done to shift mindsets and change practices to enhance student engagement, improve student learning outcomes and increase high school completion rates.

The following programs provided learning environments that were welcoming, caring, respectful and safe so that all students, including our First Nation, Métis and Inuit, could be academically successful: Cardinal Collins Catholic Academic Centre sites, Revelation Online, Our Lady of Grace, Alberta Health Services Intensive Treatment Services, Catholic Social Services, Assessment Support Intervention Success Team (ASIST), Home Education, PASS (Part-time Alternative Self-Paced School), Summer School, Work Experience and Registered Apprenticeship Program (RAP), Dual Credit Program and Diploma Preparation.

The PASS Program (Part-time Alternative Self-Paced School), was a fine example of the intentional work done to shift mindsets and change practices to enhance student engagement and improve student learning outcomes. This impact on students' successes is highlighted in the 2022-2023 Edmonton Catholic School Division PASS Program Survey results.

High rates of agreement were reported by the students enrolled in the PASS Program. These results, highlighted below, provided outcome measures and information for setting priorities, identifying areas for growth, and recognizing areas of strength.

Survey Results

In this section, the survey questions are ranked in order of agreement using the dichotomous percentages.

In considering the students, results indicated that:

- 98.5% agreed that they are expected to try their best while participating in the PASS Program.
- 97.6% agreed that that PASS Program staff have created a welcoming, safe, respectful, and caring learning environment.
- 97.6% agreed that the courses offered through the PASS Program are valuable to them.
- 97.6% agreed that the courses offered through the PASS Program provide them with opportunities to pursue their educational goals.
- 97.1% indicated that they have a clear understanding of the expectations for assignments.
- 97.1% indicated that they have the necessary resources (i.e., reading materials) to complete their assignments.
- 96.1% indicated that they have a clear understanding of what is needed to complete their course.
- 95.0% agreed that overall, they are satisfied with the quality of education they are receiving through the PASS Program.
- 94.2% indicated that their marks in this course are reflective of their understanding and achievement.
- 92.7% indicated that if they need to take another course, they will consider the PASS Program.
- 92.7% indicated that they would recommend the PASS Program to their fellow students.
- 91.7% agreed that the online registration process for the PASS Program is clear, simple and efficient.
- 90.7% agreed that taking this course in this format has advanced them in their education.
- 89.1% indicated that they receive the support and encouragement they need to help them complete their assignments.
- 86.8% indicated that with the help of their teacher, they have set appropriate goals for their learning.
- 85.9% indicated that they receive clear and specific feedback about their learning.
- 84.8% agreed that the fees charged for the PASS Program are affordable.
- 81.0% indicated that their teacher checks on their progress regularly.

Table 1 (B): PASS Students – Dichotomous Percentages

Scale: 1 to 2				Percentages	
Statement	N	Mean	Std. Dev.	Disagreement (1)	Agreement (2)
1. I am expected to try my best while participating in the PASS Program.	206	1.99	0.12	1.5	98.5
2. I have a clear understanding of the expectations for assignments.	205	1.97	0.17	2.9	97.1
3. I have a clear understanding of what is needed to complete my course.	206	1.96	0.19	3.9	96.1
4. I receive clear and specific feedback about my learning.	206	1.86	0.35	14.1	85.9
5. I receive the support and encouragement I need to help me complete my assignments.	202	1.89	0.31	10.9	89.1
6. The PASS Program staff have created a welcoming, safe, respectful, and caring learning environment.	205	1.98	0.15	2.4	97.6
7. My teacher checks on my progress regularly.	205	1.81	0.39	19.0	81.0
8. With the help of my teacher, I have set appropriate goals for my learning.	205	1.87	0.34	13.2	86.8
9. My marks in this course are reflective of my understanding and achievement.	206	1.94	0.23	5.8	94.2
10. The courses offered through the PASS Program are valuable to me.	206	1.98	0.15	2.4	97.6
11. The courses offered through the PASS Program provide me with opportunities to pursue my educational goals.	205	1.98	0.15	2.4	97.6
12. The online registration process for the PASS Program is clear, simple, and efficient.	204	1.92	0.28	8.3	91.7
13. The fees charged for the PASS Program are affordable.	204	1.85	0.36	15.2	84.8
14. I have the necessary resources (i.e., reading materials) to complete my assignments.	206	1.97	0.17	2.9	97.1
15. If I need to take another course, I will consider the PASS Program.	205	1.93	0.26	7.3	92.7
16. I would recommend the PASS Program to my fellow students.	205	1.93	0.26	7.3	92.7
17. Taking this course in this format has advanced me in my education.	205	1.91	0.29	9.3	90.7
18. Overall, I am satisfied with the quality of education I am receiving through the PASS Program.	200	1.95	0.22	5.0	95.0

Dual Credits

- 283 students were enrolled in 20 dual credit courses and one certification program during the 2022-2023 school year.
- Dual credit courses were offered in partnership with six post-secondary institutions: Norquest College, Grant MacEwan University, Concordia University, Southern Alberta Institute of Technology (SAIT), Prairie College and Olds College.
- On-going communication and collaboration with the newly appointed dual credit liaison at Northern Alberta Institute of Technology (NAIT) resulted in opening talks for potential new dual credit offerings in the next year.

- The one-year Administrative Professional certificate program was relocated to St. Joseph Catholic High School where a full state of the art office lab was created using the Alberta Education Enhancement Grant of \$78,000.
- Unique field experiences were supported for both the Veterinary Technician and Aviation Avionics dual credit courses.
- One page information documents for each course were digitized and calendars were created specific to each.
- There was emphasis placed on website development to enhance communication with parent community, students, and all high schools.
- Two full cohorts successfully completed the ECSD summer trades opportunities for high school students in partnership with The Educational Partnership Foundation (TEPF): Electrical and Millwright.
- The Edmonton Catholic School Division conducted a Dual Credit Program Survey to engage students with respect to the quality of education provided and the results included:
 - 95.3% of students agreed that the courses offered through the Dual credit Program help them to make decisions about post-secondary.
 - 95.3% of students agreed that the courses offered through the Dual credit Program provide them with opportunities to explore potential career options.
 - 89.1% of students agreed that the Dual Credit Program has helped them explore their chosen field.
 - 93.8% of students indicated that they would recommend the Dual Credit Program to their fellow students.

LEARNING SUPPORTS FROM AN FNMI PERSPECTIVE

Council Of Elders

The Council of Elders is the authentic Indigenous voice for the Edmonton Catholic School Division. The Council of Elders provide spiritual guidance, cultural knowledge and wisdom to the Edmonton Catholic Board of Trustees, Chief Superintendent and Division leadership teams based on the Nehiyaw Pimatisiwin (the Cree word for Indigenous way of life).

In partnership with the Nehiyaw Pimatisiwin schools, the Council of Elders facilitated the annual Ben Calf Robe Traditional Pow Wow and hosted five Sacred Pipe Ceremonies to welcome and honour each new season; fall and winter Solstice and Equinox, Spring and Summer Solstice.

Schools are not only crucial as education providers, but also as a place to respond to socio-emotional needs and support the well-being of vulnerable students. Indigenous Learning Services (ILS) staff ensured that schools were a safe space for all students and Division staff by providing culturally responsive supports and creating a sense of community.

Professional Development and special events for Lumen Christi staff: Each Monday morning staff who work at the Lumen Christi Catholic Education Centre were invited to join the ILS department for a smudge ceremony and PDSis (short teaching). Each week featured a different topic such as sacred medicines, kinship, worldviews, and women as sacred. A National Indigenous Peoples Celebration was hosted in the Lumen Christi Atrium for ECSD Staff with an Indigenous artist vendor market, hoop dancer, fiddle performances and Bannock.

Truth & Reconciliation Week: Indigenous Learning Services staff worked with ECSD's Communications department to create an Orange Shirt Day webpage that included resources as well as a 2022 Truth Campaign Video called "What did the Pope's apology mean to me?". At Lumen Christi Catholic Education Centre staff hosted a Reconciliation event that included a performance of Songs of Reconciliation in the Atrium, Orange Shirt giveaway, Meet the Artist (design for the t-shirt) and Smudge Teaching.

Missing and Murdered Indigenous Women and Girls + Campaign (MMIWG+): At Lumen Christi Catholic Education Centre Indigenous Learning Services staff hosted a weeklong ReDress installation including a MMIWG+ QR code poster gallery walk for staff to learn about the MMIWG+ crisis in Canada. At the end of week, we hosted a Moose Hide Campaign event. Braided Journeys students assisted staff to make their Moose Hide Campaign pledge to end violence and were provided a moosehide pin to wear. This day also included a lunch hour presentation honouring ReDress Day with speakers and an honour song performed by local Indigenous artist, Curt Young.

Professional development for Division staff that included: Family School Liaison Workers (FSLW), Mental Health Therapists, Emotional Behavioural Therapists: This professional learning included: Grounding techniques and Intergenerational trauma, introduction to circles, becoming Indigenous trauma informed, reconciliACTION: Indigenous Anti-Racism, and blanket exercises.

Cultural Infusion into Curriculum: Indigenous Learning Services staff delivered numerous school presentations including smudge teachings, Indigenous spirituality, worldviews, land acknowledgments, treaties and the impacts of colonization.

National Indigenous History Month: With the assistance of the ECSD Communications department, Indigenous Learning Services was able to create a stellar ECSD Indigenous History Month website with a daily calendar of events leading up to National Indigenous Peoples Day on June 21.

National Indigenous Peoples Day Partnership: In partnership with City of Edmonton Indigenous Relations, MacEwan University, Edmonton Public Schools, Edmonton Public Library, Fort Edmonton Park and The Art Gallery of Alberta, a National Indigenous Peoples Day Education Event was hosted on June 20, 2023. 3000 Edmonton Catholic and public students gathered for a day of celebration & learning at Fort Edmonton Park.

Grief Supports: Due to the many losses experienced by the Enoch Cree First Nation community, staff facilitated a Grief Recovery Session with Enoch students who attend west end high schools for a full day healing workshop.

Partnerships:

- **Community Service Learning—University of Alberta:** A partnership with the U of A provided Braided Journeys students from the Community Service Learning course to mentor, tutor and share their academic path to university with the Braided Journeys First Nation, Metis, and Inuit students. 55 Braided Journeys students benefited from 550 hours of tutoring time in an academic year.
- **Enbridge Engineering Futures** program invited Indigenous female students in Grades 8–9 to learn from female mentors at Enbridge. Braided Journeys students attended nine sessions at the Enbridge Tower in downtown Edmonton. The mentors encouraged the students to learn problem solving in science, technology, engineering and math, goal setting and gave them exposure to jobs with a lower number of female professionals in the career sector.
- **The Martin Mentors Partnership** was a mentoring program that encouraged Indigenous students to consider and plan for entering business careers. The Auditor General Office of Alberta's staff members mentored Braided Journeys students in learning about financial literacy, proposal writing, professional etiquette, and business careers. Students received an Edmonton Community Foundations Grant for Youth, after applying with a business plan to the organization.
- **The Ever Active Partnership** was developed to promote leadership where Braided Journeys students mentored and guided younger students in physical activity. Students completed High Five Training to work with children. They learned from a traditional games instructor to teach the games to elementary students as part of National Indigenous Peoples month. 70 students and six Graduation Coaches were trained over five sessions.

- **Pathways to Education** is a national initiative that assisted students in guiding transitions through school levels, and into post-secondary. The program focused on junior high students at Ben Calf Robe Catholic School so that staff will stay connected to the cohort as they progress through high school.
- **Partnership with SkirtsAFire** (a VIDEA Project) Indigenous Girl's Empowerment program with female Braided Journeys students from three high schools. The students participated in creative writing, singing and theatre workshops, women's empowerment sessions, ribbon skirt making, and a photo shoot. This all culminated into a Iskewewin film that premiered at the festival.

OTHERS:

- Continued partnerships with: Youth Empowerment and Support Services, iHuman Youth Society, Family Centre, Creating Hope Society, Telus World of Science Edmonton, CASA Child, Adolescent and Family Mental Health and Indigenous Psychological Services.
- New partnership with Turnip Cares
- Working with Indigenous Psychological Services, an Indigenous Psychologist Internship position was piloted at a junior high school.

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		
	2018-19	2019-20	2020-21	2021-22	2022-23	Achievement	Improvement	Overall
Parents	77.1	78.5	76.5	78.3	80.9	Very High	Improved	Excellent
Teachers	88.0	89.7	86.1	85.6	86.2	Intermediate	Declined	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 Assurance Survey Measures & Results

PARENT/GUARDIAN INVOLVEMENT

Performance Measures – Percentage of students, parents and staff who agree that all stakeholders are encouraged to engage each other in conversations about learning outcomes and have the opportunity for dialogue and feedback on important matters.	Results % 2021-22	Results % 2022-23
Parents	93.0	93.6
Students	89.8	89.3
Staff	96.3	96.2

The 2022/23 school year involved many opportunities for Division administration to work alongside our community partners to provide everyone the opportunity to provide their feedback. ECSD’s parental involvement in their child’s learning continues to thrive as witnessed in the growth of the excellent measures surrounding parental involvement.

COMMENTARY

Processes that determine strategic direction, establish policy, and manage fiscal resources.

- **Parental Involvement** – The percentage of teachers and parents satisfied with parental involvement in decisions about their child’s education.

ECSD Current Result: **83.6%**

Province Current Result: **79.1%**

With respect to our local measures in this domain, our results across survey groups remained stable and high.

KEY STRATEGIES

The engagement of families in the educational process was a significant focus for our schools and our Division over the past year.

STAKEHOLDER ENGAGEMENT 2022-2023

Engagement	Purpose	Outcome
Campus Wear Engagement – Father Michael Troy Catholic Junior High School	ECSD engaged with the students, staff, and families of Father Michael Troy Catholic Junior High School (FMT) regarding the school’s campus wear policy. Since the school opened in 2003, FMT has had the campus wear policy in place. As the school approached its twentieth anniversary, the principal wanted to gather feedback on what current students, staff, and families of FMT thought about the campus wear policy.	The What We Heard (WWH) report that was developed using the feedback gathered from the survey that was open to students, staff, and families of FMT for two weeks in February 2023 was shared with the principal and members of the School Advisory Council. The principal used the feedback received to make her decision to suspend the campus wear policy at FMT.
Playground Engagements – Ben Calf Robe Catholic Elementary/ Junior High School Joan Carr Catholic Elementary/Junior High School St. Elizabeth Seton Elementary/Junior High School St. Vladimir Catholic Elementary School	ECSD engaged with students at Ben Calf Robe, Joan Carr and St. Elizabeth Seton Catholic Elementary/Junior High Schools as well as St. Vladimir Catholic Elementary School for the purpose of gathering the students’ perspectives on what their ideal playground would look like.	The WWH report for each of the engagements was shared with the playground designers and each school principal. The designer used the WWH reports to aid in the design of each school’s new playground that was installed in the fall of 2023.
Programming Engagement – St. Boniface Catholic Elementary School	ECSD engaged with the families and staff at St. Boniface Catholic Elementary School to adjust the programming offered at the school to remove the IB Programming gap at the junior high level and promote growth at St. Boniface Catholic Elementary School. The St. Boniface Catholic Elementary School Programming Engagement process had three phases: 1. A survey 2. An in-person engagement session 3. An in-person staff and administration engagement session	The WWH report that was developed summarizing the feedback received during each phase of the engagement process was shared with the principal and senior administration at ECSD. Senior Leadership used the feedback received to inform their decision on a program change at St. Boniface Catholic School. Starting Sept 2023-24, St. Boniface became the first ECSD school to offer the Science, Technology, Engineering, Arts and Math (STEAM) Program in the Division.
Rundle Heights Engagement	ECSD engaged with the families and staff of St. Bernadette, St. Jerome, and St. Nicholas Catholic schools to continue the conversation about the consolidation of the three schools located in the Beverly-Clareview/Highlands-Norwood neighbourhoods. ECSD last spoke with the school communities about this project in the Spring of 2022,	The feedback gathered from the engagement sessions and the survey was used to inform Facilities and Alberta Infrastructure on the programming and facility design suggestions for the new K-9 school in Rundle Heights. The project is in the design phase of planning. As part of this phase, the designers will go back to the

	<p>and at that time, ECSD had committed to keeping families apprised of any developments.</p> <p>The Rundle Heights Consolidation engagement process utilized two engagement techniques in the public participation process. They were:</p> <ol style="list-style-type: none"> 1. A presentation and facilitated feedback session on programming and facility design with the families of St. Bernadette, St. Jerome, and St. Nicholas Catholic schools at an in-person engagement evening held on May 30, 2023, at St. Jerome Catholic Elementary School. 2. A presentation and facilitated feedback session on programming and facility design with the staff at each of the schools. 3. An online survey, which was open from June 5, 2023, to June 23, 2023. 	<p>communities in early 2024 to engage on design specifics for the new school.</p>
<p>Student Accommodations Engagement –</p> <p>Bishop David Motiuk Catholic Elementary/Junior High School</p>	<p>ECSD had an in-person engagement on November 23, 2022, regarding student accommodation options at Bishop David Motiuk Catholic School (BDM), 56 people attended from the school community. The objective of the public participation process was to provide information to families and present four options that are being considered as a temporary solution to the space constraints the school is currently facing. Additionally, following the public participation session, families were invited to complete an online survey to provide their feedback on the options presented.</p> <p>The Bishop David Motiuk Catholic Elementary/Junior High School programming engagement process utilized two engagement techniques in the public participation process. They were:</p> <ol style="list-style-type: none"> 1. An information session and informal question and answer session with subject matter experts on November 23, 2022, and 2. A survey, which was open from November 23, 2022, to November 30, 2022. 	<p>The WWH report that was developed summarizing the feedback received through the survey was shared with ECSD senior administration and school administration to be used in their decision-making process. Starting Sept 2023-24, families living in the communities of Rosenthal and Secord were redirected to Joan Carr Catholic Elementary/Junior High School, until St. Josephine Bakhita Elementary/Junior High School is opened in 2026.</p>
<p>Year-Round Calendar Engagement</p>	<p>ECSD engaged with staff and families on the Year-Round Calendar in February 2023. The feedback gathered will be used to inform the decision on how ECSD will approach a Division Calendar for the 2024/2025 school year. Currently, ECSD offers two Division Calendars: a 10-month traditional calendar and a year-round calendar.</p> <p>The objective of the public participation process for the Year-Round Calendar Engagement was to:</p>	<p>The WWH report that was developed summarizing the feedback received through the surveys was shared with ECSD senior administration. It was determined that ECSD would do further engagement with the three year-round school families in the 2023-2024.</p>

- Gather input from families and staff on the year-round calendar to inform the development of the 2024/2025 Division Calendar.
- Gather feedback on the impact for families and staff if ECSD were to move from a year-round calendar to a traditional calendar.

The engagement process involved two surveys. One survey was sent out to all families of the students at St. Alphonsus, St. Catherine, and St. Teresa of Calcutta Catholic schools. The second survey was sent out to the families of the remaining ECSD schools. Both surveys were open for responses from April 24, 2023, to May 5, 2023.

ECSD’s ACCOUNTABILITY/ASSURANCE SYSTEM

Principals are responsible for the annual preparation of a three-year School Plan for Continuous Growth to provide assurance to stakeholders that the school is addressing needs identified through data analysis and stakeholder engagement. Principals are also responsible for providing an annual report to stakeholders 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 new *Alberta Education Assurance Framework* as well as the new *Division Plan for Continuous Growth*, Edmonton Catholic Schools developed new *ECSD Annual Survey* questions.

The *ECSD Annual Survey* was conducted from December 5, 2022, to January 13, 2023, and was conducted digitally. All students in Grades 4 to 12, parents/guardians of all students, and staff at all schools/sites 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* as well as the *ECSD Annual Survey*, in addition to the Division reports, schools received 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: [Assurance Dashboard](#). We are currently in the process of rolling over our dashboard to the new priorities for the Division Plan for Continuous Growth 2023-2026 (Year 1). Therefore, the results in the priorities will not be complete until the end of this school year in order to align with the various instruments we use to measure our progress.

ECSD Budget – Actual Comparison

The Edmonton Catholic Separate School Division

FINANCIAL STATEMENT FOR THE YEAR ENDED AUGUST 31, 2023

	Budget	Actual	Actual	Actual to Budget Variance Amount	Actual to Budget Variance %
	2023	2023	2022	2023	2023
Revenues					
Government of Alberta	\$410,016,000	\$437,509,952	\$426,066,751	\$27,493,952	7%
Federal Government and other government grants	\$12,459,000	\$15,426,249	\$13,075,170	\$2,967,249	24%
Property taxes	\$67,000,000	\$64,540,089	\$63,948,047	(\$2,459,911)	(4%)
Fees	\$16,685,000	\$16,488,003	\$13,124,909	(\$196,997)	-1%
Sales of services and products	\$4,029,000	\$4,480,258	\$3,401,838	\$451,258	11%
Investment income	\$700,000	\$3,408,741	\$790,712	\$2,708,741	387%
Donations and other contributions	\$5,190,000	\$5,024,331	\$4,191,158	(\$165,669)	-3%
Other revenue	\$11,653,000	\$7,652,726	\$1,608,683	(\$4,000,274)	(34%)
Total Revenues	\$527,732,000	\$554,530,349	\$526,207,268	\$26,798,349	5%
Expenses					
Instruction - ECS	\$26,397,000	\$24,713,886	\$25,650,507	(\$1,683,114)	(6%)
Instruction – Grades 1 to Grade 12	\$388,671,000	\$404,506,814	\$382,927,127	\$15,835,814	4%
Operations and maintenance	\$69,836,000	\$79,149,260	\$77,855,791	\$9,313,260	13%
Transportation	\$22,595,000	\$23,715,937	\$21,158,333	\$1,120,937	5%
System administration	\$14,717,000	\$15,317,082	\$15,373,836	\$600,082	4%
External services	\$7,876,000	\$7,219,968	\$6,910,471	(\$656,032)	(8%)
Total Expenses	\$530,092,000	\$554,622,947	\$529,876,065	\$24,530,947	5%
Annual Operating Surplus (Deficit)	(\$2,360,000)	(\$92,598)	(\$3,668,797)	\$2,267,402	

SUMMARY OF FINANCIAL RESULTS

Budget Process

Budget 2023-2024 is the Division's fourth budget that is based on Alberta Education's funding model that was first announced in February 2020. Edmonton Catholic Schools' four priorities of Living our Faith, Learning Excellence, Operational Excellence and Embracing Diversity form the scaffold of our 2023-2026 Plan for Continuous Growth and Budget 2023-2024. Administration's recommendations regarding Budget 2023-2024 were taken to the Board of Trustees Audit and Finance Committee. The Board of Trustees Audit and Finance Committee is comprised of all the members of the Division's Board of Trustees, as well as two external members, and it recommended approval of the budget to the Board before final approval at its May 31, 2023 public meeting.

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 stakeholders in advocacy for equitable access to excellent Catholic education.

AUDITED FINANCIAL STATEMENTS FOR THE YEAR ENDED AUGUST 31, 2023

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

- We engage our stakeholders.
 - 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.
1. Government of Alberta revenues are \$27.5M higher than budget mainly due to an increase to the Support for Ukrainian Students funding (\$3.5M), Supplemental Enrolment Growth funding (\$2.0M), Teacher Salary Settlement funding (\$4.0M), higher actual September 30, 2022 enrolment compared to budget (\$6.2M), New Curriculum funding (\$1.8M), Mental Health grant (0.3M), Learning Disruption Support funding (\$1.2M), additional French Learner Participation funding (\$0.6M), Fuel Price Contingency funding (\$0.6M), Low Incidence Support funding (\$0.3M), WMA adjustment reversal (\$3.4M) and an increase in revenue to offset lower Property Tax revenue (\$2.5M).

2. Federal Government and other government grants are \$3.0M higher than budget mainly due to increased funding for the Jordan's Principle program.
3. Property taxes revenues are \$2.5M lower than budget mainly due to a general decline in municipal property assessments. The budget estimates were based on pre-pandemic property tax revenues.
4. Sales of services and products is \$0.5M higher than budget mainly due to an increase in foreign students' registrations and high school banquet sales.
5. Investment income is \$2.7M higher than budget mainly due to increased interest rates on Guaranteed Investment Certificates.
6. Other revenue is \$4.0M lower than budget mainly due to the timing of completing legacy property sales tied to the consolidation of administrative operations at the New Lumen Christi Catholic Education Centre.
7. Instruction ECS expenses are \$1.7M lower than budget mainly due to reduced enrolment resulting in lower funding and fewer staff.
8. Instruction Grades 1-12 expenses are \$15.8M higher than budget mainly due to higher payroll costs from collective agreement increases, enrolment growth and support from additional funding including Ukrainian students and Jordan's Principle.
9. Operations and Maintenance expenses are \$9.3M higher than budget mainly due to higher utility rates, higher labour costs, higher expenditures on IMR projects, higher amortization and addition of ARO expenses related to adoption of the new Accounting Standard. This was partially offset by lower maintenance for the year.
10. Transportation expenses are \$1.1M higher than budget mainly due to an increase in post pandemic ridership and inflationary pressures on operating costs.
11. System administration is \$0.6M higher than budget mainly due to amortization, interest costs, salary escalations and grid movements.
12. Details of school fees are available by accessing the Division's financial statements on its website and referring to Schedule 8 – Unaudited Schedule of Fees.

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

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

Division's website: [ECSD Audited Financial Statements](#)

Website link to the provincial roll up of AFS information: [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 2022-23.

Website Link

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

LUMEN CHRISTI CATHOLIC EDUCATION CENTRE

9405 50 Street NW | Edmonton AB T6B 2T4 | T:780 441-6000 | ecsd.net



November • 2023