





Three-Year Education Plan 2019-2022
Annual Education Report 2018-2019

<http://www.ecacs16.ab.ca>

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The mandate of the Board of Trustees of East Central Catholic Schools is to provide the students with a diverse offering of learning opportunities delivered within the context of Catholic teachings and tradition, the means of the Division and the legislated requirements of the province.



East Central
Catholic Schools



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"Growing in Christ, Making a Difference."



On behalf of the Board of Trustees, I am very pleased to present the East Central Catholic Schools Three-Year Education Plan and Annual Education Results Report (AERR). This plan is the result of a collaborative process with all stakeholders, with final approval by the Board of Trustees. As well, our plan has been developed in partnership with the three-year plans and Annual Education Results Reports of all our schools.

This document highlights our successes, identifies our challenges, and directs our future. We are in a time of significant change in education in Alberta and ECCS is preparing to meet the challenges and opportunities presented by the current environment to ensure our students will be ready and able to achieve success in the 21st century. We continue to expand programs and offerings to students in order to engage and support students.

In reviewing the Accountability Pillar results for the 2018-2019 school year, East Central Catholic Schools has many areas to cause great celebration. There are however a few areas which will require our continued focus and the application of new strategies to support our students. These strategies are reflected in this year's plan. The board looks forward to the implementation of this plan and the results that it will have on student achievement.

Our Board encourages you to review this plan carefully, which will provide you with a snapshot of all of the work that is done each year for our students. Our commitment to Catholic education will ensure that our students continue to learn in a culture of faith and excellence.

Yours Truly

Debra L. Klein

Debra Klein





Debra Klein, Chair
Provost Ward



Greg Ibach, Vice-Chair
Provost Ward



Alan Rogan, Trustee
Vermilion Ward



Jim Sanson, Trustee
Vermilion Ward



Duane Austin, Trustee
Stettler Ward



Rob Nichols, Trustee
Castor Ward



Malachy Young, Trustee
Wainwright Ward



Harry Loonen, Trustee
Wainwright Ward

East Central Catholic Schools (ECCS) has prepared the 2019-2022 Three-Year Education Plan for distribution. This document serves two purposes. Firstly, our mission as a Catholic school division is to educate the whole child, including their spiritual development. Our spiritual year started with the Mission and Ministry Day on August 29, 2019. We also celebrated Catholic Education Sunday in all parishes on November 3, 2019.

The second purpose is to report the Annual Education Results (AERR) for 2018-2019. Overall, students in East Central Catholic Schools continued to perform well during the past year. Our brick and mortar schools had outstanding results in most categories of the Accountability Pillar Overall Summary. Indeed, if we isolate the results from the online school and home-schooling program, ECCS as Division would receive ratings of good or excellent on 14 of the 15 categories in the Accountability Pillar Overall Summary.

Unfortunately, we continue to struggle in our effort to have students in our on-line school write the Provincial Achievement Tests (PAT). Their lack of participation negatively skews the results for ECCS. We are continuing to work with the school and have made significant changes for the 2018-2019 school year in an attempt to better prepare students to do well on the PATs and diploma exams.

This on-going concern is addressed in our three-year plan and must be corrected if our AERR is going to be a more accurate reflection of the Division's Accountability Pillar Results.

ECCS will continue a consultative process, which will engage the school and parish communities, and district wide administration. The purpose of this process is to gather feedback, which will inform the next three-year plan. When we combine the data gathered with the results of the Accountability Pillar, we will have a clear path set for the division. We look forward to the challenge of engaging all stakeholders and optimizing student learning. On behalf of East Central Catholic Schools, I also wish to thank our trustees, staff, parents and community for their invaluable contributions to improving the education of our students. Lastly, I would like to thank Glenn Nowosad for the new design, format, and accessibility of this year's document.



Sincerely,
Charlie McCormack



*We believe that:
Together with home
and church, we
respond to the needs
of each student by
providing quality
learning experiences
rooted in our
Catholic faith.*

The Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan commencing September 1, 2019 for East Central Catholic School Division were prepared under the direction of the Board in accordance with its responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2018/2019 School year and the Three-Year Education Plan for 2019/2022 on January 23rd, 2020.



Debra Klein - Board Chair

Students 2408

Teachers 120

Support Staff 110

Communities:
Wainwright
Vermilion
Provost
Castor
Stettler

Operating Budget
\$23,857,795

East Central Catholic School Division is located in east-central Alberta and serves approximately 2400 students, with schools in the communities of Castor, Stettler, Provost, Wainwright and Vermilion, our Division office is located in Wainwright, Alberta. Our schools deliver K-12 Alberta curriculum, Outreach, and province-wide teacher-directed, shared, and parent-directed programs in the context of our Catholic faith.



Blessed Sacrament K-12
Wainwright



Blessed Sacrament
Outreach 10 - 12
Wainwright



St. Jerome's K-12
Vermilion



School Of Hope 1-12
Vermilion Home School
Vermilion



Christ King K-9
Stettler



St. Thomas Aquinas K-12
Provost



Theresetta K-9
Castor

*We envision that:
Together we live our
faith and engage life
long learning.*

Division Faith Goal:

Provide opportunities for our students, staff and trustees to encounter Jesus Christ in an explicitly Catholic environment throughout the division.

Goal One:

Alberta's students are successful.

Goal Two:

First Nations, Métis, and Inuit students in Alberta are successful.

Goal Three:

Alberta has excellent teachers, school leaders, and school authority leaders.

Goal Four:

Alberta's K-12 education system is well governed and managed.



Division Faith Goal:

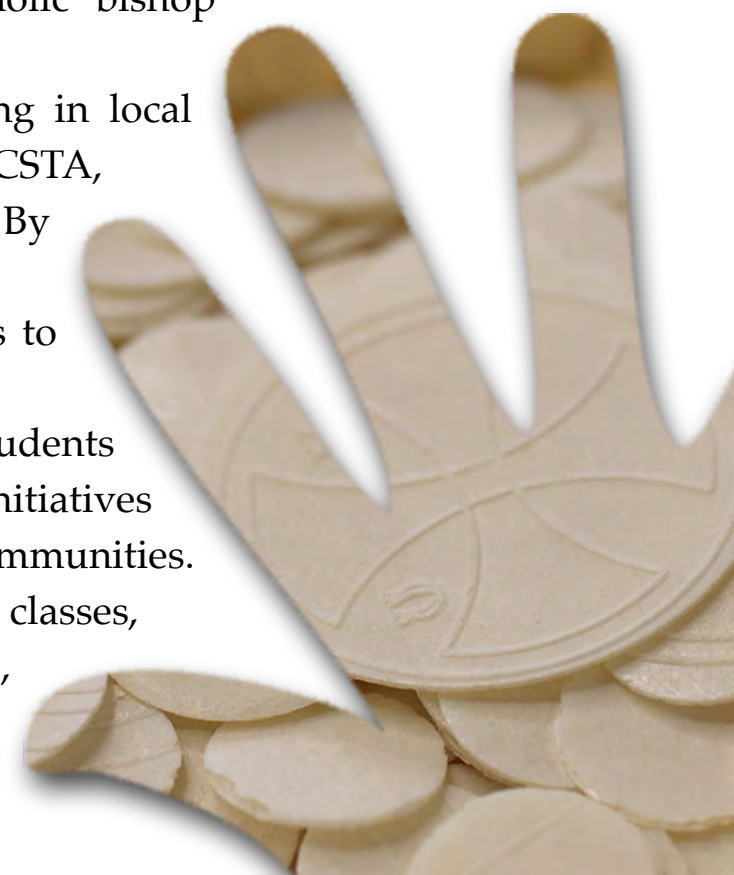
A Catholic Christian Identity in a High-Quality Catholic Education System, has one outcome: Provide opportunities for our students, staff and trustees to encounter Jesus Christ in an explicitly Catholic environment throughout the division.

Our Education Plan 2019-2020

The plan consists of five goals: a faith goal for our division, as well as four other goals mandated by Alberta Education. For each goal, we specify what outcomes we want to achieve, what strategies we will use to achieve the outcomes, what targets we want to reach, and what measures we will use to assess our progress.

Key Strategies For Improvement

- Develop a survey for students, parents, and division staff to evaluate the performance of our strategies to improve specific outcomes.
- Support the Mission and Ministry day themes: in activities and practices during the school year.
- Religion Lead Teacher supports religious curriculum integration through coordinating faith and social justice activities for students and staff across the Division.
- Evangelize community members through fostering a safe inclusive learning environment, prayer, liturgies, celebrations and retreats for confirmation and graduations.
- Review and integrate curriculum resources to support faith permeation across all grade levels and subject areas that align with REN, CCSSA, and Catholic bishop recommendations.
- Advocate for quality Catholic education by participating in local and provincial initiatives such as SPICE, CCSSA, ACSTA, Religions and Moral Education Council (RMEC), Marked By God, and GrACE committee events.
- Annual meetings with our parish priests and secretaries to support Catholic and service initiatives.
- Collaborate and engage with external agencies to help students and staff model the Catholic faith by supporting service initiatives in the local, provincial, national, and international communities. (Voluntary Services, Social Justice Activities, Leadership classes, Youth groups, visits to Prairie Rose Centre, Mustard Seed, student involvement in celebrations Health and Wellness Champions).



Our Results from 2018-2019: Towards Continuous Improvement

The following chart compares the performance of East Central Catholic Schools to other school divisions in Alberta. Based on these results from last year, we build our new education plan for this year.

| Measure Category | Measure | East Central Alberta Catholic | | | Alberta | | | Measure Evaluation | | |
|---|--|-------------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|------------------------|------------|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Safe and Caring Schools | Safe and Caring | 91.2 | 90.3 | 91.0 | 89.0 | 89.0 | 89.3 | Very High | Maintained | Excellent |
| Student Learning Opportunities | Program of Studies | 74.9 | 76.1 | 76.4 | 82.2 | 81.8 | 81.9 | Intermediate | Maintained | Acceptable |
| | Education Quality | 92.4 | 90.8 | 91.7 | 90.2 | 90.0 | 90.1 | Very High | Maintained | Excellent |
| | Drop Out Rate | 3.1 | 3.1 | 3.4 | 2.6 | 2.3 | 2.9 | High | Maintained | Good |
| | High School Completion Rate (3 yr) | 77.4 | 72.4 | 70.0 | 79.1 | 78.0 | 77.5 | High | Improved | Good |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | 65.0 | 64.1 | 63.7 | 73.8 | 73.6 | 73.6 | Very Low | Maintained | Concern |
| | PAT: Excellence | 18.2 | 15.4 | 16.0 | 20.6 | 19.9 | 19.6 | Intermediate | Maintained | Acceptable |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | 82.6 | 79.3 | 79.4 | 83.6 | 83.7 | 83.1 | Intermediate | Maintained | Acceptable |
| | Diploma: Excellence | 17.4 | 18.8 | 18.9 | 24.0 | 24.2 | 22.5 | Intermediate | Maintained | Acceptable |
| | Diploma Exam Participation Rate (4+ Exams) | 54.8 | 49.2 | 46.7 | 56.3 | 55.7 | 55.1 | Intermediate | Improved | Good |
| | Rutherford Scholarship Eligibility Rate | 78.8 | 78.3 | 69.0 | 64.8 | 63.4 | 62.2 | Very High | Improved Significantly | Excellent |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr) | 56.1 | 61.8 | 56.4 | 59.0 | 58.7 | 58.7 | Intermediate | Maintained | Acceptable |
| | Work Preparation | 86.1 | 83.7 | 85.6 | 83.0 | 82.4 | 82.6 | High | Maintained | Good |
| | Citizenship | 86.7 | 85.9 | 86.4 | 82.9 | 83.0 | 83.5 | Very High | Maintained | Excellent |
| Parental Involvement | Parental Involvement | 81.6 | 77.6 | 79.8 | 81.3 | 81.2 | 81.1 | High | Maintained | Good |
| Continuous Improvement | School Improvement | 82.5 | 81.2 | 83.7 | 81.0 | 80.3 | 81.0 | Very High | Maintained | Excellent |

Combined 2019 Accountability Pillar FNMI Summary

The following chart compares the performance of East Central Alberta Catholic Schools to other school divisions in Alberta. Based on these results from last year, we build our new education plan for this year.

| Measure Category | Measure | East Central Alberta Catholic (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 |
| Safe and Caring Schools | Safe and Caring | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Student Learning Opportunities | Program of Studies | n/a | n/a | n/a | n/a | n/a | n/a | 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 |
| | Drop Out Rate | 11.1 | 0.0 | 3.6 | 5.4 | 4.8 | 5.6 | Very Low | Declined | Concern |
| | High School Completion Rate (3 yr) | * | * | 66.7 | 56.6 | 53.3 | 52.4 | * | * | * |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | 67.9 | 34.1 | 53.2 | 54.0 | 51.7 | 51.9 | Low | Maintained | Issue |
| | PAT: Excellence | 14.3 | 0.0 | 4.8 | 7.4 | 6.6 | 6.5 | Intermediate | Maintained | Acceptable |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | 69.2 | * | 81.3 | 77.2 | 77.1 | 76.7 | Very Low | Maintained | Concern |
| | Diploma: Excellence | 23.1 | * | 18.8 | 11.4 | 11.0 | 10.6 | High | Maintained | Good |
| | Diploma Exam Participation Rate (4+ Exams) | * | * | 22.2 | 24.6 | 24.4 | 22.3 | * | * | * |
| | Rutherford Scholarship Eligibility Rate | 45.5 | 45.5 | 49.7 | 37.1 | 35.9 | 34.0 | Very Low | Maintained | Concern |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr) | * | 46.3 | 40.0 | 34.2 | 33.0 | 32.8 | * | * | * |
| | Work Preparation | 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 |
| Parental Involvement | Parental Involvement | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Continuous Improvement | School Improvement | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

Measurement Evaluation Reference

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

| Measure | Very Low | Low | Intermediate | High | Very High |
|--|---------------|---------------|---------------|---------------|----------------|
| Safe and Caring | 0.00 - 77.62 | 77.62 - 81.05 | 81.05 - 84.50 | 84.50 - 88.03 | 88.03 - 100.00 |
| Program of Studies | 0.00 - 66.31 | 66.31 - 72.65 | 72.65 - 78.43 | 78.43 - 81.59 | 81.59 - 100.00 |
| Education Quality | 0.00 - 80.94 | 80.94 - 84.23 | 84.23 - 87.23 | 87.23 - 89.60 | 89.60 - 100.00 |
| Drop Out Rate | 100.00 - 9.40 | 9.40 - 6.90 | 6.90 - 4.27 | 4.27 - 2.79 | 2.79 - 0.00 |
| High School Completion Rate (3 yr) | 0.00 - 57.03 | 57.03 - 62.36 | 62.36 - 73.88 | 73.88 - 81.79 | 81.79 - 100.00 |
| PAT: Acceptable | 0.00 - 65.90 | 65.90 - 70.33 | 70.33 - 79.81 | 79.81 - 84.65 | 84.65 - 100.00 |
| PAT: Excellence | 0.00 - 9.97 | 9.97 - 13.45 | 13.45 - 19.56 | 19.56 - 25.83 | 25.83 - 100.00 |
| Diploma: Acceptable | 0.00 - 73.76 | 73.76 - 81.00 | 81.00 - 86.67 | 86.67 - 90.27 | 90.27 - 100.00 |
| Diploma: Excellence | 0.00 - 7.14 | 7.14 - 13.16 | 13.16 - 19.74 | 19.74 - 24.05 | 24.05 - 100.00 |
| Diploma Exam Participation Rate (4+ Exams) | 0.00 - 31.10 | 31.10 - 44.11 | 44.11 - 55.78 | 55.78 - 65.99 | 65.99 - 100.00 |
| Transition Rate (6 yr) | 0.00 - 39.80 | 39.80 - 46.94 | 46.94 - 56.15 | 56.15 - 68.34 | 68.34 - 100.00 |
| Work Preparation | 0.00 - 66.92 | 66.92 - 72.78 | 72.78 - 77.78 | 77.78 - 86.13 | 86.13 - 100.00 |
| Citizenship | 0.00 - 66.30 | 66.30 - 71.63 | 71.63 - 77.50 | 77.50 - 81.08 | 81.08 - 100.00 |
| Parental Involvement | 0.00 - 70.76 | 70.76 - 74.58 | 74.58 - 78.50 | 78.50 - 82.30 | 82.30 - 100.00 |
| School Improvement | 0.00 - 65.25 | 65.25 - 70.85 | 70.85 - 76.28 | 76.28 - 80.41 | 80.41 - 100.00 |

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table to the right shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

| Evaluation Category | Chi-Square Range |
|------------------------|---|
| Declined Significantly | 3.84 + (current < previous 3-year average) |
| Declined | 1.00 - 3.83 (current < previous 3-year average) |
| Maintained | less than 1.00 |
| Improved | 1.00 - 3.83 (current > previous 3-year average) |
| Improved Significantly | 3.84 + (current > previous 3-year average) |

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

The table to the right shows the range of values defining the 5 achievement evaluation levels for each measure.

| Improvement | Achievement | | | | |
|------------------------|-------------|------------|--------------|------------|------------|
| | Very High | High | Intermediate | Low | Very Low |
| Improved Significantly | Excellent | Good | Good | Good | Acceptable |
| Improved | Excellent | Good | Good | Acceptable | Issue |
| Maintained | Excellent | Good | Acceptable | Issue | Concern |
| Declined | Good | Acceptable | Issue | Issue | Concern |
| Declined Significantly | Acceptable | Issue | Issue | Concern | Concern |

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

*We value:
Lifelong learning and
achievement.*

*The right to Catholic
education and the
responsibility it entails.*

*Strong and supportive
relationships.*

Each person as a child of God.

*The gift of our resources.
Our right and responsibility
to our faith.*

The previous Accountability Overall Summary Chart indicates that the Division maintained its standing in almost all measure category evaluation indicators and achieved improvement in many measures, and most notably in the following areas:

Safe and Caring Schools

Our current result is **91.2%** ↑, an outstanding showing and the fifth year in a row with an excellent result in this area. The Division started the school year with the Mission and Ministry Day, a full-day professional development event which featured keynote speaker David Irvine. David's latest book *Caring Is Everything – Getting to the Heart of Humanity, Leadership, and Life* built upon the previous year's focus on health and wellness. The Board purchased the book for all instructional and support staff across the Division. The Board, district leadership teams, and school staff are participating in book studies focusing on how caring impacts the people and places where we work. The Division continues to support student and staff faith and service programs through a variety of local, Division, and provincial initiatives such as youth social justice groups, Leader In Me, SPICE, Marked By God, and GrACE events.

Student Learning Opportunities

The Program of Studies measure declined slightly from **76.1% to 74.9%** ↓, the Education Quality standard increased from **90.8% to 92.4%** ↑, the Dropout Rate remained unchanged at **3.1%** and the Three-Year High School Completion Rate increased by **5% from 72.4% to 77.4%** ↑.



*We believe that:
Together with home and
church, we respond to the
needs of each student by
providing quality learning
experiences rooted in our
Catholic faith.*

Preparation for Lifelong Learning, World of Work and Citizenship

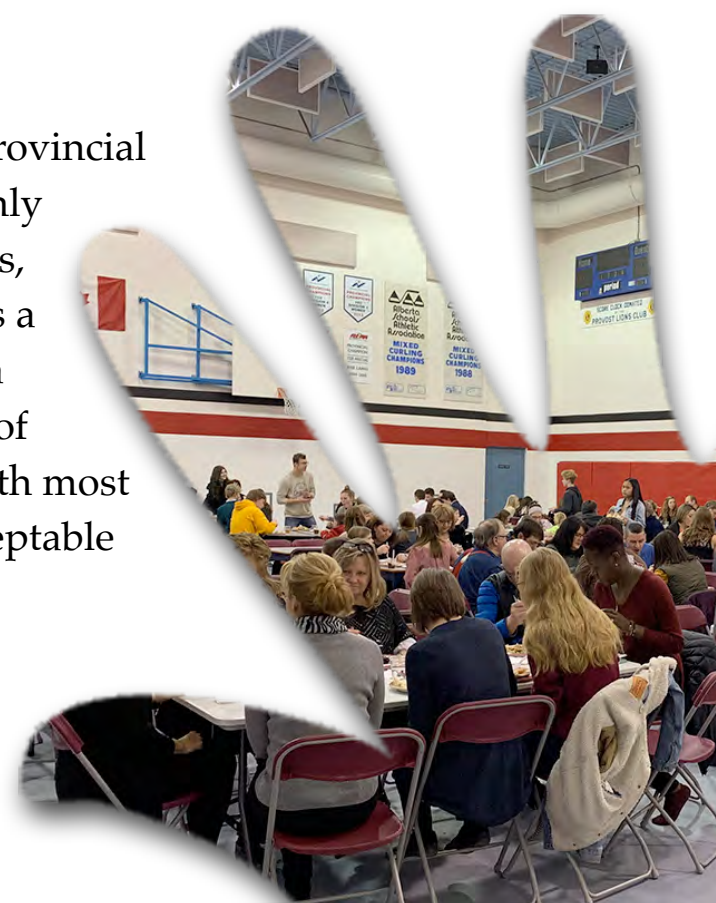
The Work Preparation Measure increased from **83.7% to 86.1% ↑**, a good rating, exceeding the provincial results by **3%**. The Citizenship measure increased to **86.7% ↑**, another excellent rating exceeding the provincial results of **82.9%**.

Parental Involvement

The Parental Involvement Measure increased from the previous year by **4.4% to 81.6% ↑**. The Division continues to engage the school, parish, and community stakeholders to foster a collaborative faith-based community focused on supporting a quality Catholic educational environment.

Student Achievement

In the 2018 – 2019 school year, ECCS participated in the Provincial Achievement Test (PAT) process. The results shown are only for PAT in grades six and nine math, science, social studies, and English. The very low achievement level is marked as a concern on the Accountability Pillar Overall Results, but a school-by-school examination of the results show that all of our brick and mortar schools did very well in this area with most schools exceeding the provincial average in both PAT acceptable and PAT excellence.



We commit to:

Welcoming all with unconditional love, as Christ would.

Catholicity being included in all our learning.

Working together to achieve our common goals.

Learning to learn, to think, to question, and to discern.

Learners being engaged, challenged, reaching for undiscovered potential; and being recognized for doing so.

Student Achievement (Continued)

However, the division’s overall scoring is negatively impacted by the very low participation rates of students in School of Hope, our online school, which supports parent-directed, teacher-directed, and blended instruction programs. School of Hope’s low PAT participation rates have a significant impact on the overall results for this measure since each student is assigned a mark of zero in our overall results; our average is substantively lowered in comparison to the Division’s brick and mortar schools.

Interestingly, an examination of the results of School of Hope (SOH) students who choose to write the PAT indicates that the writers do very well and exceed provincial results in most categories. SOH administration and staff continue to inform parents of the provincial rationale for standardized achievement tests and encourage students to participate in the PAT process.

Continuous Improvement

The school division received an overall rating of Excellent (82.5% ↑) on the Continuous Improvement Measure. This is the fourth year the Division has exceeded the Alberta average on this measure.

| SCHOOL | PAT ACCEPTABLE STANDARD | PAT EXCELLENCE STANDARD |
|-------------------|-------------------------------|-------------------------------|
| Christ King | 71.2% | 13.5% |
| St. Jerome’s | 80.9% | 24% |
| Blessed Sacrament | 86.2% | 19.4% |
| Theresetta School | 91.7% | 47.9% |
| St.Thomas Aquinas | 86.9% | 21.3% |
| School Of Hope | 12.9% | 4.6% |

Education Quality

92.4%

Safe & Caring

91.2%

Citizenship

86.7%

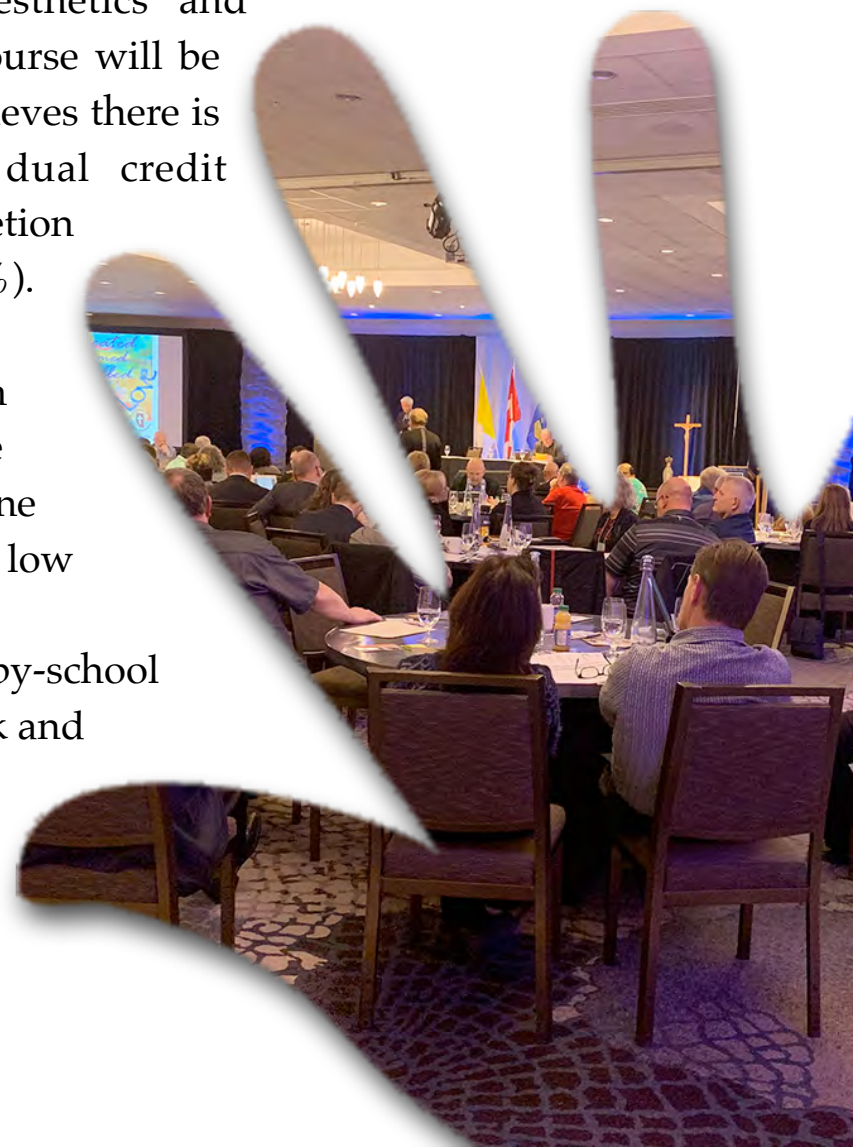
Work Preparation

86.1%

Program Of Studies

The Program of Studies three-year average of **76.4%** still remains below the provincial average of 81.9%. Some schools in the Division struggle to offer a variety of courses either because of lack of facilities, equipment or specialized instructors. However, the Division continues to expand the Dual Credit Program in partnership with Lakeland College. It will be imperative for all of our high schools to take advantage of programs like dual credit to remain current with the Career and Technology Studies (CTS) program offerings. Indeed, the Dual Credit program is one of the most vibrant in the province; it is a true partnership involving Alberta Education, Lakeland College, and nineteen school divisions province wide with student numbers upwards of 130 per semester. We currently offer seven courses in the fields of Early Learning and Child Care, Agriculture, Environmental Sciences, Aesthetics and Health Care. Next semester, a Sign Language course will be added to our program offerings. The Division believes there is a correlation between students enrolled in dual credit programming and improving high school completion rates (**Up 5% ↑ from previous year's 72.4% to 77.4%**).

In the 2018 – 2019 school year, ECCS participated in the Provincial Achievement Test (PAT) process. The results shown are only for PAT in grades six and nine math, science, social studies, and English. The very low achievement level is marked as a concern on the Accountability Pillar Overall Results, but a school-by-school examination of the results show that all of our brick and mortar schools did very well in this area with most schools exceeding the provincial average in both PAT acceptable and PAT excellence.



Parental Involvement

81.6%

Program Of Studies

77.4%

High School Completion Rate

77.4%

Drop Out Rate

3.1%

Program Of Studies (Continued)

The Division is in the process of implementing Canvas, a Learning Management System (LMS) to support the School Of Hope's parent-directed, teacher-directed, and shared program delivery models. Canvas LMS provides an online framework for staff to engage students and parents in a collaborative learning environment. The online platform provides an opportunity for students to learn anywhere, anytime within the Division and across the province. Canvas and the SOH staff will play a significant role in supporting and enhancing our K-9 schools considering the delivery of high school programming that would not be possible otherwise. Additionally, the Canvas LMS will offer program flexibility for our high schools which can only deliver core programs such as Math 31, Physics, or Chemistry during certain times of year due to low student enrolments or lack of specialized teaching staff.



Diploma Acceptable Standard 82.6%

Student Learning Achievement (SLA) Grades 10-12

As mentioned earlier, the School of Hope diploma acceptable and excellence measurements (68.5% - 12.6%) combined with BSS Outreach Program (61.5% - 7.7%) results have a significant impact on the overall Division score in this area. We need to continue to inform and educate parents about the importance of standardized assessments and continue to differentiate programs to ensure the greatest success for students in these programs.

The Diploma Acceptable standard increased from **79.3%** to **82.6%** ↑. The provincial average is 83.6%. The Diploma Excellence standard decreased slightly from 18.8% to 17.4% ↓ over the last year. The provincial average in the Excellence category is 22.5%.

The Rutherford Scholarship Eligibility Rate, which represents the percentage of grade 12 students who have met the eligibility criteria based on grades 10, 11, and 12 course marks, increased to **78.8%** ↑, up significantly from the three-year average of 69.0% from the previous year.

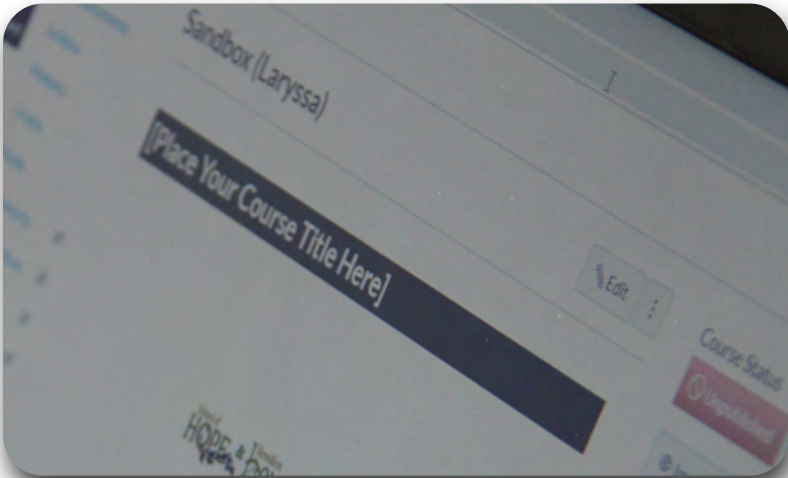


| Percentage Of Students Achieving An Acceptable Standard On Diploma Exams | | |
|---|-----------------------|---------|
| Subject | East Central Catholic | Alberta |
| English Language Arts 30-1 | 89.0% ↑ | 86.8% |
| English Language Arts 30-2 | 97.8% ↑ | 87.1% |
| Mathematics 30-1 | 51.8% ↓ | 77.8% |
| Mathematics 30-2 | 81.0% ↑ | 76.5% |
| Social Studies 30-1 | 84.6% ↓ | 86.6% |
| Social Studies 30-2 | 88.9% ↑ | 77.8% |
| Chemistry 30 | 90.2% ↑ | 85.7% |
| Biology 30 | 73.1% ↓ | 83.9% |
| Physics 30 | 71.4% ↓ | 87.5% |
| Science 30 | 91.7% ↑ | 85.7% |

Diploma Excellent
Standard
17.4%



Canvas LMS Training



| Percentage Of Students Achieving An Excellence Standard On Diploma Exams | | |
|---|-----------------------|---------|
| Subject | East Central Catholic | Alberta |
| English Language Arts 30-1 | 6.1% ↓ | 12.3% |
| English Language Arts 30-2 | 15.6% ↑ | 12.1% |
| Mathematics 30-1 | 14.3% ↓ | 35.1% |
| Mathematics 30-2 | 9.5% ↓ | 16.8% |
| Social Studies 30-1 | 7.7% ↓ | 17.0% |
| Social Studies 30-2 | 22.2% ↑ | 12.2% |
| Chemistry 30 | 29.5% ↓ | 42.5% |
| Biology 30 | 21.2% ↓ | 35.5% |
| Physics 30 | 35.7% ↓ | 43.5% |
| Science 30 | 37.5% ↑ | 31.2% |

Virtual and Home School Education Programs

The School Of Hope and Vermilion Home Schooling programs evolved out a need to provide alternative educational programming for students within the East Central Catholic region and across the province. The school supports parent-directed, online learning, and shared instructional programs to a unique community of students and parents across the province.

There have been several events that have dramatically impacted student enrolment numbers and program delivery since the initial inception of the School Of Hope and Vermilion Home Schooling programs. The increased number of school divisions implementing and supporting alternative programming, the use and access of technology, and the number of parents seeking flexible instruction to accommodate busy schedules, and the increased accountability and compliance measures from Alberta Education are just a few of the variables shaping the instructional environment and service offerings from the Division.

SOH Online Student enrolment increased by 9.0%

SOH decreased the disparity between school awarded and provincial awarded mark by 5%



Virtual & Home School Education Programs (Continued)

Over the last five years, the Division has implemented a series of changes to align instructional and assessment practices to reflect current pedagogical and technological practices that best support the various alternative delivery models. This began with measures such as creating a school council, organization rebranding and revisiting program publications. The next steps were improving hiring practices and the implementation of regional learning centers throughout the province. This was followed more recently by focused professional development and course mapping to ensure adequate and varied formative and summative opportunities were present in our courses.

Our most current initiatives include documenting attending to learning and student/teacher interaction in our Division's student information system, and implementing a new learning management system (Canvas). Although implementation gaps are expected, we have started to see some positive numbers. Our online learning population has grown by 9% ↑, and there has been an overall reduction of 5% in the disparity between school awarded marks and diploma results in the June 2019 exams. We have also initiated a professional learning community (PLC) to research and identify additional strategies to reduce the gap between standardized assessments and school awarded marks.

The provincial assessment metrics remain a challenge in light of what the unique learning community defines as measurements of success. Parents have traditionally not been very supportive of their students writing provincial standardized assessments, which has a significant impact on the measurement metrics within the Division. The SOH administration and staff are researching and exploring various instructional and communication strategies to inform parents and prepare students to participate in provincial assessments such as utilizing PAT exams as part of course mark, and linking grade 12 student input of DIP writing anxiety due to lack of experience with formalized testing situations that writing PAT exams could help with.

Implementing Clevr to document and share ESL Benchmarks and student IPP information.

Virtual & Home School Education Programs (Continued)

The Division is exploring various opportunities to improve and diversify course delivery options for our rural brick and mortar schools. The implementation of an enterprise learning management system provides a framework to deliver flexible high school course delivery models and provide an opportunity for our K-9 schools to offer high school programming.

English Second Language Learners

Provost, Vermilion, Wainwright, and Stettler continue to sustain a significant enrolment of English Language Learners (ELL) who are recent immigrants with significant language and learning challenges. To increase our capacity to teach these newcomers, the Division has just implemented the Clevr IPP program to document student language proficiency assessments throughout the school year. This English as a Second Language (ESL) Benchmark tracking information guides lesson design and instructional practices to assist students with the language acquisition.

| | STA | TH | STJ | BSS | BSO | CK | Division |
|-----------|-----|----|-----|-----|-----|----|----------|
| 2019-2020 | 12 | 0 | 45 | 30 | 2 | 24 | 113 |
| 2018-2019 | 14 | 0 | 46 | 50 | 0 | 18 | 128 |
| 2017-2018 | 16 | 0 | 41 | 49 | 0 | 24 | 130 |
| 2016-2017 | 13 | 2 | 41 | 19 | 2 | 19 | 96 |
| 2015-2016 | 14 | 0 | 31 | 29 | 0 | 8 | 82 |
| 2014-2015 | 11 | 0 | 15 | 48 | 0 | 11 | 86 |

Safe & Caring Schools

The stakeholder assessment measures the percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

Program Of Studies

The stakeholder assessment measures the percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

Education Quality

The stakeholder assessment measures the percentage of teachers, parents and students satisfied with the overall quality of basic education.

Transportation Challenges

Most of our students are transported by Buffalo Trail Public School (BTPS) Division and Clearview Public School Division; therefore, our schedule is pre-determined by two very different bus schedules. Consequently, we do not have a common time throughout the division to provide professional development during non-instructional days.

The ECCS continues to subsidize the transportation costs to pay for five additional bussing days to maintain a 184 student instructional days. We will continue meeting with division leaders from the public system and hope to reach a solution in the best interest of students and parents in the region.

ECCS has also joined a coalition of rural school districts to share our common concerns with transportation in small, rural divisions. This process is ongoing and we hope to see some tangible strategies from the meetings.

First Nation, Inuit, and Metis Academic Results

The achievement gap between First Nation, Metis & Inuit students and the provincial student achievement average remains a concern for ECCS. Given the small FNMI student population in the Division, the provincial accountability measurement metrics can fluctuate significantly from year-to-year with such a low sample population. The Division has seen a positive trend over the last five years with the FNMI population nearly doubling in size across the Division.



First Nation, Inuit, & Metis PAT increased by 33.8%

| Year | STA | TH | STJ | BSS | SOH TD | SOH PD | BSO | CK | Division |
|-----------|-----|----|-----|-----|--------|--------|-----|----|----------|
| 2019-2020 | 3 | 8 | 23 | 41 | 35 | 11 | 3 | 2 | 126 |
| 2018-2019 | 0 | 8 | 24 | 41 | 17 | 13 | 3 | 1 | 107 |
| 2017-2018 | 0 | 3 | 25 | 41 | 17 | 20 | 7 | 2 | 115 |
| 2016-2017 | 0 | 3 | 16 | 40 | 12 | 15 | 9 | 3 | 98 |
| 2015-2016 | 0 | 1 | 3 | 39 | 16 | 10 | 9 | 1 | 79 |
| 2014-2015 | 0 | 0 | 7 | 26 | 27 | 11 | 11 | 1 | 83 |
| 2013-2014 | 0 | 0 | 8 | 4 | 47 | 11 | 12 | 1 | 83 |

First Nation, Inuit, and Metis Academic Results (Continued)

The PAT Acceptable standard results increased from **34.1%**, to **67.9%** ↑ and PAT Excellence standard was 14.3%. ECCS is committed to providing supports for our First Nation, Metis and Inuit students and will maintain a focus of improving achievement in this area.

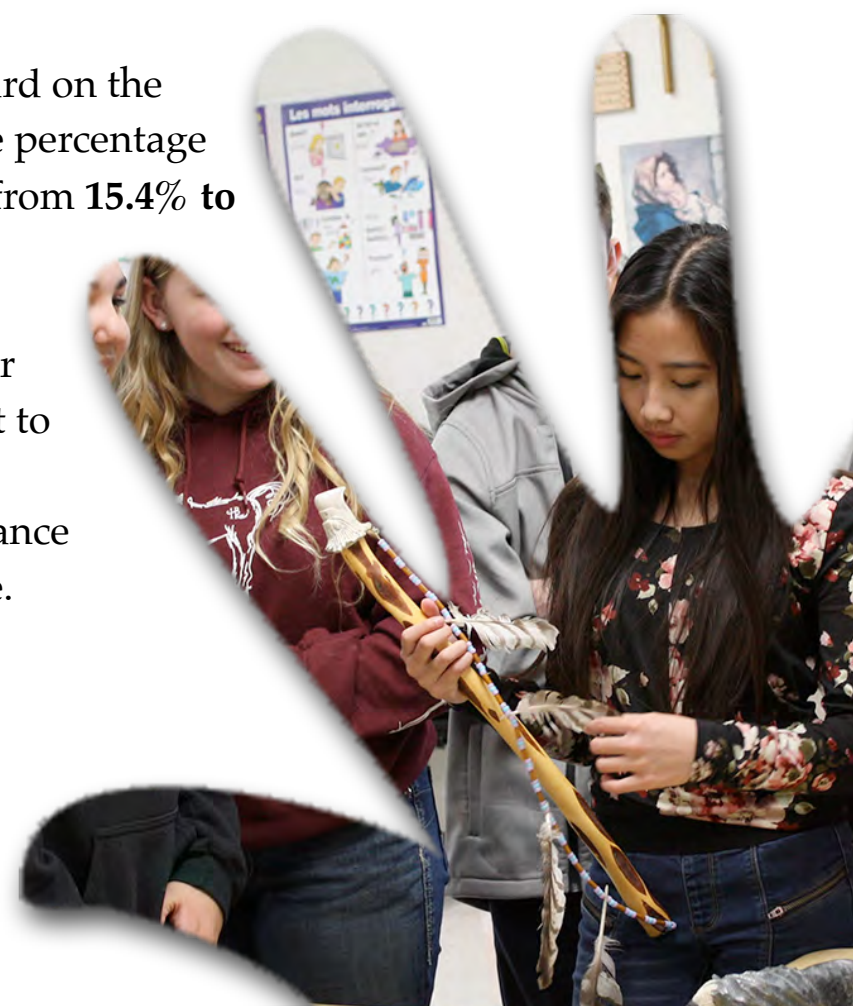
The schools across the Division continue to explore new strategies to permeate FNMI outcomes across all grade and subject areas. Activities ranged from a four-day Trickster Theatre production which included 6 artists and 18 workshop groups that focused on FNMI in the context of the elementary social studies curriculum, participating in Orange Shirt Day and teaching students about residential schools and the reconciliation process, purchasing FNMI library resources, author visits (Christy Jordan-Fenton, Margaret Pokiak-Fenton), to a full day school wide community event at St. Jerome's where students and staff got the opportunity to participate in drumming, bannock making, hand games, jingle dress, storytelling, tipi teachings, and Cree language activities.

*Goal One:**Alberta's students are successful.**65% of students achieving the acceptable standard on PAT assessments**18% of students achieving the standard of excellence on PAT assessments*

| Performance Measure | Results (in percentages) | | | | | Target 2019 | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|----------------|--------------|-------------|------------|---------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | | Achievement | Improvement | Overall | 2020 | 2021 | 2022 |
| Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | 62.0 | 63.3 | 63.7 | 64.1 | 65.0 | 65.5 | Very Low | Maintained | Concern | 66.0 | 68.0 | 70.0 |
| Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 16.0 | 16.1 | 16.6 | 15.4 | 18.2 | 18.5 | Intermediate | Maintained | Acceptable | 18.8 | 19.0 | 20.0 |

Comments On Results

The percentage of students achieving the acceptable standard on the PAT did increase from **64.1% to 65% (0.9% ↑)**. Similarly, the percentage of students achieving the standard of excellence increased from **15.4% to 18.2% (2.8% ↑)**. As mentioned previously, the Division's overall scoring is negatively impacted by the very low participation rates of students in School of Hope (SOH), our online school. Many home schoolers exercise their right not to participate in provincial achievement tests. Since they are assigned a mark of zero in our overall results, our performance measure average is substantively lowered than it should be.



Goal One:

Alberta's students are successful.

SOH implementing a new Learning Management System (LMS) to support research-based instructional design practices.

SOH implementing "Attending To Learning" strategies to improve student and parent engagement and accountability for learning.

Key Strategies For Improvement

- The SOH administration and staff will develop an "Attending To Learning" framework that can be integrated into PowerSchool's student information system. The framework will enhance teacher, student and parent communication in regard to formative and summative assessment information.
- Early intervention (WCP – Work Completion Protocol) and increased engagement in the instructional, assessment, and learning process will improve student success.
- The SOH staff are developing professional learning communities focused on developing strategies to inform and encourage parents to have their children participate in writing provincial standardized assessments.
- The implementation of an enterprise learning management system to align instructional and assessment practices to current researched based instructional design practices.
- The SOH administration and staff are supporting Alberta curriculum mapping for home schooling parents to ensure the provincial competencies are being addressed through home school curriculum programs.
- School administration and staff will complete PAT item analysis as a means to inform instruction and assessment practices.



*Goal One:**Alberta's students are successful.**Conducting PAT and diploma analysis to inform instructional and assessment practices.**Developing PowerSchool performance indicator reports to inform practice and student intervention decisions.**Decreasing standardized assessment anxiety for students and parents.*

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|--------|--------------|-------------|------------|---------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2019 | Achievement | Improvement | Overall | 2020 | 2021 | 2022 |
| Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results). | 77.7 | 80.9 | 78.0 | 79.3 | 82.6 | 83.0 | Intermediate | Maintained | Acceptable | 83.5 | 84.0 | 84.5 |
| Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results). | 19.3 | 20.5 | 17.3 | 18.8 | 17.4 | 17.8 | Intermediate | Maintained | Acceptable | 18.0 | 19.0 | 20.0 |

Comments On Results

The percentage of students achieving the acceptable standard on the diploma examination increased to **79.3% from 82.6.% (3.3% ↑)**. The percentage of student achieving the standard of excellence decreased from 18.8% to 17.4%. (1.4% ↓)

Strategies For Improvement (Continued)

- School administration and staff will complete diploma exam item analysis as a means to inform instruction and assessment practices.
- School administration and teachers will continue to adapt student and parent communication in regard to formative and summative assessment information to identify and support struggling students as soon as possible.
- Teachers aligning the use of assistive technology to enhance and support the learning outcomes.
- School administration will use supervision feedback, teacher growth plans, professional learning communities, and teacher mentorship programs to new teachers responsible for PAT and diploma course delivery.

*Goal One:**Alberta's students are successful.**78% of graduating students are eligible for the Rutherford Scholarship.***Strategies For Improvement (Continued)**

- The Division is exploring the use of centralized online formative and summative assessment platforms to develop a division-wide assessment platform aligned to curricular outcomes.
- The Division is exploring an integrated SIS technology that can assist school administration and teachers in the PAT and diploma analysis process as a means to improve access to relevant data sets to inform instruction and assessment practices.
- Monitoring high school student graduation requirements, providing academic support for struggling students, and career counselling for post-secondary education transition.

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|--------|--------------|------------------------|------------|---------|------|------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | Achievement | Improvement | Overall | 2020 | 2021 | 2022 |
| High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10. | 73.0 | 64.2 | 73.3 | 72.4 | 77.4 | 78.8 | High | Improved | Good | 78.0 | 78.5 | 79.0 |
| Percentage of students writing four or more diploma exams within three years of entering Grade 10. | 47.8 | 46.4 | 44.5 | 49.2 | 54.8 | 55.0 | Intermediate | Improved | Good | 55.5 | 56.0 | 56.5 |
| Drop Out Rate - annual dropout rate of students aged 14 to 18 | 4.1 | 2.9 | 4.0 | 3.1 | 3.1 | 3.0 | High | Maintained | Good | 2.8 | 2.6 | 2.5 |
| High school to post-secondary transition rate of students within six years of entering Grade 10. | 53.0 | 53.9 | 53.4 | 61.8 | 56.1 | 56.5 | Intermediate | Maintained | Acceptable | 57.0 | 58.0 | 58.5 |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship. | n/a | 64.1 | 64.7 | 78.3 | 78.8 | 79.0 | Very High | Improved Significantly | Excellent | 79.5 | 79.8 | 80.0 |

*Goal One:**Alberta's students are successful.**High school students participating in writing four or more diploma assessments increased by 5.6%*

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2019 | Achievement | Improvement | Overall | 2020 | 2021 | 2022 |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | 85.4 | 86.5 | 86.7 | 85.9 | 86.7 | 86.8 | Very High | Maintained | Excellent | 86.9 | 87.0 | 87.5 |

Comments On Results

The high school completion rate increased by 5% **from 72.4% to 77.4%** ↑. The dropout rate has remained the same at 3.1% which is still an indicator that the Division looking to improve upon.

The transition rate to post-secondary decreased by 5.7% ↓ from 61.8% to 56.1%.

The percentage of students writing four or more diploma exams increased by 5.6% ↑ **from 49.2% to 54.8%**. Participation rates will continue to be a performance measure that the Division will strive to increase as a means to provide all students with the opportunity to succeed to the best of their ability.

The rate of parents and students satisfied with students modelling active citizenship increased by 0.8% ↑ **from 85.9% to 86.7%**.

Work preparation increased by 2.4% ↑ **from 83.7% to 86.1%**.

Note:

A school-by-school examination of the results shows that all our brick and mortar schools did very well in this area, with all schools scoring high on all measures. However, the division's overall scoring is negatively impacted by the very low performance of students in the online school.

Goal One:

Alberta's students are successful.

Building on post-secondary partnerships and diversifying Dual Credit programming.

Diversifying CTS program offerings with the mobile CTS trailer.

Improving high school course delivery through flexible online LMS offerings.

Expanding K-9 program offerings through online LMS course delivery.

Strategies For Improvement (Continued)

- Continue to develop and expand the Dual Credit partnerships with Lakeland College and school divisions across the province.
- SOH developing and delivering core high school programming through the Canvas LMS to increase program flexibility at existing high schools and provide an opportunity for K-9 schools to expand program offerings.
- Rotate the CTS trailer throughout the communities in the Division to provide a CTS instructional space to offer relevant engaging programs designed around student interests and community capacity.
- Advocate for facility and program enhancement grants to enhance and diversify program options.
- Build new instructional spaces (St. Thomas Aquinas – New School Project – Provost, Blessed Sacrament School Addition - Wainwright) that align with research-based instructional design practices to improve instruction and student learning.
- Identify and implement literacy and numeracy best practices that are monitored and informed through research aligned assessments tools.



Goal Two:

First Nations, Métis, and Inuit Students in Alberta are successful.

Overall percentage of FNMI students achieving the standard of excellence on diploma exams is 23.1%

45% of FNMI high school students are eligible for the Rutherford Scholarship.

| Performance Measure | Results (in percentages) | | | | | Target 2019 | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|----------------|--------------|-------------|------------|---------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | | Achievement | Improvement | Overall | 2020 | 2021 | 2022 |
| Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | 27.1 | 58.3 | 67.3 | 34.1 | 67.9 | 68.0 | Low | Maintained | Issue | 68.5 | 69.0 | 69.5 |
| Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 8.3 | 12.5 | 1.9 | 0.0 | 14.3 | 14.5 | Intermediate | Maintained | Acceptable | 14.5 | 15.0 | 15.5 |
| Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results). | * | 81.3 | * | * | 69.2 | 70.0 | Very Low | Maintained | Concern | 73.0 | 75.0 | 77.0 |
| Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results). | * | 18.8 | * | * | 23.1 | 23.5 | High | Maintained | Good | 23.8 | 24.0 | 24.5 |

| Performance Measure | Results (in percentages) | | | | | Target 2019 | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|----------------|-------------|-------------|---------|---------|------|------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | | Achievement | Improvement | Overall | 2020 | 2021 | 2022 |
| High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10. | 58.2 | * | 66.7 | * | * | | * | * | * | | | |
| Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10. | 19.4 | * | 22.2 | * | * | | * | * | * | | | |
| Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18 | 5.0 | 3.9 | 6.9 | 0.0 | 11.1 | 8.0 | Very Low | Declined | Concern | 7.0 | 6.0 | 5.0 |
| High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10. | * | * | 33.7 | 46.3 | * | | * | * | * | | | |
| Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship. | n/a | 40.0 | 63.6 | 45.5 | 45.5 | 50.0 | Very Low | Maintained | Concern | 52.0 | 54.0 | 56.0 |

Goal Two:

First Nations, Métis, and Inuit Students in Alberta are successful.

23.1% of FNMI students are achieving the standard of excellence on diploma assessments.

45% of FNMI high school students are eligible for the Rutherford Scholarship.

Comments On Results

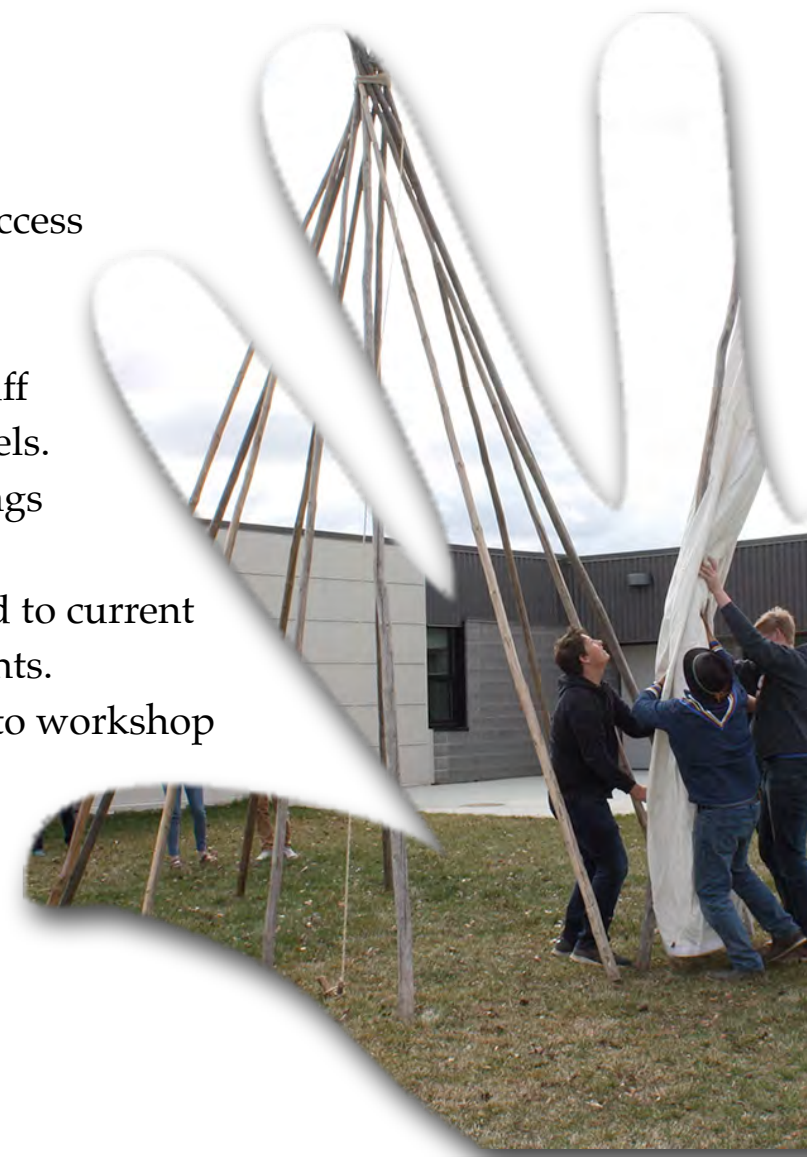
Many of the areas, especially in comparison to Alberta Education, are relatively high. The percentage of First Nation, Metis and Inuit students achieving the acceptable standard increased from **34.1% to 67.9% ↑ an increase of 33.8%**.

The ECCS dropout rate for First Nation, Metis and Inuit students increased by 11.0% and the Division will be identifying the factors contributing to increasing this variable.

The number of First Nation, Metis and Inuit students qualifying for the Rutherford Scholarship remained the same at 45.5%.

Key Strategies For Improvement

- Ensure that school administration and instructional staff access the SIS and IPP program analytical information to inform instruction and assessment practices.
- Utilize Vermilion Is Being Empowered (VIBE), and FSL staff and programming to support pyramid of intervention models.
- Identify and align FNMI history and reconciliation teachings across all grade levels.
- Continue to support academic counselling services aligned to current programming and scholarship information for FNMI students.
- Bring in First Nation, Inuit and Metis speaker / presenters to workshop days at SOH centers.
- Promote the use of culturally sensitive instructional materials, First Nation, Inuit and Metis fine arts, guests, and experiential learning activities that meet the diverse needs of First Nation, Metis and Inuit students.



Goal Two:

First Nations, Métis, and Inuit Students in Alberta are successful.

33.8% increase in FNMI students achieving the acceptable standard on PAT assessments.

School and community cultural events.

Key Strategies For Improvement (Continued)

- Build relationships with First Nation, Metis and Inuit students and families through a concerted ongoing school initiated contact.
- Promote more dual credit courses to engage and encourage FMNI students to apply to postsecondary and workforce programs after high school.
- Continue to utilize the Learning Network and ATA to access relevant FNMI cultural and instructional resources.
- Provide opportunities for school staff and leaders to learn about the impact of residential schools and the long-term effects on student learning.
- Implement an ECCS directed FSL program (2.3 FTE), to target specific areas of need within the school Division. The FSL program will be funded from RCSD and subsidized by the school Division.



Goal Three:

Alberta has excellent teachers, school leaders, and school authority leaders.

74.9% of teachers, parents, and students are satisfied with the diversity of programming.

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|--------------|-------------|------------|---------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2019 | Achievement | Improvement | Overall | 2020 | 2021 | 2022 |
| Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. | 73.8 | 77.7 | 75.5 | 76.1 | 74.9 | 76.0 | Intermediate | Maintained | Acceptable | 76.5 | 76.0 | 76.5 |

Comments On Results

The percentage of teachers, parents and students satisfied with the program of studies offered in our schools decreased from 76.1% to 74.9%, a decrease of 1.2% ↓ over last year.

Key Strategies For Improvement

- Build the capacity and leadership of staff by providing professional learning opportunities aligned to the new Teacher Quality Standards (TQS) and Leadership Quality Standards (LQS).
- Integrate the Marks of An Excellent Catholic Teacher and Leader into the TQS and LQS supervision and evaluation process.
- Promote excellent teaching practices consistent with the TQS, LQS, and Superintendent Leadership Quality Standard (SLQS), all which guide and support student achievement.
- Support hiring and recruitment practices that promote and identify the best faith-based candidates available to support students in a Catholic learning environment.
- Create health and wellness opportunities that promotes a faith-based active lifestyle and healthy learning environments.
- Collaborate with Learning Network and ATA professional support services to develop Division first-year teacher training and support resource.
- Support teachers and system leaders to implement technology that improves management, instruction, and assessment practices and most importantly provides an ability for students to accomplish learning outcomes to the best of their ability.

Goal Four:

Alberta's K-12 education system is well governed and managed.

91.1% of teachers, parents, and students are satisfied with the division's safe and caring learning environments.

92.4% of teachers, parents, and students are satisfied with the overall quality of education.

| Performance Measure | Results (in percentages) | | | | | Target 2019 | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|----------------|-------------|-------------|-----------|---------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | | Achievement | Improvement | Overall | 2020 | 2021 | 2022 |
| Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. | 91.0 | 90.7 | 92.1 | 90.3 | 91.2 | 91.5 | Very High | Maintained | Excellent | 91.8 | 92.0 | 92.5 |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | 91.3 | 92.3 | 92.1 | 90.8 | 92.4 | 92.5 | Very High | Maintained | Excellent | 92.8 | 93.0 | 93.5 |
| Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. | 88.5 | 85.2 | 88.0 | 83.7 | 86.1 | 86.5 | High | Maintained | Good | 87.0 | 87.5 | 88.0 |
| Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i> | 76.7 | 77.1 | 76.6 | 73.2 | 75.5 | | n/a | n/a | n/a | | | |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | 82.3 | 83.6 | 78.3 | 77.6 | 81.6 | 82.0 | High | Maintained | Good | 83.0 | 83.5 | 84.0 |
| Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. | 85.0 | 84.4 | 85.5 | 81.2 | 82.5 | 83.0 | Very High | Maintained | Excellent | 84.0 | 85.0 | 85.5 |

Comments On Results

The Division continues to sustain a safe and caring learning environment with a performance measure of **91.1%**. The education quality remains very high at **92.4%**, an increase of **1.6% ↑** over last year. Parental involvement also remains high, and is continually improving with current results being **81.6%**, **4.0% ↑** increase from last year. Finally, the percentage of teachers, parents and students satisfied with the Division's continuous improvement increased from **81.2%** to **82.5% ↑**.

Goal Four:

Alberta's K-12 education system is well governed and managed.

82.5% of teachers, parents, and students have indicated that the school jurisdiction has improved over the last three years.

Key Strategies For Improvement

- Continue to support parents and teachers in engaging and increasing involvement in our schools.
- Continue to support students and parents in course selection to ensure the greatest opportunity for success.
- Survey stakeholders to determine preferred teacher, school, and district communication methods.
- Continue to meet with parent councils, including central administration attending parent council meetings.
- Develop, implement, and sustain a technology ever-green plan that aligns with the Alberta Education Learning and Technology Policy Framework outcomes.
- Develop, implement, and sustain professional development practices to improve management, instruction, and assessment practices.



Financial Summary

A web link to the Audited Financial Statements and Budget Summary:

<https://www.eccs16.ab.ca/financial/>

Detailed expenditure information, including information on school-generated funds and their uses, is available in the [ECCS 2019-2020 Detailed Budget Report](#) or may be requested from the Division Office at:

Mary Ann Threinen - Secretary-Treasurer

780-842-3992

Website link to the provincial roll up of AFS information: Government of Alberta K to 12 Financial Statements - [Provincial Report](#).



| Revenue | Approved Budget 2019/2020 | Final Approved Budget 2018/2019 | Actual 2018/2019 |
|---|------------------------------|------------------------------------|---------------------|
| Government of Alberta | \$22,491,843 | \$22,056,086 | \$22,033,683 |
| Other Government of Alberta | | - | |
| Federal Government and First Nations | \$55,000 | \$55,000 | - |
| Other Alberta school authorities | \$68,000 | \$102,493 | |
| Alberta municipalities-special tax levies | | - | - |
| Property Taxes | \$1,463,416 | \$1,503,000 | \$1,463,415 |
| Fees | \$188,410 | \$212,910 | \$200,874 |
| Other sales and services | \$227,022 | \$197,210 | \$245,838 |
| Investment income | \$75,000 | \$150,252 | \$183,971 |
| Gifts and donations | \$23,200 | \$23,200 | \$39,681 |
| Rental of facilities | \$5,000 | \$5,000 | \$9,215 |
| Fundraising | \$193,514 | \$220,842 | \$180,145 |
| Gains on disposal of fixed assets | - | - | - |
| Other revenue | - | - | \$33,518 |
| Total revenues | \$24,790,405 | \$24,525,993 | \$24,390,340 |
| | | | |
| Expenditures | | | |
| Certificated salaries | \$11,283,762 | \$11,154,737 | \$11,251,137 |
| Certificated benefits | \$2,494,797 | \$2,433,879 | \$2,419,973 |
| Non-certificated salaries | \$3,476,117 | \$3,144,593 | \$3,353,565 |
| Non-certificated benefits | \$992,700 | \$868,933 | \$879,881 |
| Services, contracts and supplies | \$5,036,500 | \$5,174,410 | \$5,219,256 |
| Amortization, capital and debt services | \$2,124,888 | \$1,826,410 | \$1,883,492 |
| Total Expenditures | \$25,408,764 | \$24,602,962 | \$25,007,304 |
| | | | |
| Operating Surplus (deficit) | \$ (618,359) | \$ (76,969) | \$ (616,964) |

School Generated Funds

A web link to the Audited Financial Statements and Budget Summary:

<https://www.ecccs16.ab.ca/financial/>

Detailed expenditure information, including information on school-generated funds and their uses, is available in the [ECCS 2019-2020 Detailed Budget Report](#) or may be requested from the Division Office at:

Mary Ann Threinen - Secretary-Treasurer

780-842-3992

Website link to the provincial roll up of AFS information: Government of Alberta K to 12 Financial Statements - [Provincial Report](#).

| | 2019 | 2018 |
|--|-------------------|------------------|
| School Generated Revenue, Beginning of Year | \$270,944 | \$317,461 |
| Fees | \$161,457 | \$174,106 |
| Fundraising | \$180,145 | \$199,224 |
| Gifts and donations | \$628,831 | \$66,038 |
| Grants to schools | - | - |
| Other sales and services | \$147,586 | \$128,982 |
| Total gross receipts | \$,118,019 | \$568,350 |
| Total Related Expenses and Uses of Funds | \$263,638 | \$281,900 |
| Total Direct Costs Including Cost of Goods Sold to Raise Funds | \$344,349 | \$332,967 |
| School Generated Revenues, End of Year | \$781,076 | \$270,944 |
| Balance included in Deferred Revenues (Note 6) | \$531,099 | \$3,531 |
| Balances included in Accumulated Surplus (Operating Reserves) (Note 9) | \$249,977 | \$267,413 |

Stakeholder Collaboration

Parent & Community Involvement

Parental and community engagement are high priorities for the ECCS Board of Trustees. Feedback from parents — as well as administrators, staff, students, clergy, and external stakeholders — is gathered through means such as surveys, consultation events, and face-to-face meetings. The feedback collected from stakeholders is used along with the ECCS Three-Year Education Plan (3YEP) and Alberta Education Results Report (AERR) to help develop division objectives, goals, and direction.

Principals in each community share the Division's 3YEP and AERR documents with their school council and staff for review and interpretation. The Board also reviews the Division's 3YEP and AERR documents to ensure the alignment of provincial, division, and school goals in each community. The combined 3YEP and AERR can be found on the ECCS website, and is available upon request for schools, school council representatives, parishes, and other stakeholders. The results are also reported in a public meeting to the Board of Trustees. The schools annually prepare their combined 3YEP and AERR, in consultation with their school councils, and post the report to their school website.

Partnership Meetings

Each school, in consultation with their school council, completed a three-year education plan and AERR that was sent to district office. The entire school board hosts a yearly meeting with priests, parish secretaries, and representatives from school councils to discuss any and all issues related to schools in the division. The group discusses areas of mutual interest including sacramental preparation, school celebrations, student achievement and school related projects.



Stakeholder Engagement

School Councils

East Central Catholic principals invited input from their respective school councils into the annual improvement plans. School improvement plans are aligned with the Alberta Education Business Plan, the ECCS Three-Year Education Plan, and the priorities of the local school community and Section 13 of the School Councils Regulation (Alberta Regulation 113/2007).

K-12 Wellness Initiative

We work in partnership with Alberta Health and local agencies to develop healthy communities throughout our district. Our schools have individualized projects that address healthy eating and active living. We believe that sustainable change already has been achieved as a result of our partnerships between home, school and community.

Wellness Goals

- Invest in leadership and systems level change to support and strengthen our commitment to wellness.
- Invest in developing a common language, understanding and supports related to wellness at all levels in our organization.
- Provide students and families with opportunities to learn and practice wellness related language, skills and behaviours.



Safe Learning Environments

Wellness Strategies

Teaching & Learning

- Explore the “Go to Educator” training opportunity.
- Develop a common language related to wellness.
- Involve students in health and wellness initiatives.
- Explore PD opportunities for staff and student wellness teams.

Social & Physical Environment

- Division to promote and support wellness initiatives within schools, such as Don’t Walk in the Hallway, Energy for Exams, Buddy Bench, and Gotcha Notes.
- Encourage the development and implementation of Family / Friends Wellness Challenge.
- Encourage schools to focus on social and emotional learning, through practical strategies and sharing resources.

Partnerships & Services

- Encourage the development of Health Champion Teams in schools that attend events (i.e. HASS) to share information and resources. Explore the opportunity for a jurisdictional event for groups to meet and share.
- Create an online sharing platform for schools, teachers and students to share and access resources.
- Create partnerships with community organizations to provide presentations to schools.
- Continue to participate in the annual Terry Fox walks and fund raising campaigns.

Healthy School Policy

- Explore and discuss how wellness can be embedded in three-year plans. Include students and staff into the planning and decision-making process.
- Include an element of wellness in staff meetings at all levels.
- Ensure that there are Health Champions and Health Champion Teams at each school.
- Ensure that disciplines are restorative rather than punitive.



Mind, Body, Spirit Health & Wellness

Wellness Initiative Progress Updates

- Developed a Division Health and Wellness administrative policy with the input from our division wellness committee, including student leaders.
- AMPED2PLAY visited each school and spent a day with the student wellness teams together to focus on Braving Connections.
- Wellness is included on meeting agendas for district admin and school staff meetings.
- Wellness, in particular, Staff Wellness, was identified as an area of focus for 2019-20.
- David Irvine keynote speaker for Mission and Ministry Day.
- Support Staff Conference had wellness sessions for the last part of the day.
- Health Champions from each school continue to champion both student and staff wellness.
- Wellness now a standing item on agendas for staff meetings.
- Monthly focus on one of the dimensions of wellness. Use of materials provided by ASEBP.
- Shared Google Drive has been created for health champions for easy access to shared resources.



Fostering Catholic Education

ECCS Capital Plan Updates



Summary Of Jurisdiction Facility & Capital Projects

Priority One: New Elementary School K-6 - Wainwright

Overview

Over the last 6 years, enrolment at Blessed Sacrament School increased an average of 31.5 children a year. The school is receiving more new children than are leaving the school and the cohorts in the lower grades are higher than those in senior grades. Although Blessed Sacrament School has 4 modular classrooms, the school needs additional classrooms. Without additional classrooms, the school will not be able to meet the class size targets either. Based on the average annual increase of 31.5 student, in 10 years the school could increase nearly 50%.

Estimated Total Cost \$ 14,000,000.



Planning For The Future



Summary Of Jurisdiction Facility & Capital Projects

Priority Two: Christ-King School Modernization - K-9 Stettler

Overview

Christ-King Catholic School (CKCS) is a K-9 Catholic school located in Stettler and is one of seven schools in East Central Catholic School Division. The school has grown from 27 students when it first opened its doors in 2003 to 142 students in September 2019. The Little Steps preschool program was added in 2011 and has a current enrolment of an additional 22 students. Kindergarten enrollment has remained steady over the past few years and has allowed our primary classrooms to increase to 18-22 students.

The initial 2008-2010 modernization projects saw two thirds of the school updated to accommodate the student enrolment increases, while the remaining one third (438 m²) was left as administration area pending an enrolment increase. In the fall of 2016, the community non-profit tenants vacated which provided an opportunity to increase instructional space to accommodate student growth and improve junior high instructional spaces. Prior to this modernization the library was used as an instructional space to accommodate the enrolment increases. The vision for the current library involves splitting the room into two smaller areas to accommodate a Makerspace program and research activities at the various grade levels. With the addition of the Fountas and Pinnell resources, the former “music room” was repurposed to provide an additional space to work one-on-one or in small groups with students.

In November 2019 CKCS received a \$50 000.00 matching Community Initiative Grant that will be allocated to purchase and install an LED media wall and new audio system in the gymnasium.

Planning For The Future



Progress

The latest CKCS modernization project was financed from surplus funds which supported the following upgrades:

- New science lab and sensory room.
- Minor modernization to structural elements to repair cracking on exterior slab.
- Repair visible cracks on exterior walls, repair mechanical elements on the roof.
- Replace tiles in male washroom, repair bathroom floor seams.
- Replace heating water boilers, pumps, expansion tank.
- Replace flush valve urinals in boy's washroom.
- Replace heat exchanges on air handling units.
- Replace electronic controls system.
- Replace air handling units with complete supply air and return air duct distributions to meet ASHRAE ventilation standards.
- Repair roof top unit serving music room.
- Correct heating issues in music and art supply room.
- Install fire dampers in all duct penetrations through fire rated walls and openings for code purposes.
- Replace circuit panel boards that are obsolete.
- Replacement of T12 lamps.
- Replace heat detectors in gymnasium seating area with smoke detectors.
- Convert rooms 124-177 back to instructional space.
- Provide CTS space.
- Resolve drainage issues at southwest corner of the school.
- Convert mezzanine level above gymnasium to usable space.
- Painting the interior of the school.
- Purchased of classroom furniture.
- Purchased and installed SMART LCD panels.

Estimated Cost - \$ 2,324,000.00

Inspiring Education



Summary Of Jurisdiction Facility & Capital Projects

Priority Three: Blessed Sacrament School Drainage & Classroom Expansion - K-12 Wainwright

Overview

Blessed Sacrament School has been experiencing increased growth over the last few years. In 2016, a connecting link with two modular classrooms and a modular storage washroom was added. In 2018, an additional two modular classrooms and a modular washroom was joined to the 2016 modular addition. Within the existing building, space has been optimized and options for growth have been exhausted. In the summer of 2019 the school board, in consultation with the principal, created an additional classroom by dividing the existing CTS computer lab into two instructional spaces. It was determined that in order to accommodate additional increases in student growth over the next few years, a permanent expansion space would be required.

ECCS submitted a formal request to Alberta Education in 2019 seeking permission to access the school division's financial surplus to fund the construction of a four classroom expansion. In September 2019, ONPA Architects and their consultant team were retained by East Central Catholic School Division (ECCS) to design and prepare tender documents for a two-story, four-classroom addition connected to the north-end of Blessed Sacrament K-12 School located in Wainwright, Alberta.

ONPA architect team proposed a 1.6 million expansion project consisting of a two-story, four-classroom addition that is to be connected to the north-end of the school. In addition to the four-classrooms it was determined that the gymnasium stage was under utilized area within the school. An operable wall with a high acoustic rating will be added to the front of the stage to partition off the space to use as a breakout room or additional program space.



Inspiring Education



There is also a component of site-work that needs to be addressed by the team; the problem of standing water on the site stems from situating the original building at too low of an elevation. The existing swale directs the water but the lack of drainage is creating major issues. The footprint of the four-classroom addition will impede on the existing swale, a new swale will need to be designed and dry wells will need to be added strategically to avoid ponding.

There is a concern across the province that school divisions will be required to use reserves to finance increasing program and staffing costs over the next provincial budget cycle. The expansion project was scheduled to go to tender in January of 2020, but in light of the recent budget uncertainty, ECCS decided to put the 1.6 million dollar construction project on hold until September 2020. The Division will reassessment the status of the project based on the student population growth and new provincial funding framework information that will become available in the fall of 2020.

Estimated Cost - \$ 1,600,000.00



Modern Learning Environments

Summary Of Capital and Facility Projects

St. Thomas Aquinas - New School Project - K-12 - Provost

Overview

In 2018, East Central Catholic School Division was selected to have St. Thomas Aquinas School in Provost, Alberta, replaced with a new school. The aging electrical and heating infrastructure, deteriorating foundation, and drainage issues could only be addressed by a replacement school. The original school was designed in the 1950's and has undergone a number of renovations over the 60+ years.

In December 2018, The Workun Garrick Partnership Architecture and Interior Design Inc. was selected by Alberta Infrastructure to provide Design and Consulting Services for a Replacement of the St. Thomas Aquinas School in Provost, Alberta for the East Central Catholic School Division. The intent is to construct a new facility that works within the guiding principles for the project, which are, in order of importance:

- Life Safety
- Building Envelope
- Program

The design of the new school provides a functional and flexible space that promotes inspired learning. The St. Thomas Aquinas Replacement School will be a Grade K-12 facility with opening day capacity set at 300 students. The School Board has received permission from Alberta Education to convert the 2 allocated modular classroom spaces, originally proposed, into permanent educational space. Additionally the School Board, in association with the community, has raised the required funding to increase the Gymnasium size from the allocated 430m. to a 600m. Gymnasium. As a result the Replacement School will open with 3,393m. of total permanent space.

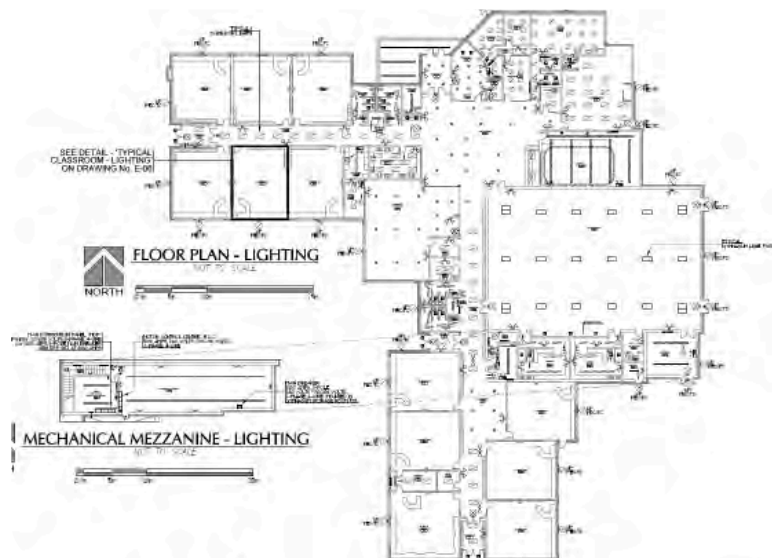
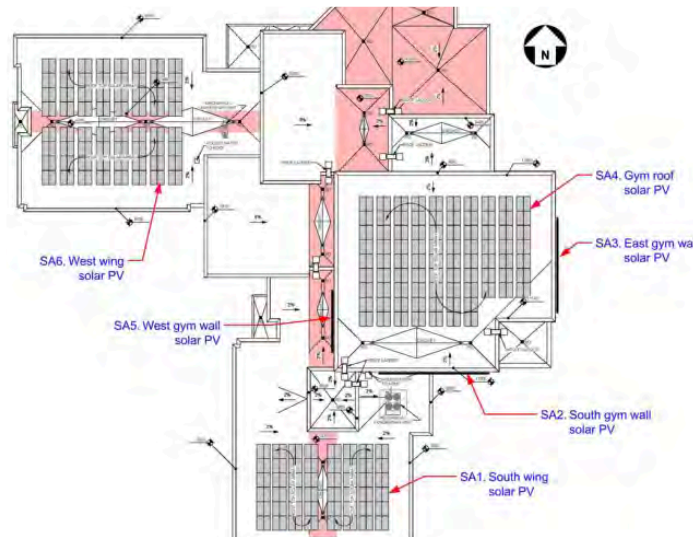


Modern Learning Environments

The project design was developed through the extensive collective efforts of all members of the East Central Catholic School Division Building Committee, the existing St. Thomas Aquinas School staff, Alberta Education, Alberta Infrastructure, and the Design Team. The new school will support an occupancy capacity of 300 students and 27 instructional staff. The design development addresses the current and long-term education vision of the School Board and the School's Administration and Staff.

All work shall be performed and coordinated to ensure the School is completed for turnover to the School Board November 2021 and opening to students January 2022. The demolition of the existing school and site work will be completed Spring of 2022.

Estimated Cost - \$ 16,671,000.00



Fostering Safe Collaborative Learning Environments

Communication

The 2018-2021 Three-Year Education Plan and 2018 Annual Education Results Report can be accessed on the ECCS website at <http://www.ecacs16.ab.ca/education-plans/>. In addition, contact information has been sent to community stakeholders and to parishes informing them of the website address and link. Copies of the 2019-2022 Three-Year Education Plan will be distributed to schools. Principals will communicate the plan to staff and their school council. Highlights of the 2019-2022 Three-Year Education Plan will be posted in school newsletters and shared with local parishes.

Whistleblower Protection

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their combined Three-Year Education Plan/Annual Education Results Report. The Policy and Requirements for School Board Planning and Results Reporting, April 2015 made this reporting mandatory for the submission of this and future reports. For 2018-2019, there were no disclosures made during this time period. (<http://www.ecacs16.ab.ca/education-plans/>)



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Resource Links

Alberta Education Accountability Pillar Overview - <https://www.alberta.ca/accountability-education-system.aspx>

Accountability Fact Sheet - <https://open.alberta.ca/publications/6565964>

Measuring The Quality Of Your Child's Education - <https://open.alberta.ca/publications/measuring-the-quality-of-your-child-s-education>

Annual Dropout Rates - <https://open.alberta.ca/publications/annual-dropout-and-returning-rates-methodology-for-rate-calculation>

Student Outcome Measures - <https://open.alberta.ca/publications/student-outcomes-measures-based-on-the-grade-10-cohort-methodologies-for-rates-calculation>

Rutherford Scholarship Eligibility - <https://open.alberta.ca/publications/rutherford-scholarship-eligibility-measure-methodology-for-rate-calculation>

Pillar Survey Methodology - <https://open.alberta.ca/publications/accountability-pillar-survey-methodology-for-rate-calculation>

Provincial Accountability Reports - <https://open.alberta.ca/publications/accountability-pillar-results-province-2019>

Alberta School Authority Summary Reports - <https://open.alberta.ca/publications/accountability-pillar-results-authorities-2019>

Alberta School Division Financial Information - <https://www.alberta.ca/k-12-education-financial-statements.aspx>



*"Growing in Christ,
Making a Difference."*



*Three-Year Education Plan 2019-2022
Annual Education Report 2018-2019*

<http://www.eccs16.ab.ca>

htt

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*"Growing in Christ,
Making a Difference."*



*Annual Education Summary Report
2018-2019*

<http://www.eccs16.ab.ca>

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East Central Catholic 2018-19 Annual Education Results Report Summary

| Measure Category | Measure | East Central Alberta Catholic | | | Alberta | | | Measure Evaluation | | |
|---|--|-------------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|------------------------|------------|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Safe and Caring Schools | Safe and Caring | 91.2 | 90.3 | 91.0 | 89.0 | 89.0 | 89.3 | Very High | Maintained | Excellent |
| Student Learning Opportunities | Program of Studies | 74.9 | 76.1 | 76.4 | 82.2 | 81.8 | 81.9 | Intermediate | Maintained | Acceptable |
| | Education Quality | 92.4 | 90.8 | 91.7 | 90.2 | 90.0 | 90.1 | Very High | Maintained | Excellent |
| | Drop Out Rate | 3.1 | 3.1 | 3.4 | 2.6 | 2.3 | 2.9 | High | Maintained | Good |
| | High School Completion Rate (3 yr) | 77.4 | 72.4 | 70.0 | 79.1 | 78.0 | 77.5 | High | Improved | Good |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | 65.0 | 64.1 | 63.7 | 73.8 | 73.6 | 73.6 | Very Low | Maintained | Concern |
| | PAT: Excellence | 18.2 | 15.4 | 16.0 | 20.6 | 19.9 | 19.6 | Intermediate | Maintained | Acceptable |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | 82.6 | 79.3 | 79.4 | 83.6 | 83.7 | 83.1 | Intermediate | Maintained | Acceptable |
| | Diploma: Excellence | 17.4 | 18.8 | 18.9 | 24.0 | 24.2 | 22.5 | Intermediate | Maintained | Acceptable |
| | Diploma Exam Participation Rate (4+ Exams) | 54.8 | 49.2 | 46.7 | 56.3 | 55.7 | 55.1 | Intermediate | Improved | Good |
| | Rutherford Scholarship Eligibility Rate | 78.8 | 78.3 | 69.0 | 64.8 | 63.4 | 62.2 | Very High | Improved Significantly | Excellent |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr) | 56.1 | 61.8 | 56.4 | 59.0 | 58.7 | 58.7 | Intermediate | Maintained | Acceptable |
| | Work Preparation | 86.1 | 83.7 | 85.6 | 83.0 | 82.4 | 82.6 | High | Maintained | Good |
| | Citizenship | 86.7 | 85.9 | 86.4 | 82.9 | 83.0 | 83.5 | Very High | Maintained | Excellent |
| Parental Involvement | Parental Involvement | 81.6 | 77.6 | 79.8 | 81.3 | 81.2 | 81.1 | High | Maintained | Good |
| Continuous Improvement | School Improvement | 82.5 | 81.2 | 83.7 | 81.0 | 80.3 | 81.0 | Very High | Maintained | Excellent |

Summary Of Accomplishments:

- If the Division could isolate the online and home school program, ECCS would receive ratings of Good or Excellent in 14 of the 15 categories.
- For the fifth year in a row the Division had an outstanding showing in the Safe & Caring Schools measure; scoring a result of 91.2% ↑.
- The Education Quality measure increased from 90.8% to 92.4% ↑ and the Dropout Rate remained the same.
- High school completion rates increased by 5% from 72.4% to 77.4% ↑.

- This is the fourth year that the Division received an Excellent rating in the measure of Continuous Improvement, scoring a result of 82.5% ↑.
- Implemented the CTS trailer to enhance program offering throughout the Division.
- The SOH students who elect to write PAT assessments continue to exceed the provincial PAT acceptable and excellence standards.
- The Division was approved for a new K-12 school in Provost, Alberta. (St. Thomas Aquinas School)

What is the Accountability Pillar?

The Alberta Education Accountability Pillars Results Report represents a set of 15 performance measures. These measures are assessed on a yearly basis by Alberta Education in order to evaluate school division achievement, improvement, and overall performance scores across the province. This information is then used by school divisions to develop and maintain goals within a strategic plan that align with the provincial educational business plan outcomes.

The Board's Mandate...

The mandate of the Board of Trustees of East Central Catholic Schools is to provide the students with a diverse offering of learning opportunities delivered within the context of Catholic teachings and tradition, the means of the Division and the legislated requirements of the province.

The Division at a Glance..

- 2408 students
- 120 certified staff
- 110 support staff
- Online teacher-directed, blended, & parent-directed programming
- Communities of Wainwright, Vermilion, Provost, Castor, & Stettler
- Total operating budget of \$23 857 795.00
- [ECCS 2018-2019 AERR & Three-Year Education Plan](#)
- [Detailed ECCS Financial Information](#)
- [ECCS Jurisdiction Facility and Capital Plan](#)

Parent & Community Engagement

Parental and community engagement are high priorities for the ECCS Board of Trustees. Feedback from parents — as well as administrators, staff, students, clergy, and external stakeholders — is gathered through means such as surveys, consultation events, and face-to-face meetings. The feedback collected from stakeholders is used along with the ECCS Three-Year Education Plan (3YEP) and Alberta Education Results Report (AERR) to help develop division objectives, goals, and direction.

Priorities at a Glance...

Student Achievement

- Continue to focus on improving instruction, assessment, and student PAT and Diploma scores.
- Implement a Learning Management System (LMS) to improve instruction, assessment and student engagement.
- Develop and promote dual credit courses to engage and encourage FNMI students to apply to postsecondary and workforce programs.

Quality Catholic Education

- Advocate for Catholic education by participating in local and provincial initiatives to promote and improve the quality of educational programming.
- Collaborate with schools and community stakeholders to develop a faith-based survey to evaluate the performance of our strategies.
- Foster excellent teaching and leadership practices that align with the TQS, LQS, & SLQS; all which guide and support student achievement.

Safe & Caring Schools & Support For All Students

- Continue to focus on Health and Wellness initiatives to improve the work and learning environments for staff and students.
- Continue to advocate for modern infrastructure environments that foster modern teaching, learning, and assessment practices.
- Continue to develop relationships with FNMI students, families, and organizations to support the Division strategies and goals to improve student learning.

Innovative Practices

- Continue to support teachers and system leaders in the implementation of technology practices that improve management, instruction, assessment, and most importantly enhances the ability of the students to accomplish the learning outcomes to the best of their ability.
- Collaborate with Lakeland College and Careers Next Generation to diversify CTS program offerings through the Division.



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