

Greater St. Albert Catholic Schools

Annual Education Results Report

2020-21



Greater St. Albert
Catholic Schools

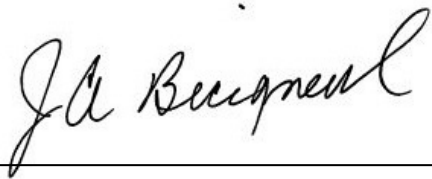


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Accountability Statement

The Annual Education Results Report for Greater St. Albert Roman Catholic Separate School Division for the 2020/2021 school year was prepared under the direction of the Board 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 improve outcomes for students and 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. The Board approved this Annual Education Results Report for 2020/2021 on November 29, 2021.



Joe Becigneul
Board Chair



Dr. Clint Moroziuk
Superintendent of Schools

Our Context

Greater St. Albert Catholic Schools (GSACRD) serves the City of St. Albert, Towns of Morinville, and Legal, all located north of Edmonton and portions of these communities' rural areas. Greater St. Albert Catholic Schools was formed on January 1, 1995, bringing together three formerly independent school divisions: St. Albert Catholic School District No. 3, Thibault Roman Catholic Public School District No. 35, and Legal School District No. 1738. On August 15, 2019, Ministerial Order #034/2019 came into effect, and the name of the Division was officially designated as The Greater St. Albert Roman Catholic Separate School Division.

The Division operates under the name Greater St. Albert Catholic Schools and enjoys the shortened name GSACRD (pronounced jee-sacred). It comprises 18 schools (one in Legal, four in Morinville, and 13 in St. Albert) serving 5400 students. The Division is considered 'rurban,' as it serves rural and urban communities. GSACRD has a Socioeconomic Status Index of 1.0801 and a Rurality Index of 0.2734. The Division continues to offer services to Alexander First Nation students, by request, according to our long-standing Education Agreement. While we do not have the Socioeconomic Status Index disaggregated to reflect each community we serve, we know that having three different local contexts adds a level of complexity to our Division.

As is evident in our Mission Statement, Vision, and Core Commitments, GSACRD has a rich legacy of over 150 years of Catholic education. This history is one of faith and excellence in student learning. We are proud to offer a variety of programs such as French Immersion (both single and dual track), Sports and Recreation Academy, Advanced Placement, Registered Apprenticeship Program (RAP), Respectful Inclusive Supported Education (RISE), and full-day, progressive, and nature kindergarten, all through the context of our Catholic faith.

Mission Statement

Greater St. Albert Catholic Schools is a welcoming learning community that awakens the hearts and minds of students while educating and nurturing each to learn, live fully and serve others.

Vision

Excellence in learning through faith, relationships and engagement.

Our Core Commitments

Passion We celebrate all students as gifts from God, so we further our dedication to their needs;

Relationships We seek to meaningfully see Christ in others through relationships with our students and stakeholders;

Commitment We seek to meaningfully see Christ in others through relationships with our students and stakeholders;

Hope We constantly communicate a belief of what is possible for the students;

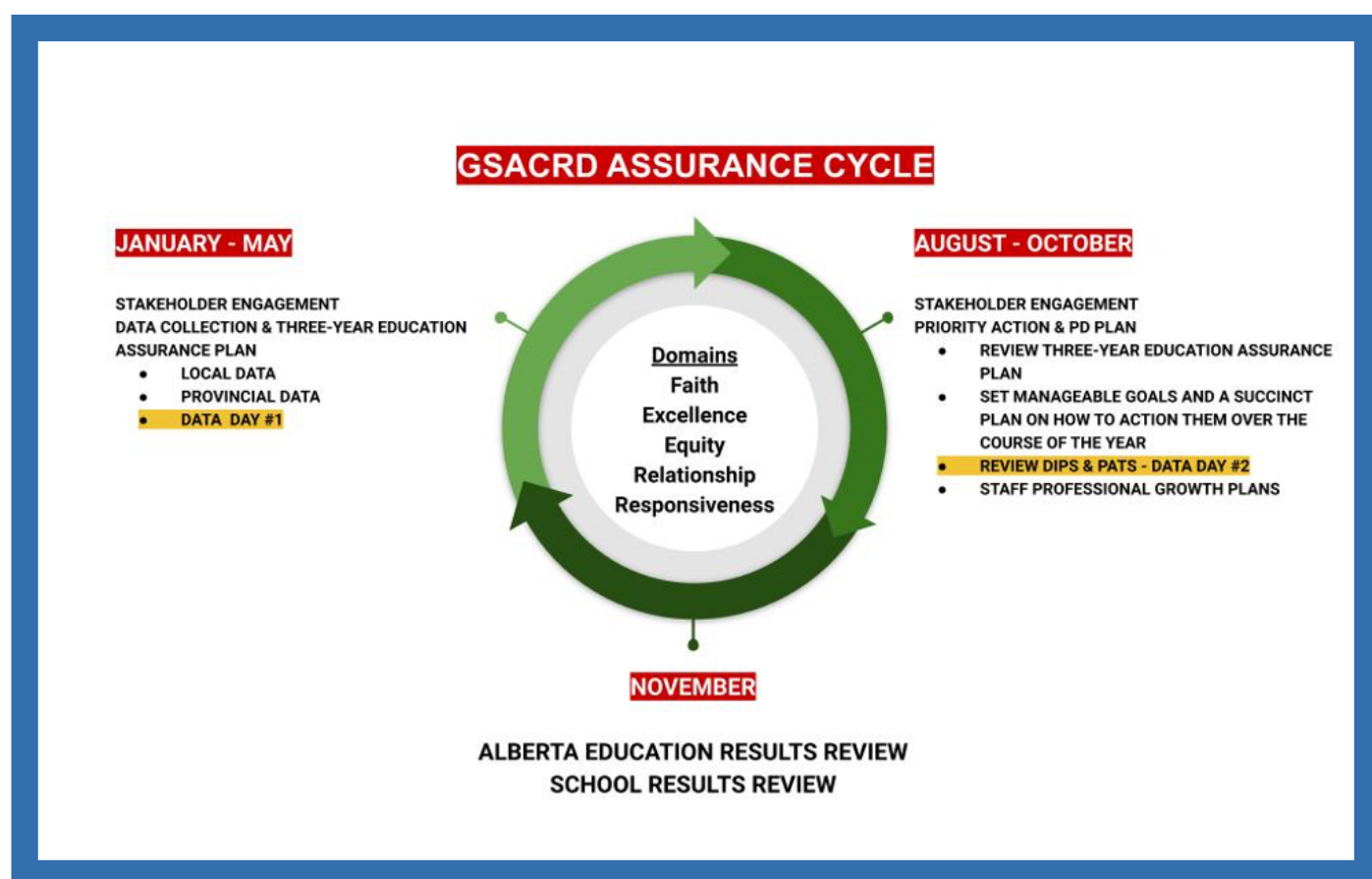
Innovation We are committed to innovation, best practice and lifelong learning;

Excellence We establish standards for success for learning, devote our personal best to achieving them, and celebrate our results.

Moving from Accountability to Assurance

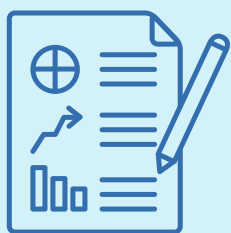
As GSACRD moves from the Accountability Framework to an Assurance System, we highlight the following changes:

- Pro-active vs. Reactive planning - With the Three-Year Education Plan being submitted at the end of May, the Division can determine priorities staff appropriately and activate the plan immediately as the school year begins.
- More Comprehensive Data - The Assurance model allows us to combine our Division Assurance Survey with the Alberta Education Assurance Measures, which will give us feedback from all stakeholders rather than just grades 4, 7 & 10.
- Simplified Approach - we took the opportunity to streamline our processes to ensure that the reporting is clear, concise, and appealing to our stakeholders.
- Living Document - Three-Year Education Assurance Plan with multiple junctures for feedback and data analysis allows for in-year adjustments that confirm the plan's relevance.



How GSACRD Schools tell their stories:

GSACRD provides a systems approach to school reporting. School administrative teams use Division reporting processes and tools to review data and communicate with the Executive Leadership team as well as stakeholders in their local communities.



Data Days

Twice yearly school administrators work through the most recent local and provincial data. During the course of the day, each AEAM measure is analyzed and the detailed measures are reviewed to pinpoint areas for improvement.

To support school administrators, all school data is provided in a shared folder. This practice ensures that school administrators have the most current data available to them at their fingertips. It also allows for an easy year-to-year comparison to track progress and growth.



School Three-Year Education Assurance Plans

School administration teams use their data to determine the direction of their school improvement plans. As a division, we provide the overarching direction and goals.



Priority Action & PD Plan

What will your school do this year, and how will you do it? In September & October, school administration review new data and their school's Three-Year Education Assurance Plan. Through consultation with staff make adjustments, if necessary.



School AERR One-Pagers

Concise format allows our school administrators to summarize their progress to communicate with stakeholders.



School Results Review

School administration teams meet with members of the senior leadership to review their progress. This dialogue provides accountability on the part of each school to senior leadership, as well as an opportunity for rich feedback and alignment of school and division goals.

Stakeholder Engagement

GSACRD engages in an assurance cycle that ensures a continual commitment to improvement and stakeholder engagement.

Over the course of the year, we seek input from our valued partners. This engagement allows us to better understand the needs of our community, gauge their satisfaction and inform next steps.

Who engaged:

- Students
- Parents
- School Councils
- Principals, Vice principals, Certificated staff, Non-certificated staff, Division staff
- Board of Trustees
- Parish priests, Bishops, Archbishops
- RCMP Liaison
- City of St. Albert, Town of Morinville, Town of Legal
- Elder, Director and Assistant Director of Alexander First Nation Education (AFNE) Kipohtakaw Education Centre,
- Rupertsland Institute
- Alberta Teachers' Association, UNIFOR, CUPE

We embraced multiple strategies to actively engage our stakeholders to inform the development of local priorities and plans. We lived this cycle of continuous improvement at division, school, and community levels:

January-February 2021

A Division Measures Committee met to review and revise the Division Survey to assess all constructs using one survey tool.

February 2021

The new Division Assurance Survey was created, distributed, and completed by:

- 3062 students from grades 4-12
- 1176 parents
- 418 staff members

March-May 2021

Results of the Division Assurance Survey were reviewed by school and division leaders, and input on evidence of success and evidence of barriers requiring changes in actions were articulated by each school and division team. School administrators did a thorough analysis of local data and sought feedback from their school staff. School councils, student focus groups, and community stakeholders provided input on school improvement goals, strategies, measures, and next steps for 2021-2022.

Stakeholder Engagement continued

April 6, 2021:

Data Day #1: School administrative teams came together and reviewed their feedback from multiple stakeholders and drafted their actions for continuous school improvement.

April 16, 2021:

The GSACRD Board of Trustees met to provide their feedback on the 2021-2022 Division Education Plan.

May 10, 2021:

Draft of Division's Three-Year Education Assurance Plan 2021-22 was shared with the Board of Trustees at the Committee of the Whole Meeting for further feedback and direction. It was subsequently approved then submitted on May 31, 2021.

March-April 2021:

Simultaneously, families of grade 4, 7, and 10 students received the Alberta Education Assurance Measures. The distribution of this survey was delayed due to COVID-19, and therefore the report was not available for our Data Day #1, and thus these results were not included in our Three-Year Education Assurance Plan 2021-24.

September 2021:

Alberta Education Assurance Measures Report was released.

October 19, 2021:

Data Day #2: School administrative teams came together to review the AEAM reports and compared them to the Division Assurance Survey results for their school. When necessary, adjustments were made to their Three-Year Education Assurance Plan 2021-24. School administrators once again shared their results and their direction for the year with their respective staffs and school councils.

Assurance Survey Comparison

Alberta Education Assurance Measures (AEAM) are new as of 2021. Moving from 16 individual measures to 12, the new AEAM results have been changed to reflect the current priorities in education. These 12 markers show how schools and school authorities are performing each year. In combination with local results, these measures help identify opportunities for growth and areas for celebration, which are reflected in the Three-Year Education Assurance Plan. All results are carefully reviewed within their local context.

In light of Alberta Education's transition from the Accountability Survey to the Alberta Education Assurance Measures, currently, many of the measures no longer have trended over time. The relative absence of Diploma Examinations and the complete lack of Provincial Achievement Tests combined with the new measures, which have only one year of results, have created light provincial data. Only two of the required measures were given a Measure Evaluation. Thus much of our analysis will consist of a data set that does not necessarily have identical measures from last to this year.

GSACRD adheres to the reporting domains outlined in Section K of the Funding Manual for School Authorities 2021/22 published by Alberta Education. Below is the correlation between the domains, as addressed by GSACRD and the AEAM and local measures collected through our Division Assurance Survey and other local measures.

Domain	Measure Correlation for GSACRD
FAITH	AEAM Measures:
ARISE! Get up, Get Going, Go with God!	<ul style="list-style-type: none">• *(New) Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE): Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful and safe.• Safe and Caring (which is now a supplementary measure)• Citizenship - Percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.• *(New) Academic Engagement: Percentage of teachers, parents, and students who are satisfied that students are engaged in their academic programming
	GSACRD Assurance Measures:
	Questions #1-5 - Division Assurance Survey
	1. Teachers explain and model how to live like Jesus.
	2. I learn how and why to respond to the needs of others (social justice projects, charitable works, service to others).
	3. My religion classes help me to know and live like Jesus.
	4. I learn about and practice faith in school (prayers, liturgies, celebrations, masses).
	5. I feel welcome at my school.

Stakeholder Engagement continued

How they engaged

We relied on a multi-method approach to involve stakeholders in providing feedback:

- Division Assurance Survey
- Alberta Education Assurance Survey
- First Nations, Métis and Inuit Leadership Meeting
- Parish Partnership Meetings
- School Council Meetings
- Planning Sessions with Trustees
- Website submissions directed at Senior Leadership

GSACRD Survey Participation - Provincial and Local

The AEAM results reflect the feedback from 2038 participants. Of these participants, 306 were parents, 1462 were students, and 269 were teachers.

The Division Assurance Survey results reflect the feedback from 4656 participants. 1176 were parents, 3062 were students, and 318 were staff of these participants.

Through ongoing communication between GSACRD Division Services Centre, individual schools, parents and guardians, First Nations, Métis and Inuit leaders, and parishes, we were able to get a clear sense of our stakeholders' priorities, which also corroborate the findings that were shared through local and provincial data. A transparent dialogue that has taken place at many different tables has helped us confirm the direction of Division goals.



Assurance Survey Comparison continued

Domain

EXCELLENCE

Student Growth and
Achievement

Measure Correlation for GSACRD

AEAM Measures:

- Provincial Achievement Test results - Acceptable Standard and Standard of Excellence
- Diploma Exam results - Acceptable Standard and Standard of Excellence
- 3-Year High School Completion
- 5-Year High School Completion
- Rutherford Eligibility Rate (supplemental measure)
- Citizenship - Percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.
- *(New) Academic Engagement: Percentage of teachers, parents, and students who are satisfied that students are engaged in their academic programming
- Drop Out Rate (supplemental measure)

GSACRD Assurance Measures:

Items #6-18 Division Assurance Survey

6. People in the community say good things about my school.
 7. Teachers at my school use different ways to help me learn.
 8. Staff at my school help students learn to the best of their abilities.
 9. I know what is expected of me at school.
 10. Students at my school learn about wellbeing and healthy living.
 11. I am taught how to use technologies and social media safely.
 12. I know how to find information about my learning (Google Classroom, class website, teacher feedback).
- Items 13-18 are new in the 2020-21 school year.
13. I have access to technologies to meet my educational needs.
 14. I learn about connections between the Catholic faith and Indigenous beliefs and practices.
 15. I participate in Truth and Reconciliation (residential schools, treaties, cultural stories) activities in school.
 16. I receive ongoing feedback to improve.
 17. I have opportunities (e.g. options, extracurricular, online learning) that support engagement in school.
 18. Overall, I am confident that this is a good school.

Local academic data:

- Math Intervention Programming Instrument (MIPI) Results (grades 2-9)
- T-Series (Test of Word Reading Efficiency (TOWRE), Test of Silent Word Reading Fluency (TOSWRF), Test of Silent Reading Efficiency and Comprehension (TOSREC).
- Teacher assigned grades for 30 level subjects.

Assurance Survey Comparison continued

Domain

EQUITY

Learning Supports

Measure Correlation for GSACRD

AEAM Measures:

- *(New) - Access to Supports and Services - Percentage of teachers, parents, and students who agree that students have access to the appropriate supports and services at school.
- Program of Studies: At-Risk Students: Percentage of teacher, parent, and student agreement that programs for children at-risk are easy to access and timely.
- *(New) Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE): Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful and safe.
- Safe and Caring (which is now a supplementary measure)

RELATIONSHIPS

Teaching and Leading

AEAM Measures:

- Education Quality: Percentage of teachers, parents and students satisfied with the overall quality of basic education.
- Quality of Education Opportunities (Program of Studies)

GSACRD Assurance Measures:

Items #18-25 Division Assurance Survey (Staff Questions)

18. I engage in faith formation in my role.
 19. I engage in learning about Indigenous Education and Truth and Reconciliation Calls to Action.
 20. I grow professionally based on professional standards (Catholic TQS/LQS and/or requirements of my role.)
 21. I grow professionally based on the mission and vision of the Division.
 22. I use a range of data to improve student learning.
 23. I collaborate to respond to students' needs.
 24. I engage in a culture that values health and wellness.
- Overall, I am confident that this is a good school division.

Assurance Survey Comparison continued

Domain

RESPONSIVENESS

Governance and
Context

Measure Correlation for GSACRD

AEAM Measures:

- Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

GSACRD Assurance Measures:

Items #5-9, 13, 17, 18/25) Division Assurance Survey

- 5. I feel welcome at my school.
- 6. People in the community say good things about my school.
- 7. Teachers at my school use different ways to help me learn.
- 8. Staff at my school help students learn to the best of their abilities.
- 9. I know what is expected of me at school.
- 13. I have access to technologies to meet my educational needs.
- 17. I have opportunities (e.g. Options for extracurricular, online learning) that support engagement.
- 18/25. Overall, I am confident that this is a good school.



Overview and Analysis of Required Supplementary AEAM Results

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Authority: 4077 The Greater St. Albert Roman Catholic Separate School Division



Assurance Domain	Measure	Greater St. Albert Roman Catho			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	88.5	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	88.1	88.3	87.9	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	90.3	88.5	88.1	83.4	80.3	79.6	Very High	Maintained	Excellent
	5-year High School Completion	91.9	93.4	91.7	86.2	85.3	84.8	High	Maintained	Good
	PAT: Acceptable	n/a	n/a	83.4	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	20.1	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	85.1	n/a	n/a	83.6	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	22.8	n/a	n/a	24.1	n/a	n/a	n/a
	Education Quality	93.1	92.5	92.7	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.1	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	87.8	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	84.5	84.6	85.6	79.5	81.8	81.4	n/a	n/a	n/a



GSACRD celebrates:

- Outperforming the province on all the 8 Required Measures for which there are data available, including those on the First Nations, Métis and Inuit, and English Language Learners.
- GSACRD showed improvement or remained the same in four of the five measures that have historical data.
- Maintaining very high and high ratings for 3-year and 5-year High School Completion (respectively) through a pandemic year full of learning disruptions.
- Education Quality (93.1%) saw an increase of +0.6%, with the Student demographic seeing the largest increase of +1.5%.
- Access to Supports and Services - 87.8% of staff, students, and parents reported that GSACRD students have access to the appropriate supports and services at school.
- English as a Second Language students has seen an increase in 3-year High School Completion of +28.6% since 2016. (Data for some years has been suppressed where the number of students was lower than 6.)
- Drop Out Rate for all GSACRD students remains very low in all demographics - 1.1% below the provincial average.

Overview and Analysis of Required Supplementary AEAM Results Continued



Opportunities for improvement:

- Parental Involvement remained relatively stable with a -0.1%, at 84.5%, but the Parent demographic remains low at 73.3%.
- 5-year High School Completion saw a slight decline of -1.5%.
- First Nations, Métis, and Inuit students have seen a decline of -7.3% in 3-year High School Completion rates over the past five years.
- Rutherford Scholarship Eligibility for First Nations, Métis, and Inuit students declined by - 9.4% but remains above the provincial average.
- Rutherford Scholarship Eligibility for English as a Second Language students is -11.6% below the provincial average.

No data to report:

- As it has now been two full years since we have received comprehensive data on Diploma Exams and Provincial Achievement tests, there is nothing new to report.

Detailed AEAM Results and Implications

Domain - Student Growth and Achievement Student Learning Engagement (*NEW MEASURE)

		GSACRD 2021	Province 2021
Overall		88.5%	85.6%
Parents	Overall	90.9%	89.0%
	Grades 4-6	94.4%	91.8%
	Grades 7-9	86.9%	88.3%
	Grades 10-12	87.5%	84.7%
Students	Overall	76.1%	71.8%
	Grades 4-6	74.1%	69.4%
	Grades 7-9	77.0%	74.6%
	Grades 10-12	77.1%	71.3%
Teacher	Overall	98.4%	96.0%
	Grade 4	98.0%	97.4%
	Grade 7	97.1%	95.1%
	Grade 10	98.6%	92.6%

Detailed breakdown by respondent group as shown above

Detailed AEAM Results and Implications continued

Implications

This data demonstrates that overall GSACRD staff, students, and parents agree that students are engaged in their learning. While this is an area where overall we see results that are higher than the provincial averages, we recognize that our student demographic had the lowest level of agreement to feel engaged in their learning. While it is encouraging that both parents and teachers see evidence of engagement, it is an area of concern that students (of all the grade demographics) do not agree to the same degree.

As we continue to work with our Practice Progressions, teachers are able to identify strategies that encourage students to take ownership and care for their own learning, thus increasing engagement. We also look to a variety of tools and strategies, such as a variety of technologies to further increase student engagement. As educators, we are very aware that student engagement is an essential condition for learning to take place, and increasing it will continue to be a priority reflected in our division goals and strategies.

Strategies that were listed in our Three-Year Education Assurance Plan 2021-24, such as:

- hands-on, differentiated instruction, including universal, targeted, and individual support;
- teaching for conceptual understanding;
- visible learning (Practice Progressions), with an emphasis on Owns and Cares for their Learning;
- access to programming choices is a clear conduit to maintaining and increasing student engagement.

Detailed AEAM Results and Implications

Domain - Student Growth and Achievement Citizenship

		GSACRD 2019	GSACRD 2020	GSACRD 2021	Province 2021
Overall		88.3%	88.3%	88.1%	83.3%
Parents	Overall	86.2%	85.3%	82.5%	81.4%
	Grades 4-6	91.5%	88.5%	88.9%	87.2%
	Grades 7-9	77.7%	81.4%	78.6%	79.5%
	Grades 10-12	83.3%	83.4%	68.6%	72.6%
Students	Overall	79.9%	81.0%	83.0%	74.1%
	Grades 4-6	88.0%	86.0%	87.6%	77.3%
	Grades 7-9	73.5%	77.3%	82.4%	74.2%
	Grades 10-12	78.2%	79.9%	79.0%	70.9%
Teacher	Overall	98.7%	98.7%	98.7%	94.1%
	Grade 4	99.2%	97.9%	100.0%	95.5%
	Grade 7	96.7%	97.3%	98.2%	91.7%
	Grade 10	100.0%	97.4%	97.9%	91.5%

Detailed breakdown by respondent group as shown above

Detailed AEAM Results and Implications continued

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

Implications:

In the area of Citizenship, GSACRD stakeholders responded 88.1% in agreement that students model the characteristics of active citizenship in our schools. While these results exceed provincial results by almost 5%, we are drawn to two areas in particular where our results did not outperform the province. The parent demographic for grades 7-9 and 10-12 were lower than in previous years, with the most significant decline being found in the grade 10-12 demographic (-14.8%) over the course of the last year. What is interesting to us is that this subset of data is not supported by an increase in suspensions, expulsions or other reported incidents of inappropriate behaviour. In fact, these have seen a notable decrease in the last year. Furthermore, our parents reported significantly higher levels of satisfaction with similar measures in our local Division Assurance Survey. In particular, item #9 on our Division Assurance Survey, 'Our school has clear behaviour expectations.' received 93.3% agreement from parents overall. This leads us to believe that we must focus on communication between the school and home, especially in grades 10-12, where we illustrate the work being done to focus on citizenship and the efforts made by our schools to grow positive Catholic citizens. A concerted focus on increasing our social media presence to celebrate our positive school communities will allow parents the opportunity to witness the positive cultures that exist in our schools, most specifically our three high schools, École Secondaire Saint Albert Catholic High School, Morinville Community High School and Saint Gabriel Education Centre.

As a Catholic school division, the area of Citizenship is very closely tied to our faith. We rely on the following strategies to make our faith visible to all our stakeholders, but also to recognize that our Citizenship includes our school community and our church community.

Strategies:

- animate faith service and charity based on Catholic social teachings, especially with Catholic Social Services, and Chalice;
- engage in community projects that explicitly name how they encourage students to be Christ for others;
- engage in a faith-infused curriculum, including religious education, to develop and promote faith, hope, and engagement;
- participate in an animated and actionable representation of the Division's faith theme;
- experience a spirituality of communion through relationships and faith opportunities that connect home, school and parish;
- develop a common understanding of connections between our Catholic faith and spiritual beliefs of our Indigenous brothers and sisters.

Detailed AEAM Results and Implications

3 -year and 5-year High School Completion

	GSACRD 2018	GSACRD 2019	GSACRD 2020	Province 2021
3-year	87.3%	88.5%	90.3%	83.4%
5-year	90.9%	93.4%	91.9%	86.2%

Implications:

GSACRD schools have recorded a 5-year high in both 3-year and 5-year high school completion. The provincial results in these measures have also trended upward over the last five years. These results lead us to the conclusion that in-school supports are ensuring that more and more GSACRD students, as well as students province-wide, are graduating high school. While this is good news, we also recognize that the increase for 2020, may have been impacted by the cancellation of Diploma exams and at times reduced programming and expectations due to the COVID-19 pandemic. We do not yet have the results for 2021, where once again, student final grades were based on their teacher assigned grade and consideration was made to account for the disruptions in learning. We will continue to monitor the results to see how they are impacted by the return of Diploma exams and gaps in learning due to the pandemic.

Strategies that have contributed to GSACRD's success on this measure include:

improved student achievement, based on ongoing data analysis;

access to programming choices (Sports or Recreation Academy, Advanced Placement, Dual Credit, French Immersion)

integrated literacy and numeracy strategies

visible learning (Practice Progressions), with an emphasis on feedback and communication

The cancellation of Provincial Achievement tests and Diploma examinations for the 2020-21 school year has created a gap in data. As our most recent results are from June 2019, we have decided not to report on that data.

Detailed AEAM Results and Implications

Domain - Teaching and Leading Education Quality

		GSACRD 2019	GSACRD 2020	GSACRD 2021	Province 2021
Overall		92.8%	92.5%	93.1%	89.6%
Parents	Overall	89.6%	88.7%	89.4%	86.7%
	Grades 4-6	93.9%	91.3%	92.8%	88.8%
	Grades 7-9	90.1%	87.0%	85.5%	85.5%
	Grades 10-12	83.2%	83.3%	85.9%	84.1%
Students	Overall	89.4%	89.7%	91.2%	86.3%
	Grades 4-6	97.8%	97.1%	98.1%	94.6%
	Grades 7-9	85.2%	86.5%	86.6%	82.4%
	Grades 10-12	85.2%	85.3%	88.8%	82.4%
Teacher	Overall	99.4%	99.1%	98.8%	95.7%
	Grade 4	99.0%	98.7%	97.5%	96.8%
	Grade 7	99.2%	98.8%	99.3%	94.9%
	Grade 10	100.0%	98.4%	98.3%	93.4%

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

Detailed AEAM Results and Implications continued

Implications:

GSACRD results in Education Quality have remained very high and stable over the last five years. Consistently performing above the province, we attribute our success to the culture of high achievement and excellence that we have cultivated over the years. While we celebrate these results, we also recognize that the results are slightly lower in the Parent and Student 7-9 and 10-12 demographics. While we acknowledge that our results are still excellent, we are mindful of the need to monitor these results closely, especially on the specific measure about students finding their work interesting. Students report that learning is essential, but they do not necessarily find it interesting. Although it is not identical, it aligns with earlier results that alert us to an opportunity for growth in student engagement in their work. A focus on increasing student interest and engagement in their school work would likely impact many measures across the domains.

We will continue to use our Curriculum Lead format, which invites lead teachers from each school to participate in professional learning in areas that directly impact teaching and learning in our division. This 'train the trainer' format allows for mentor teachers to share best practices with their colleagues in efforts to meet the school's goals as outlined in the Three-Year Education Assurance Plan. Our focus on health and wellness has contributed to overall success in this area. The newly formed position of Director of Health and Wellness has provided support and focus to our school administrators, who can in turn share this with their staff.

Strategies that have contributed to success on this measure are:

- experience exceptional learning opportunities when teachers and leaders improve their professional practice of faith formation, and participation in Truth and Reconciliation Calls to Action through collaborative engagement in processes of growth, supervision, and evaluation.
- be assured that teachers and leaders are accountable to professional standards within our Catholic school division;
- benefit from teachers and leaders continuing to use a range of data to inform cycles of evidence-based continuous learning
- benefit from staff who are supported to be healthy and well

Detailed AEAM Results and Implications

Domain - Learning Supports

Welcoming, caring, respectful and safe learning environments (new measure)

		GSACRD 2021	Province 2021
Overall		91.1%	87.7%
Parents	Overall	88.3%	88.2%
	Grades 4-6	93.6%	92.2%
	Grades 7-9	85.1%	86.9%
	Grades 10-12	76.8%	82.2%
Students	Overall	86.9%	79.8%
	Grades 4-6	89.3%	82.2%
	Grades 7-9	84.6%	78.6%
	Grades 10-12	86.7%	78.6%
Teacher	Overall	98.0%	95.3%
	Grade 4	98.7%	96.7%
	Grade 7	97.2%	93.7%
	Grade 10	96.7%	92.8%

Detailed breakdown by respondent group as shown above

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

Detailed AEAM Results and Implications continued

Implications:

Creating safe and welcoming environments has always been a priority for GSACRD schools. While the measure used by the Ministry has changed and does not have historical data, we are confident in our comparison with 2020 results in the area of Safe and Caring Schools, which are consistent with our 2021 results in the measures of WCRSLE. While GSACRD schools continue to outperform the province overall, we note that the parent responses, again in the grades 7-9 and 10-12 demographics, expressed relatively low agreement that their child's learning environment is welcoming, caring, respectful, and safe. These two results were lower than the provincial results. As such, we recognize that parents of students from grades 7-12 spend much less time in the schools (even before COVID-19) than parents of younger children, and as a result, their perception of the school is dependent on what is communicated by their children. While students report a much higher agreement that their school environment is welcoming, caring, respectful, and safe, we believe that their depiction of school life when speaking with their parents/guardians may not reflect their own beliefs. We feel that this is both an opportunity to better communicate the measures in place in our schools that create cultures of safety and respect and ensure that this is something that we continue to focus on improving for all demographics.

While the COVID-19 pandemic has called into question personal safety in many spaces, we believe that our schools are inherently safe and welcoming spaces and that we can continue to enhance all measures and protocols to ensure that all stakeholders feel safe accepted, respected, and cared for within our organization. We continue to work closely with Alberta Health Services, Alberta Education, and our neighboring school divisions to ensure safety throughout the pandemic. While we feel confident in our decisions, we recognize that there are polarized views throughout our community and that emotions have run high. We believe that this has impacted our results, but it isn't easy to know to which extent.

Strategies that have contributed to GSACRD's success include:

- experience unconditional respect that recognizes the dignity of each person as a child of God, which is at the forefront of all work;
- excel to their potential and experience a sense of belonging when their needs are met through universal, targeted, and individual support;
- be respected as education partners, along with their families, in problem-solving to meet their needs.

Detailed AEAM Results and Implications

Domain - Learning Supports Access to supports and services new measure)			
		GSACRD 2021	Province 2021
Overall		87.8%	82.6%
Parents	Overall	81.2%	78.9%
	Grades 4-6	82.1%	80.3%
	Grades 7-9	78.7%	78.2%
	Grades 10-12	83.1%	77.1%
Students	Overall	87.8%	80.2%
	Grades 4-6	91.6%	82.4%
	Grades 7-9	85.7%	79.6%
	Grades 10-12	86.0%	78.6%
Teacher	Overall	94.4%	88.7%
	Grade 4	93.5%	87.8%
	Grade 7	93.5%	89.9%
	Grade 10	99.6%	92.2%

A detailed breakdown by the respondent group as shown above
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

Detailed AEAM Results and Implications continued

Implications:

Implications:

87.8% of GSACRD stakeholders agree that students have appropriate access to school support and services. While we celebrate that our results are consistently above the province's, we recognize growth opportunities. Our teacher demographic remains the one reporting the highest level of agreement, while the parent demographic, specifically those from grades 7-9, reports the lowest level of agreement at 78.7%. This is undoubtedly an area of focus for us, as this demographic tends to be the lowest to report agreement with all measures reported this year. We recognize the need to include robust strategies geared toward this particular age group and their families to ensure that they feel well served in our schools.

We celebrate that our schools work closely with our Director of Early Childhood Education and Learning Support Services to disperse the funds allocated to their school site. Funds are determined based on school profiles created by School Learning Teams and supported by documented evidence of student need. School Learning Teams can tailor their support in areas where they feel it will most impact their school community. We believe that this method contributes significantly to the satisfaction of teachers and students, who are experiencing the support first hand. As a division, we will explore ways to better communicate to parents how our supports are distributed within our school communities.

In a larger context, our schools have access to several supports that contribute to the overall well-being of our students.

- Mental Health Capacity Building Initiative provides mental health education prevention for families in Morinville and Legal.
- Nutrition Grant - GSACRD has been the recipient of a grant to help meet the needs of our most vulnerable students. Through this grant, goods and services are provided to GSACRD families to ensure that all have access to good nutrition.
- Violent Threat Risk Assessment (VTRA) - GSACRD trains its administrators, counsellors, and other key division staff members in this protocol to ensure the safety of community members. This process allows us to assess threats within our school community and align supports to resolve the situation.
- Family Support Workers - GSACRD has employed two full-time FSWs to assist families at risk of accessing local services.

Alberta Research Network and partnership with Dr. Georgiou - GSACRD has embarked on a professional learning journey with Dr. Georgiou and is also participating in a research project to address needs in early literacy. Students who demonstrate lagging early literacy skills will benefit from research-based interventions to close the learning gap.

Detailed AEAM Results and Implications

Domain - Governance Parental Involvement

		GSACRD 2019	GSACRD 2020	GSACRD 2021	Province 2021
Overall		86.2%	84.6%	84.5%	79.5%
Parents	Overall	76.8%	73.1%	73.3%	72.2%
	Grades 4-6	79.5%	74.2%	76.3%	74.2%
	Grades 7-9	66.7%	70.6%	71.3%	71.1%
	Grades 10-12	78.7%	75.0%	67.5%	69.9%
Teacher	Overall	95.6%	96.2%	95.6%	86.8%
	Grades 4-6	97.5%	96.4%	97.6%	88.1%
	Grades 7-9	88.8%	91.0%	92.9%	85.8%
	Grades 10-12	95.0%	94.0%	93.2%	81.6%

A detailed breakdown by the respondent group as shown above
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

Detailed AEAM Results and Implications continued

Implications:

In GSACRD, teachers report a high level of satisfaction with parental involvement in our schools. Parents report a lower level of satisfaction on this measure. The overall results for parents were stable from last year but indicate that there is room to improve on this measure. We recognize that some parents do not desire a significant role in the school community; 45% of parents report that they are either very little or not involved in decisions about their child's education. On the other hand, a much more significant percentage of parents report that they are satisfied that their input is considered (75%) and that they are satisfied with the opportunities that are presented to get involved (80%) and be involved in decision making (80%). These results indicate that as students get older and progress through the grades, parents' satisfaction decreases. We will continue to look for ways to engage our parents in both our junior and senior high schools by ensuring that parents have access to tools like PowerSchool and Google Classroom to remain informed about their child's progress, and also to be told through a variety of communications about opportunities to become involved and share in the decision making process. We recognize that COVID-19 restrictions have also impacted how parents can be involved in school activities, and we look forward to increased parental involvement in the future.

Strategies that contribute to success are:

- GSACRD will continue to solicit feedback from stakeholders as planning takes place using cyclical surveys and other data collection;
- appropriate use of surveys provide opportunities for families to give feedback on a variety of topics impacting their child's education;
- prompt response to website submissions and feedback through school principals

Overview of GSACRD Division Assurance Survey

Student Surveys:

GSACRD Celebrates:

- Item #3 - My religion classes help me to know and live like Jesus Christ. - Increase in both grade 4-6 and grade 7-12 age groups demonstrating that students find religious education impactful and meaningful.
- Items #1-#5 which pertain to our Catholic, faith-filled school dimension, remain strong and are generally increasing for students.
- 88% of students overall feel confident that their GSACRD school is a good school.
- Students know how to access information about their learning. (grades 4-6 - 95.4%, grades 7-12 - 88.9%)

Opportunities for Improvement:

- Generally, student satisfaction begins to decline after grade 7.
- Only 59.7% of grade 4-6 students report that People in the community say good things about my school.
- There was a sharp decline in the grade 7-12 demographic for the item My school teaches me about wellbeing and healthy living. (-15.8% lower in the grade 7-12 demographic, which also saw a -11.5% decline from the previous year's results in the same demographic).
- Grade 7-12 students reported a decline of -8.1% to Item #11, I am taught how to use technologies and social media safely.

Overview of GSACRD Division Assurance Survey Continued

GSACRD GRADES 4-6 STUDENT ASSURANCE SURVEY SUMMARY FOR 2020-2021		2019-2020	2020-2021	Difference (Current Year /Previous Year) (+,-)
	Total Surveys Completed	841	1248	407
1	Teachers explain and model how to live like Jesus.	92.6%	94.7%	2.1%
2	I learn how and why to respond to the needs of others (social justice projects, charitable works, service to others).	91.7%	92.0%	0.3%
3	My religion classes help me to know and live like Jesus Christ.	84.1%	89.0%	4.9%
4	I learn about and practice faith in school (prayers, liturgies, celebrations, masses).	93.1%	93.7%	0.6%
5	I feel welcome at my school.	91.0%	90.6%	-0.4%
6	People in the community say good things about my school.	64.0%	59.7%	-4.3%
7	Teachers at my school use different ways to help me learn.	94.9%	94.9%	0.0%
8	Staff at my school help students learn to the best of their abilities.	92.4%	90.3%	-2.1%
9	I know what is expected of me at school.	93.9%	92.2%	-1.7%
10	Students at my school learn about wellbeing and healthy living.	91.8%	90.4%	-1.4%
11	I am taught how to use technologies and social media safely.	96.0%	94.1%	-1.9%
12	I know how to find information about my learning (Google Classroom, class website, teacher feedback).	95.0%	95.4%	0.4%
13	I have access to technologies to meet my educational needs.	New	95.2%	New
14	I learn about connections between Catholic faith and Indigenous beliefs and practices.	New	85.1%	New
15	I participate in Truth and Reconciliation (residential schools, treaties, cultural stories) activities in school.	New	90.9%	New
16	I receive ongoing feedback to improve.	New	88.1%	New
17	I have opportunities (e.g., options, extracurricular, online learning) that support engagement in school.	New	87.2%	New
18	Overall, I am confident that this is a good school.	90.1%	94.0%	3.9%

GSACRD GRADES 7-12 STUDENT ASSURANCE SURVEY SUMMARY FOR 2020-2021		2019-2020	2020-2021	Difference (Current Year /Previous Year) (+,-)
	Total Surveys Completed	1005	1814	809
1	In my school, teachers explain and model how to live like Jesus.	73.6%	77.1%	3.5%
2	I learn how and why to respond to the needs of others (social justice projects, charitable works, service to others).	85.8%	84.2%	-1.6%
3	My religion classes help me to know and live like Jesus Christ.	63.1%	66.1%	3.0%
4	I learn about and practice faith in school (prayers, liturgies, celebrations, masses).	80.4%	82.5%	2.1%
5	I feel welcome at my school.	85.0%	82.2%	-2.8%
6	My school has a positive reputation in the community.	79.3%	75.4%	-3.9%
7	Teachers at my school use a variety of methods to help me learn.	84.3%	79.7%	-4.6%
8	Staff at my school help students learn to the best of their abilities.	84.4%	82.8%	-1.6%
9	My school has clear behavioral expectations.	86.6%	85.2%	-1.4%
10	My school teaches me about wellbeing and healthy living.	86.1%	74.6%	-11.5%
11	I am taught how to use technologies and social media safely.	81.0%	72.9%	-8.1%
12	I know how to access information about my education.	91.2%	88.9%	-2.3%
13	I have access to technologies to meet my educational needs.	New	95.9%	New
14	I learn about connections between Catholic faith and Indigenous beliefs and practices.	New	65.7%	New
15	I participate in Truth and Reconciliation (residential schools, treaties, cultural stories) activities in school.	New	66.7%	New
16	I receive ongoing feedback to improve.	New	75.9%	New
17	I have opportunities (e.g., options, extracurricular, online learning) that support engagement in school.	New	83.8%	New
18	Overall, I am confident that this is a good school.	82.4%	81.7%	-0.7%

Overview of GSACRD Division Assurance Survey Continued

Parent Surveys:

GSACRD Celebrates:

- 97% of parents report that they are confident that their child's GSACRD school is a "good school". (Item #18)
- 94.8% of parents report that their child has access to the technologies to meet their educational needs (Item #13)
- 92.3% of parents are confident that they know how to access information about their child's education.

Opportunities for Improvement:

- Items #14 and #15 which deal with connections between Indigenous beliefs and our Catholic traditions, as well as participation in Truth and Reconciliation at the school level have low levels of agreement (63.5% and 62.1% respectively).
- Parents expressed a sharp decline in Item #5 Parents are made to feel welcome at our school. (We believe that this is directly related to COVID-19 safety protocols which prohibit parents from entering the school.)

GSACRD PARENT ASSURANCE SURVEY SUMMARY FOR 2020-2021		2019-2020	2020-2021	Difference (Current Year /Previous Year) (+,-)
Total Surveys Completed		908	1176	268
1	Teachers explain and model how to live like Jesus in school.	85.3%	81.6%	-3.7%
2	My child learns how and why to respond to the needs of others (social justice projects, charitable works, service to others).	93.1%	91.3%	-1.8%
3	Religion classes help my child to know and live like Jesus Christ.	82.3%	80.2%	-2.1%
4	My child learns about and practice faith in school (prayers, liturgies, celebrations, masses).	83.9%	89.0%	5.1%
5	Parents are made to feel welcome at our school.	96.0%	84.6%	-11.4%
6	Our school has a positive reputation in the community.	86.3%	91.7%	5.4%
7	Teachers at our school use a variety of methods to help my child learn.	91.8%	90.9%	-0.9%
8	Staff at our school help students learn to the best of their abilities.	93.2%	92.7%	-0.5%
9	Our school has clear behavioral expectations.	92.5%	93.3%	0.8%
10	My child learns about wellbeing and healthy living.	93.0%	90.7%	-2.3%
11	My child is taught how to use technologies and social media safely.	87.7%	84.3%	-3.4%
12	I know how to access information about my child's learning.	91.4%	92.3%	0.9%
13	My child has access to technologies to meet their educational needs.	New	94.8%	New
14	My child learns about connections between Catholic faith and Indigenous beliefs and practices.	New	63.5%	New
15	My child participates in Truth and Reconciliation (residential schools, treaties, cultural stories) activities in school.	New	62.1%	New
16	My child receives ongoing feedback to improve.	New	87.3%	New
17	My child has opportunities (e.g., options, extracurricular, online learning) that supports engagement in school.	New	80.3%	New
18	Overall, I am confident that this is a good school.	94.3%	97.0%	2.7%

Overview of GSACRD Division Assurance Survey Continued

Staff Surveys:

GSACRD Celebrates:

- 98.7% of staff report confidence that GSACRD is a good school division.
- Very high, stable results on all items, demonstrates a high level of staff support and satisfaction, even throughout the turbulence of the pandemic.
- 100% of staff report that Staff at our schools help students learn to the best of their abilities. (Item #8)

Opportunities for improvement:

- The item which received the lowest level of agreement was #15 Students participate in Truth and Reconciliation (residential schools, treaties, cultural stories) activities in school. (87.5%)
- Staff reported a 2.3% decline in their satisfaction on Item #10, Students at our school learn about wellbeing and healthy living.

GSACRD STAFF ASSURANCE SURVEY SUMMARY FOR 2020-2021		2019-2020	2020-2021	Difference (Current Year /Previous Year) (+,-)
	Total Surveys Completed	318	418	100
1	Teachers explain and model how to live like Jesus at school.	98.1%	97.6%	-0.5%
2	Students learn how and why to respond to the needs of others (social justice projects, charitable works, service to others).	98.9%	99.1%	0.2%
3	Religion classes help students to know and live like Jesus Christ.	95.9%	94.5%	-1.4%
4	Our students learn about and practices faith in school (prayers, liturgies, celebrations, masses).	98.2%	97.9%	-0.3%
5	Everyone is made to feel welcome at our school.	98.8%	99.5%	0.7%
6	Our school has a positive reputation in the community.	94.6%	95.1%	0.5%
7	Teachers at our school use a variety of methods to help students learn.	98.6%	98.5%	-0.1%
8	Staff at our school help students learn to the best of their abilities.	99.2%	100.0%	0.8%
9	Our school has clear behavioral expectations.	95.7%	95.6%	-0.1%
10	Students at our school learn about wellbeing and healthy living.	99.2%	96.9%	-2.3%
11	Students are taught how to use technologies and social media safety.	96.9%	96.2%	-0.7%
12	Students know how to access information (Google Classroom, teacher website, teacher feedback) about their education.	98.3%	97.5%	-0.8%
13	Students have access to technologies to meet their educational needs.	New	97.6%	New
14	Students learn about the connections between Catholic faith and Indigenous beliefs and practices.	New	91.8%	New
15	Students participate in Truth and Reconciliation (residential schools, treaties, cultural stories) activities in school.	New	87.5%	New
16	Students receive ongoing feedback to improve.	New	97.8%	New
17	Students have opportunities (e.g., options, extracurricular, online learning) that support engagement in school.	New	94.2%	New
18	I engage in faith formation in my role.	New	98.6%	New
19	I engage in learning about Indigenous Education and Truth and Reconciliation Calls to Action.	New	92.4%	New
20	I grow professionally based on professional standards (Catholic TQS/LQS and/or requirements of my role).	New	96.7%	New
21	I grow professionally based on the mission and vision of the Division.	New	96.5%	New
22	I use a range of data to improve student learning.	New	94.3%	New
23	I collaborate to respond to students' needs.	New	97.4%	New
24	I engage in a culture that values health and wellness.	New	99.5%	New
25	Overall, I am confident that this is a good school division.	97.6%	98.7%	1.1%

Academic Measures

Performance Measures (Results in Percentages): All Students

Measures	2016	2017	2018	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	84.9	83.4	83.6	83.2	n/a	n/a
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	21.9	20.2	20.0	20.2	n/a	n/a
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	87.5	83.5	84.4	85.9	n/a	n/a
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	23.1	20.8	21.7	24.0	n/a	n/a

Due to the COVID-19 pandemic, there is an absence of data for 2020 and 2021. As there is no new data, subject-specific results have not been included in this document.

Academic Measures

Performance Measures (Results in Percentages):

All Students - Provincial Results

Measures	2016	2017	2018	2019	2020
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	85.4 (78.5)	87.8 (78.7)	87.3 (79.7)	88.2 (80.3)	90.3 (83.4)
High School Completion Rate - percentages of students who completed high school within five years of entering Grade 10.	90.2 (83.6)	90.9 (83.8)	90.9 (85.2)	93.4 (85.3)	91.9 (86.2)
Rutherford Eligibility - Overall percentage of students who were eligible for Rutherford Scholarship in grades 10, 11 and 12	73.8 (62.3)	74.9 (63.4)	74.7 (64.8)	78.0 (66.6)	76.4 (68.0)
Drop Out Rate	1.7 (3.0)	0.8 (2.3)	1.0 (2.6)	1.6 (2.7)	1.5 (2.6)

Academic Measures

Local Data:

The following data was collected in September of 2021. The screeners that were administered were the Math Intervention Programming Instrument (MIPI) and the T-Series, which consists of the Test of Word Reading Efficiency (TOWRE), the Test of Silent Word Reading Fluency (TOSWRF), and the Test of Silent Reading Efficiency and Comprehension (TOSREC). Administration of these tests was done to identify any gaps in learning that may have resulted from the interruptions in learning due to the COVID-19 pandemic.

We noticed that there were significant gaps in numeracy and literacy in our students. The administered screeners help identify specific areas of concern and allow us to provide targeted interventions. Moving forward, GSACRD will continue to gather this data yearly to measure growth and to have internal academic measures that are independent of provincial measures.

Math Intervention Programming Instrument		
Grade	Number of Students	Number of Students At or Above 70%
2	325	196
3	385	204
4	392	196
5	445	152
6	380	145
7	458	251
8	472	197
9	370 (actual # of students 493)	213
Total	3350	1554 (46%)

Academic Measures

Continued

Test of Word Reading Efficiency (TOWRE)

Grade	Number of Students	Number of Students at or above grade level
2	338	127
3	380	154
4	205	74
5	223	89
6	250	96
Total	1396	540 (39%)

Test of Silent Word Reading Fluency (TOSWRF)

Grade	Number of Students	Number of Students at or above grade level
2	338	131
3	380	134
4	205	97
5	223	111
6	250	91
Total	1396	564 (40%)

Academic Measures Continued

Test of Silent Reading Efficiency and Comprehension (TOSREC)		
Grade	Number of Students	Number of Students at or above grade level
2	338	49
3	380	103
4	205	52
5	223	63
6	250	92
Total	1396	359 (26%)



Academic Measures Continued

Local Marks

With the absence of Diploma Exams, GSACRD is reporting the school awarded marks for our 30-level subjects for the 2020-21 school year. We celebrate healthy class averages across the subjects, high levels of students achieving excellence, and low percentages of students who were unsuccessful in passing these courses.

Course	Avg. Grade	# of students who took the course	# of students who achieved 80%	# of students who were unsuccessful
Math 30-1	74.81	193	83 (43%)	9 (5%)
Math 30-2	67.82	200	56 (28%)	21 (11%)
ELA 30-1	76.51	229	148 (65%)	3 (1%)
ELA 30-2	70.03	147	37 (25%)	2 (1%)
BIO 30	74.52	250	110 (44%)	14 (6%)
CHEM 30	75.17	208	94 (45%)	10 (5%)
PHYS 30	81.74	101	70 (69%)	2 (2%)
SOC 30-1	74.46	282	128 (45%)	1 (n/a)
SOC 30-2	67.15	155	33 (21%)	7 (5%)
FLA 30-1	72.78	41	13 (32%)	1 (2%)
SCIENCE 30	71.05	126	37 (29%)	7 (6%)

First Nations, Métis and Inuit Achievement Report

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Authority: 4077 The Greater St. Albert Roman Catholic Separate School Division (FNMI)



Assurance Domain	Measure	Greater St. Albert Roman Catho (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	81.6	79.2	83.5	62.0	55.9	55.6	Intermediate	Maintained	Acceptable
	5-year High School Completion	89.2	86.8	89.9	68.1	65.0	63.4	High	Maintained	Good
	PAT: Acceptable	n/a	n/a	79.3	n/a	n/a	52.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	16.7	n/a	n/a	7.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	82.2	n/a	n/a	77.1	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	15.9	n/a	n/a	11.2	n/a	n/a	n/a
	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

Performance Measures (Results in Percentages): First Nations, Metis, and Inuit Students - Red are +/- GSACRD overall results

Measures	2016	2017	2018	2019	2020
Provincial Achievement Test Acceptable Standard: Overall percentage of self-identified First Nations, Métis, and Inuit students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	83.0 (-1.9)	74.5 (-8.9)	81.4 (-2.2)	77.2 (-6.0)	n/a
Provincial Achievement Test Standard of Excellence: Overall percentage of self-identified First Nations, Métis, and Inuit students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	15.5 (-6.4)	9.2 (-11.0)	17.7 (-2.3)	15.6 (-4.6)	n/a
Diploma Acceptable Standard: Overall percentage of self-identified First Nations, Métis, and Inuit students who achieved the acceptable standard on diploma examinations (overall results).	80.9 (-6.6)	83.9 (+0.4)	77.2 (-7.2)	87.2 (+1.3)	n/a
Diploma Standard of Excellence: Overall percentage of self-identified First Nations, Métis, and Inuit students who achieved the standard of excellence on diploma examinations (overall results).	19.1 (-4.0)	18.3 (-2.5)	12.6 (-9.1)	19.1 (-4.9)	n/a

First Nations, Métis and Inuit Achievement Report Continued

Performance Measures (Results in Percentages): First Nations, Metis, and Inuit Students - Red are +/- GSACRD overall results

Measures	2016	2017	2018	2019	2020
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	88.9 (+3.5)	87.0 (-0.8)	84.4 (-2.9)	79.2 (-9.0)	81.6 (-8.7)
High School Completion Rate - percentages of students who completed high school within five years of entering Grade 10.	80.0 (-10.2)	90.6 (-0.3)	92.3 (+1.4)	86.8 (-6.6)	89.2 (-2.7)
Rutherford Eligibility - Overall percentage of students who were eligible for Rutherford Scholarship in grades 10, 11 and 12	78.8 (+5.0)	54.5 (-20.4)	68.2 (+6.5)	64.1 (-13.9)	52.9 (-23.5)
Drop Out Rate	2.2 (+0.5)	1.3 (+0.5)	12.6 (-9.1)	19.1 (-4.9)	n/a

First Nations, Métis and Inuit Achievement Report Continued

Analysis:

First Nations, Métis, and Inuit students in GSACRD continue to perform well compared to the provincial average on Provincial Achievement Tests and Diploma Examinations in the Acceptable category. An area for improvement is to increase the percentage of First Nations, Métis, and Inuit students who achieve the Standard of Excellence on these exams.

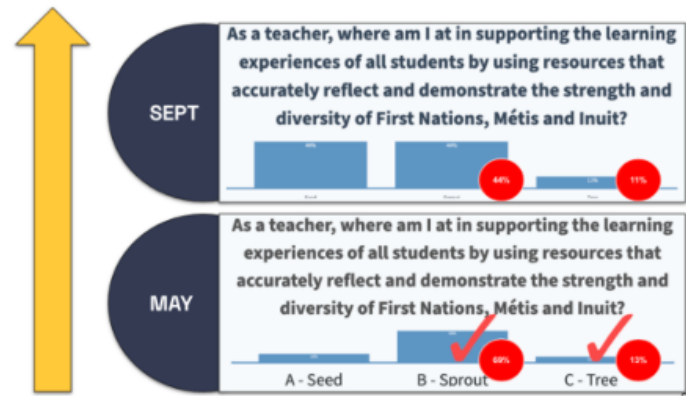
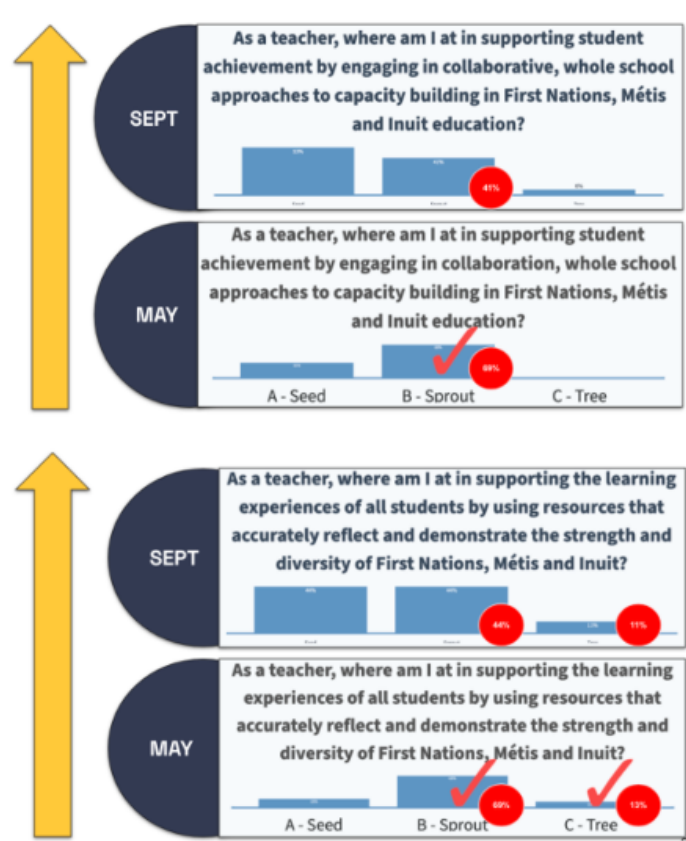
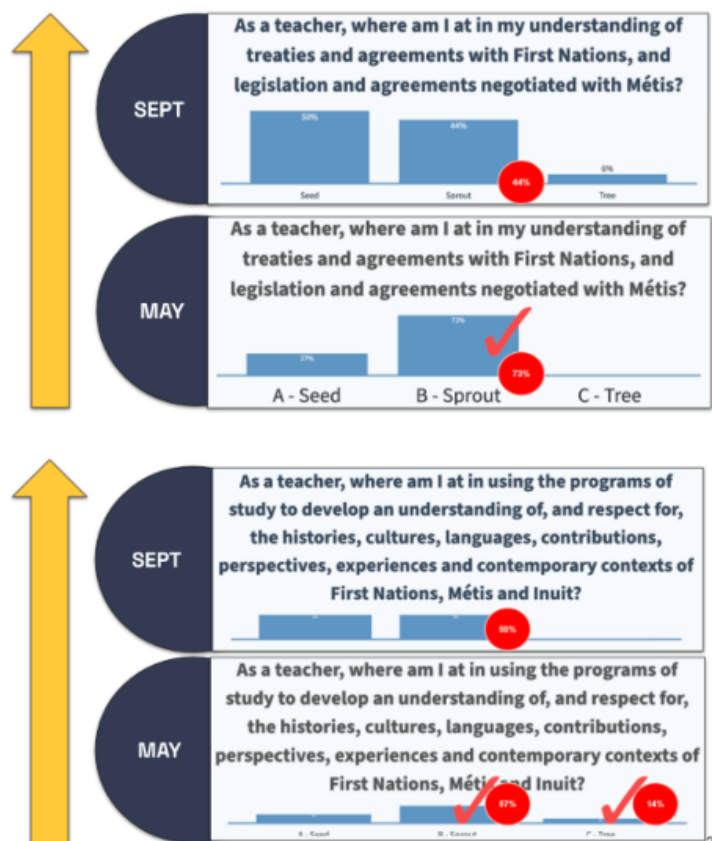
We continue to strive for parity in High School Completion, both 3-year and 5-year, and eligibility for the Rutherford Scholarship. The gap analysis has been very inconsistent between First Nations, Métis, and Inuit students and the overall student population. This is a result of the relatively small number of students in the grade 12 demographic in GSACRD. Each individual result impacts the percentage differential dramatically.

Included in this section of reporting is professional growth on the part of our teachers and administrators vis à vis Teacher Quality Standard #5 (Applying Foundational Knowledge about First Nations, Métis, and Inuit) and Leadership Quality Standard #5 (Supporting the Application of Foundational Knowledge about First Nations, Métis, and Inuit). Teachers and administrators were asked to self-evaluate their comfort level regarding four capacities relating to foundational knowledge at the beginning of September 2020 and then again in April/May 2020. They rated themselves as a 'seed,' 'sprout,' or a 'tree,' depending on their comfort level with the various statements. We were delighted to see growth in each of these groups over the course of the year. We attribute this growth to the extensive efforts of our Curriculum Team Meetings, where our consultant focuses on mentor lessons to assist



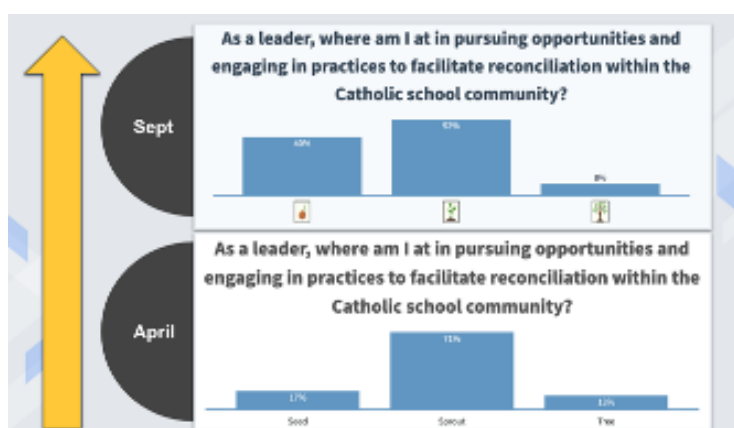
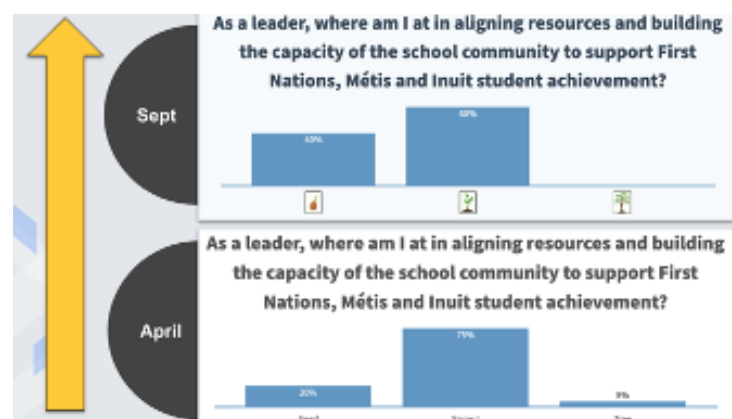
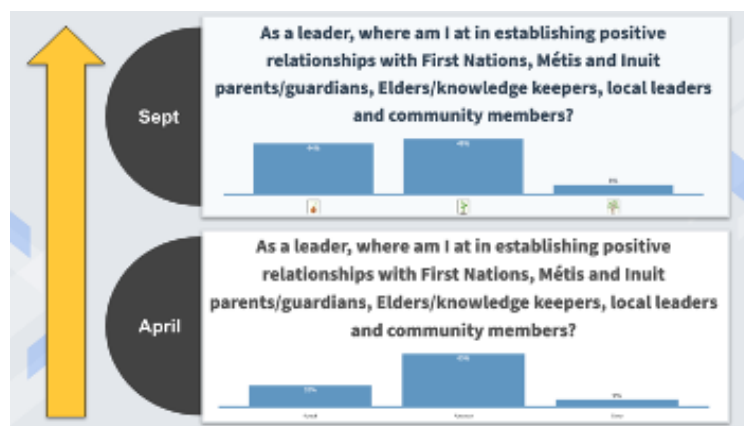
First Nations, Métis and Inuit Achievement Report Continued

Teachers:



First Nations, Métis and Inuit Achievement Report Continued

Administrators:



English Language Learners Achievement Report

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Authority: 4077 The Greater St. Albert Roman Catholic Separate School Division (ESL)



Assurance Domain	Measure	Greater St. Albert Roman Catho (ESL)			Alberta (ESL)			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	85.7	n/a	n/a	78.7	74.1	75.0	High	n/a	n/a
	5-year High School Completion	*	*	84.5	86.9	85.0	84.9	*	*	*
	PAT: Acceptable	n/a	n/a	73.1	n/a	n/a	69.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	7.3	n/a	n/a	16.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	73.2	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	16.0	n/a	n/a	n/a
	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

Performance Measures (Results in Percentages): English as Second Language Students - Red are +/- GSACRD overall results

Measures	2016	2017	2018	2019	2020	2021
Provincial Achievement Test Acceptable Standard: Overall percentage of ELL students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	65.2 (-18.0)	n/a	n/a
Provincial Achievement Test Standard of Excellence: Overall percentage of ELL students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	10.3 (-9.9)	n/a	n/a
Diploma Acceptable Standard: Overall percentage of ELL students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	92.0 (+6.1)	n/a	n/a
Diploma Standard of Excellence: Overall percentage of self-identified ELL students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	28.0 (+4.0)	n/a	n/a

English Language Learners Achievement Report

Performance Measures (Results in Percentages): English as a Second Language - Red are +/- GSACRD overall results

Measures	2016	2017	2018	2019	2020
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	57.1 (-28.3)	n/a	n/a	n/a	85.7 (-4.6)
High School Completion Rate - percentages of students who completed high school within five years of entering Grade 10.	n/a	84.7 (-6.2)	84.3 (-6.6)	n/a	n/a
Rutherford Eligibility - Overall percentage of students who were eligible for Rutherford Scholarship in grades 10, 11 and 12	45.5 (-28.3)	n/a	66.7 (-8.0)	n/a	46.7 (-29.7)
Drop Out Rate	5.9 (+4.2)	2.3 (+1.5)	0 (-0.8)	0.0 (-1.0)	2.1 (+0.6)

Analysis:

Due to the small group of English Language Learners in any given grade, the data for this particular demographic is not consistent over the years. As a division, we continue to welcome an increasing number of English Language Learners. We prioritize the need to achieve parity for these students in all areas of the Program of Studies.

- English Language Learners outperform the province and the overall GSACRD population on both Acceptable Standard and Standard of Excellence on the Diploma Exams.
- We celebrate a dramatic increase in the percentage of English Language Learners who completed high school in 3-years.
- We also celebrate the progress made in the reduction of the dropout rate for English Language Learners.
- GSACRD recognizes a need to address the discrepancy for Rutherford Scholarship Eligibility between English Language Learners and the overall GSACRD population.

COVID-19 Implications to Teaching and Learning

This Annual Education Results Review reflects the whole learning experience of students and teachers over the 2020-2021 school year. COVID-19 has had a significant impact on the delivery of programming and thus, has impacted how our students have learned and developed over the school year. Schools were forced to weather many student and staff isolation periods, often for multiple weeks at a time, as well as two province-wide transitions to online learning. School climates were impacted by the cancellation of extracurricular activities, the reconfiguration of optional course delivery, and the restriction of the flow of staff and students within their school communities.

Key learnings from the COVID-19 pandemic so far:

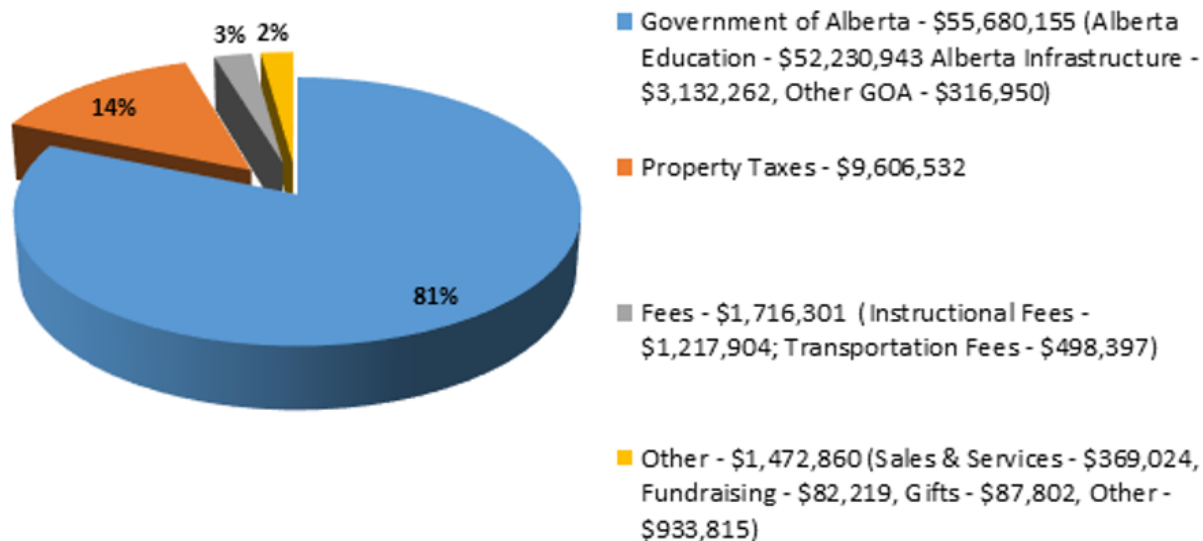
- Teachers and students demonstrated incredible flexibility and resilience throughout the year.
- Communication between home and school was crucial for student success, especially when students were learning online.
- Staff and school communities collaborated for professional and moral support.
- Parent knowledge of navigating the online learning world was instrumental in student success when learning at home - most notably in Division One students.
- Staff and student wellness is a priority and must remain so.
- Reduced time in the face-to-face classroom has impacted student learning, especially for students with diverse learning needs.
- Students who are supported in the home were the least impacted by the learning disruptions.
- Staff comfort with technology became and remained a crucial skill.
- Maintaining a sense of community is of primary importance. We are human first.



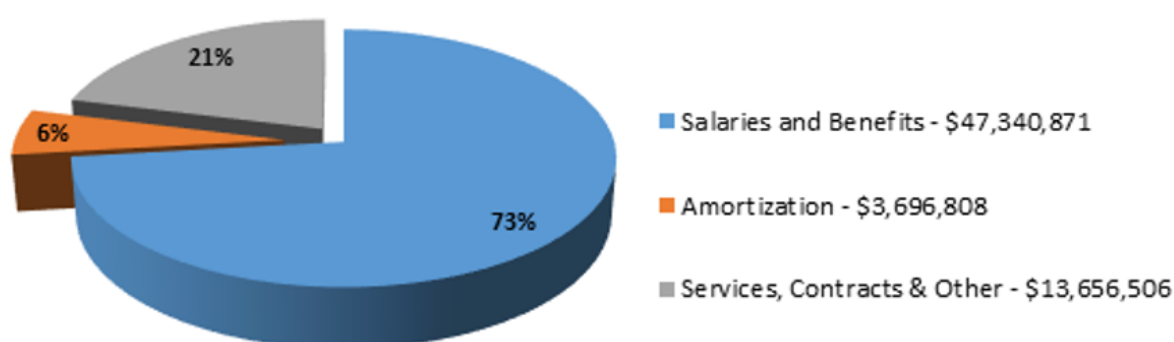
Financial Results

Summary of Financial Results 2020-2021

Total Revenues - \$68,475,848



Total Expenditures - \$64,694,185



Financial Results Continued

Audited Financial Statements 2020-2021

	Budget 2021	Actual 2021	Actual 2020
Total Revenues	\$68,415,313	\$68,475,848	\$65,353,816
Total Expenses (Note 1)	\$68,255,318	\$64,694,185	\$64,606,086
Surplus (Deficit) of Revenues over Expenditures	\$159,995	\$3,781,663	\$747,730

Note (1): Total expenses actual-to-budget variance amount of \$3,561,133 (-5%) is mainly contributed to COVID 19 savings and the Division being held harmless for the loss of students (30% of the 20-21 WMA funding adjustment). Due to the pandemic, the Division established the Online Learning Pathway program for approximately 660 students. The Federal Government's Safe Return primarily funded this program to a Class grant (\$1.9 million). A high number of students learning online reduced pressures in regular classroom settings resulting in unused contingency dollars and unspent staffing allocations. The Division arranged for a private COVID testing for all employees, reducing sick days and substitute costs. The online learning setting further reduced the overall substitute costs. In addition to staffing savings, schools and departments generated savings in professional development, travel, and supplies and resources.

The transportation program also experienced COVID 19 savings mainly due to fixed provincial funding and lower student ridership despite providing financial assistance to contractors. The operations and Maintenance program realized savings in lower utility costs.

		Actual 2021	Actual 2020
Unrestricted Net Assets		\$897,085	\$1,062,803
Restricted Net Assets – Operating Reserves (incl. SGF of \$186K)		\$2,399,100	\$784,120
Restricted Net Assets – Capital Reserves		\$3,010,891	\$562,202
Investment in Tangible Capital Assets		\$2,978,181	\$3,094,469

Financial Results Continued

Audited Financial Statements 2020-2021

School Generated Funds (SGF)		Actual 2021	Actual 2020
Total SGF Revenue		\$777,461	\$1,479,149
Total SGF Expenditure		\$892,071	\$1,290,684
Total Net SGF (Deficit) Surplus		(\$114,610)	\$185,465

Total instructional spending per student FTE per school year: \$9,272 (2020 -\$9,484)

Total operational spending per student per school year: \$12,359 (2020 -\$11,921)

The Audited Financial Statements can be found at <https://www.gsacrd.ab.ca/administration/financial-documents> under Financial Documents or contact the Finance Department at (780) 459-7711. For further details on School Generated Funds, please refer to Note 14 in the Annual Financial Statements.

To view the provincial roll-up of financial statement information (AFS), please visit <https://www.alberta.ca/k-12-education-financial-statements.aspx>

Managing Resources through Interagency Partnerships



The Division has worked diligently to ensure that its resources are well managed and used to the maximum extent to enhance student learning. As such, GSACRD engages in a number of partnerships that are mutually beneficial and provide added value to our school communities. These partnerships are listed as follows:

1. Alexander First Nation Education (AFNE): We worked with Edna Arcand, Elder, and representative of Alexander, to engage our division to develop resources for staff development and classroom use. GSACRD also has a long-standing relationship with Alexander First Nation and in April 2021, we renewed our Education Agreement that outlines the terms of the educational services that we provide students from Alexander who wish to attend GSACRD schools. It continues to be an honour and a privilege to work with Alexander. Sadly, Edna Arcand recently passed away. The Division will miss her guidance and immense contributions. We remain committed to our relationship with Alexander First Nation.

2. City of St. Albert: GSACRD along with our public counterpart, St. Albert Public Schools, have entered into a Reciprocal Joint Use Agreement with the City of St. Albert. This agreement allows the City of St. Albert to coordinate the use of school gymnasiums and other building facilities during non-school hours for community organizations. In return, GSACRD has access to the City of St. Albert facilities (such as Servus Place, Fountain Park Pool, Fowler Track, among others) for school use during the school day, at no cost to the school.

Managing Resources through Interagency Partnerships continued

3. Town of Morinville: GSACRD has entered into a Reciprocal Joint Use Agreement with the Town of Morinville. This agreement allows the Town of Morinville to coordinate the use of school gymnasiums and other building facilities during non-school hours for community organizations. In return, GSACRD has access to Town of Morinville facilities for school use during the school day, at no cost to the school.

4. Norquest College: GSACRD has entered into a partnership with Norquest College to provide Dual Credit opportunities for students who wish to earn college credit while attending high school.

5. Alberta Research Foundation: GSACRD has entered into a partnership with Dr. George Georgiou at the University of Alberta to engage in literacy research, coined the Science of Reading. Through this partnership, GSACRD schools benefit from extensive professional development and free resources while allowing Dr. Georgiou and his team to work with our schools and students who have received parental consent.

6. ERLC and AAC: GSACRD continue to work with the Edmonton Regional Learning Consortium and Alberta Assessment Consortium to provide professional development to our teachers and administrators on various subjects.



Whistleblower Protection

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their Annual Education Results Report (AERR).

Annual Report on Disclosures as provided by the Chief Officer:

The number of disclosures received by the designated officer: 0

The number of disclosures acted on by the designated officer: 0

The number of disclosures not acted on by the designated officer: 0

The number of investigations commenced by the designated officer: 0

Contact

Greater St. Albert Catholic Schools
6 St. Vital Avenue, St. Albert, Alberta
780-459-771
www.gsacrd.ab.ca

