
St. Patrick Fine Arts Elementary School

Summary and Reflections on Annual Education Assurance Measures (formerly Annual Education Results Report)

Provided October 2023, considering 2022-2023 school year results

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Learn Actively, Grow Spiritually, Live Creatively

Data to create this report comes from several sources, including the Alberta Education Accountability Pillar Survey, AB Ed Provincial Achievement Test published results for years available (grade 6 only), and any other data collected at the school level. Note that due to COVID-19 school closures in March 2020 and continued suspension for May/June 2020, PAT results for the 2019-2020 and 2020-2021 school years are not available. Our grade 4, 5, and 6 students completed the ‘Our School’ survey in December 2022. Note that participation in the 2022-2023 Alberta Education Accountability Pillar Survey was restricted to grade 4 students (39 respondents), grade 4 parents (13 respondents), and teachers on staff (9 respondents). As you review this data, please consider the limitations that exist with this small cohort of respondents. Information is information, however, and from our own review of the data year over year and for 2022- 2023 in isolation, we use this document as a data piece to build our Continuous Improvement Plan for 2023-2024. Should you have any questions, please contact school administration at 403-327-4386 or by e-mailing the Principal, Kathy Jones-Husch at jonesk@holyspirit.ab.ca directly.

Fall 2023 Supplemental Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	St. Patrick Fine Arts School			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	81.2	86.0	86.0	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	84.1	89.2	87.1	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	82.2	80.4	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	22.2	13.7	n/a	16.0	17.7	n/a	High	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	86.0	95.6	96.2	88.1	89.0	89.7	Intermediate	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.4	90.7	90.7	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	83.2	78.9	78.9	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	89.2	82.4	87.9	79.1	78.8	80.3	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Measure Evaluation Reference (Required AEAMs)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that 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.

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

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 62.15	62.15 - 67.21	67.21 - 77.26	77.26 - 82.01	82.01 - 100.00
PAT: Excellence	0.00 - 10.15	10.15 - 13.39	13.39 - 17.84	17.84 - 23.74	23.74 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

- For all measures: 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%.

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 below 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

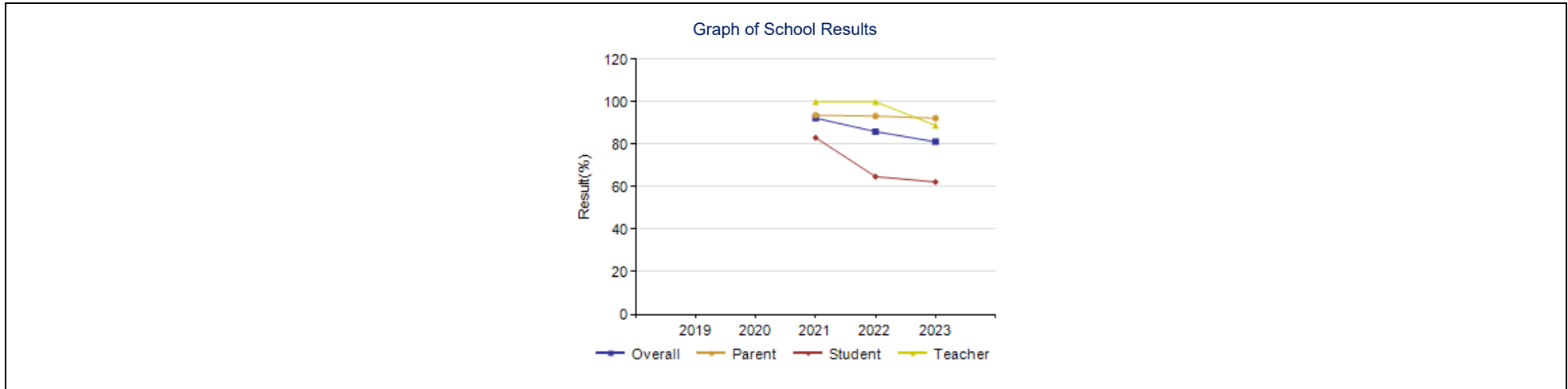
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	School										Measure Evaluation			Authority										Province										
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	76	92.3	63	86.0	61	81.2	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	1,590	87.7	1,636	86.3	1,654	86.9	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	
Parent	n/a	n/a	n/a	n/a	21	93.7	10	93.3	13	92.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	262	89.5	186	87.5	198	88.6	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	
Student	n/a	n/a	n/a	n/a	42	83.1	44	64.8	39	62.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	1,125	75.8	1,280	74.6	1,266	75.4	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	
Teacher	n/a	n/a	n/a	n/a	13	100.0	9	100.0	9	88.9	n/a	Declined	n/a	n/a	n/a	n/a	n/a	203	97.8	170	96.9	190	96.6	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	



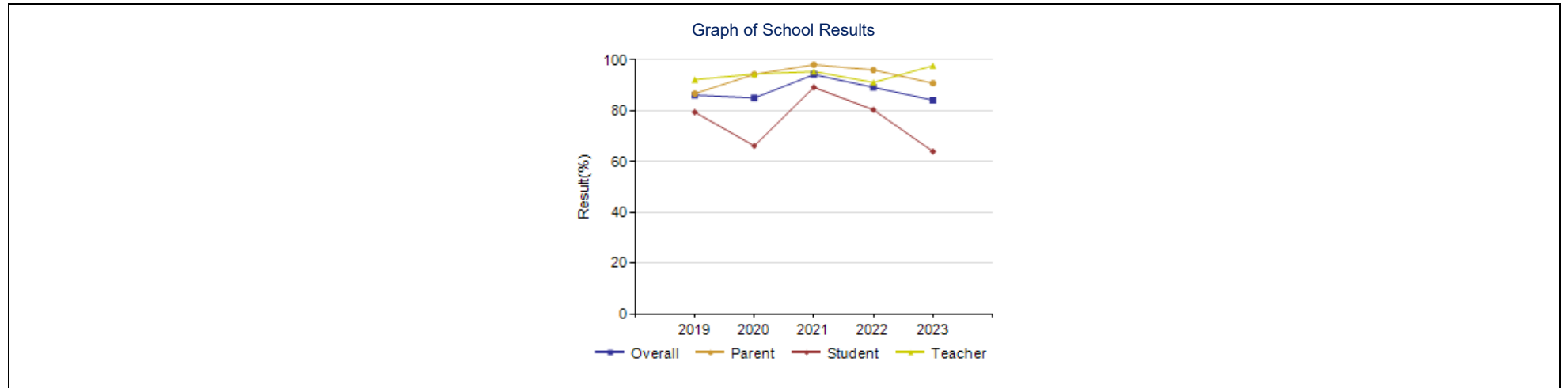
- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Analysis – This data has been collected for 3 years now, and two elements stand out in this year’s data. First, our student perception of engagement has been low for these last two years - one year (21/22) with restrictions still in place post-pandemic and one year (22/23) with restrictions lifted, but no change in the rate of satisfaction. This suggests that students in the response group feel disconnected from school post-COVID and that, collectively, we need to explore student engagement, rigor, and community building within our school. The teacher response resulting in a ‘Decline’ rating is also a concern, as this has been higher in the past. Moving forward, our staff conversations will shift to include more reflection around engagement, rigor, developing key student skills and community building.

Citizenship – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	65	86.1	80	85.0	76	94.2	63	89.2	61	84.1	Very High	Maintained	Excellent	1,798	85.1	1,724	86.9	1,585	86.8	1,637	85.2	1,655	86.6	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	12	86.7	21	94.3	21	98.1	10	96.0	13	90.8	Very High	Maintained	Excellent	232	81.4	261	84.5	262	82.7	186	81.1	198	82.8	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	40	79.4	48	66.1	42	89.2	44	80.3	39	63.9	Intermediate	Maintained	Acceptable	1,330	79.2	1,226	79.7	1,120	80.8	1,280	77.7	1,267	80.3	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	13	92.2	11	94.4	13	95.4	9	91.1	9	97.7	Very High	Maintained	Excellent	236	94.6	237	96.4	203	97.1	171	96.8	190	96.6	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

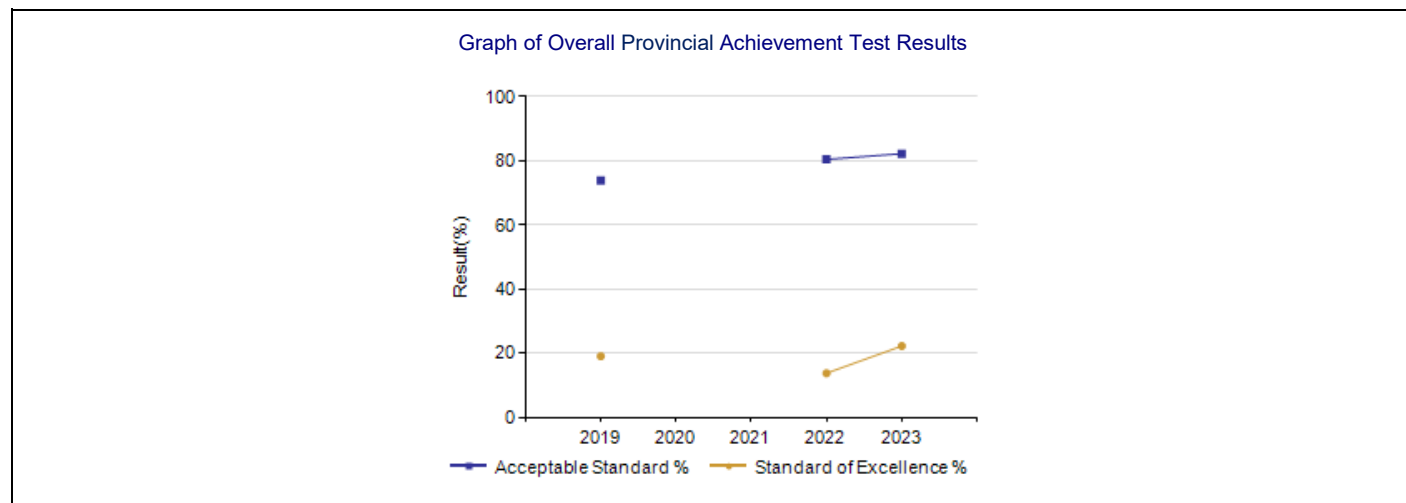


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
 3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

Analysis - This area is somewhat tricky since the questions in the survey that generate this chart have historically been challenging for students to answer in grade 4. Regardless, their feedback suggests a need to reflect upon opportunities to explicitly name and participate in active citizenship, including perhaps leadership opportunities, student votes, spirit projects, and ways to give back to the larger community that all reflect the tenants of our Catholic faith. Future plans include ways for students to feel more connected to school and proud of what they have learned as a member of this school community. Making our growth visible is another aspect, and we will seek ways to be ‘humbly loud’ about our great works.

Provincial Achievement Test Results – By Number Enrolled Measure History

PAT Results By Number Enrolled Measure History													
	St. Patrick Fine Arts School					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	42	n/a	n/a	51	45	n/a	n/a	n/a	104,012	n/a	n/a	109,520	115,580
Acceptable Standard %	73.8	n/a	n/a	80.4	82.2	Very High	n/a	n/a	71.1	n/a	n/a	64.3	63.3
Standard of Excellence %	19.0	n/a	n/a	13.7	22.2	High	n/a	n/a	20.8	n/a	n/a	17.7	16.0



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Analysis – We are pleased to see the upward trend in our students’ PAT performance data. Note that all of these students wrote ‘old’ curriculum exams as the new curriculum for ELAL and Mathematics is only mandatory in the 23/24 school year. These results are indicative of our students’ diverse learning experiences and affirm our connection to the arts in education. It also potentially speaks to the impact of strategic interventions for individual students and the benefits of well-implemented accommodations where needed. For 23/24’s results, we hope to see at least an increase in the percentage of students writing who achieve the Acceptable standard across all 4 exams.

That said, however, new curriculum PAT exams will be administered in 23/24 in ELAL and Mathematics; there are some foundational learning gaps between the old and new curriculum for those two subjects, particularly in Mathematics. That reality could pose a challenge in achieving high results. There may be a disclaimer put into place noting the shifts in curriculum and the challenges that ‘first’ year students have in showing what they have learned as some curriculum outcomes demand that learning leaps be met before the outcome can be achieved.

Provincial Achievement Test Results – Measure Details

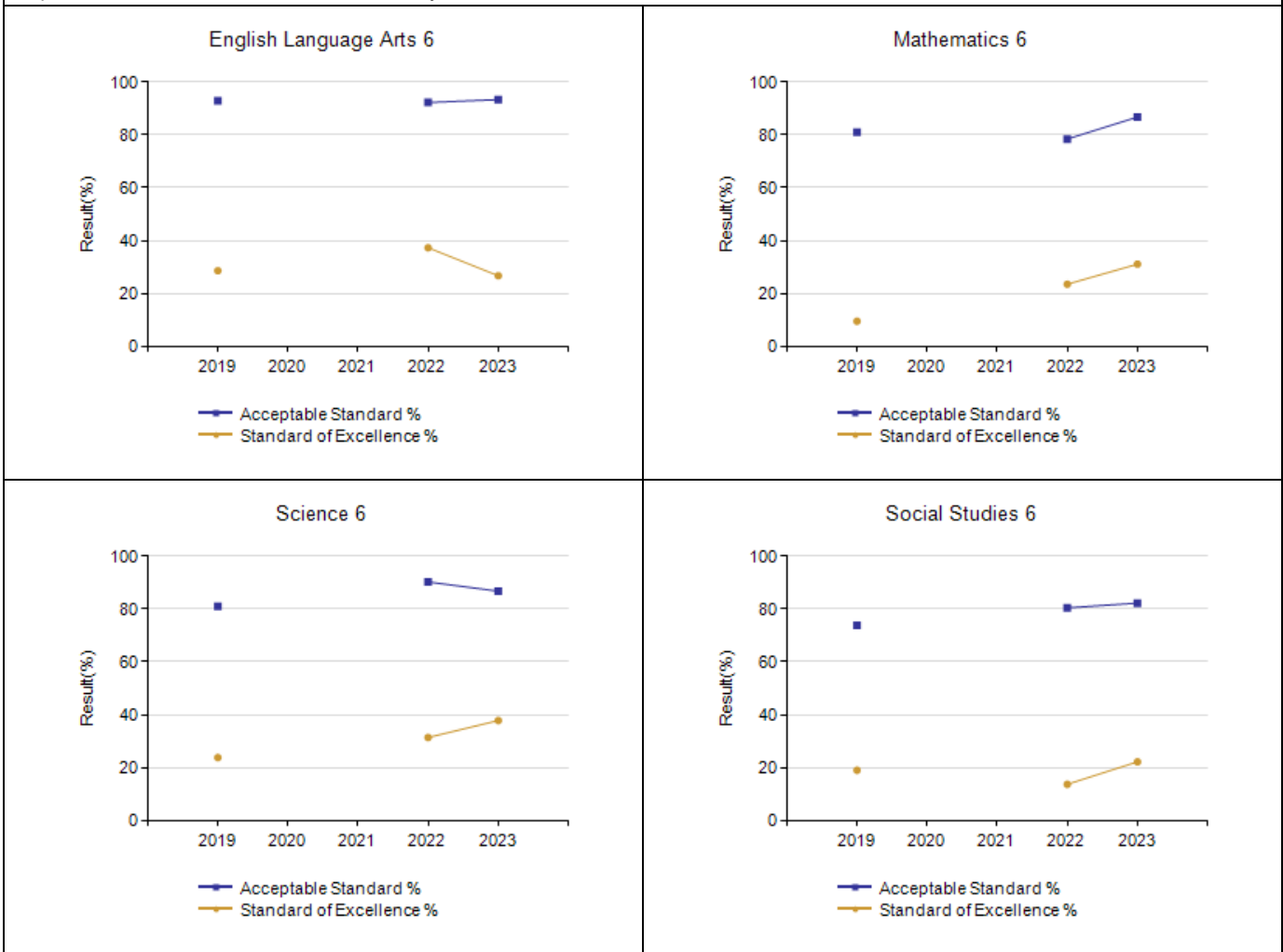
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	92.9	28.6	n/a	n/a	n/a	n/a	92.2	37.3	93.3	26.7	93	27
	Authority	84.0	16.3	n/a	n/a	n/a	n/a	77.9	19.1	80.2	17.8		
	Province	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4		
Mathematics 6	School	81.0	9.5	n/a	n/a	n/a	n/a	78.4	23.5	86.7	31.1	85	30
	Authority	70.1	11.0	n/a	n/a	n/a	n/a	61.3	11.6	67.1	15.3		
	Province	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9		
Science 6	School	81.0	23.8	n/a	n/a	n/a	n/a	90.2	31.4	86.7	37.8	87	37
	Authority	72.7	21.8	n/a	n/a	n/a	n/a	68.2	20.2	65.8	19.8		
	Province	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8		
Social Studies 6	School	73.8	19.0	n/a	n/a	n/a	n/a	80.4	13.7	82.2	22.2	82	22
	Authority	71.4	19.2	n/a	n/a	n/a	n/a	65.2	16.9	66.1	13.6		
	Province	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

*If any readers would like to access the grade 9 PAT results for our division and the province or the French 6 results, please contact the principal.

Graph of Provincial Achievement Test Results by Course taken at this school



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	St. Patrick Fine Arts School								Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average		
					N	%	N	%	N	%	N	%	
English Language Arts 6	Acceptable Standard	Very High	n/a	n/a	45	93.3	n/a	n/a	52,106	76.2	n/a	n/a	
	Standard of Excellence	Very High	n/a	n/a	45	26.7	n/a	n/a	52,106	18.4	n/a	n/a	
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	77.6	n/a	n/a	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	12.5	n/a	n/a	
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	78.9	n/a	n/a	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	19.4	n/a	n/a	
Mathematics 6	Acceptable Standard	High	n/a	n/a	45	86.7	n/a	n/a	52,551	65.4	n/a	n/a	
	Standard of Excellence	Very High	n/a	n/a	45	31.1	n/a	n/a	52,551	15.9	n/a	n/a	
Science 6	Acceptable Standard	High	n/a	n/a	45	86.7	n/a	n/a	54,859	66.7	n/a	n/a	
	Standard of Excellence	Very High	n/a	n/a	45	37.8	n/a	n/a	54,859	21.8	n/a	n/a	
Social Studies 6	Acceptable Standard	High	n/a	n/a	45	82.2	n/a	n/a	57,655	66.2	n/a	n/a	
	Standard of Excellence	High	n/a	n/a	45	22.2	n/a	n/a	57,655	18.0	n/a	n/a	
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,255	71.4	n/a	n/a	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,255	13.4	n/a	n/a	
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	50.2	n/a	n/a	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	5.7	n/a	n/a	
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	76.1	n/a	n/a	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	10.9	n/a	n/a	
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	81.6	n/a	n/a	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	22.3	n/a	n/a	
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	55,447	54.4	n/a	n/a	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	55,447	13.5	n/a	n/a	
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	52.7	n/a	n/a	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	11.3	n/a	n/a	
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,311	66.3	n/a	n/a	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,311	20.1	n/a	n/a	
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	52.9	n/a	n/a	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	10.9	n/a	n/a	
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,309	58.4	n/a	n/a	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,309	15.9	n/a	n/a	
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	49.6	n/a	n/a	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	10.6	n/a	n/a	

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that 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.

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6 année	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
K&E English Language Arts 9	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9 année	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
K&E Mathematics 9	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
K&E Science 9	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
K&E Social Studies 9	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

1. 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. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

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 below 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

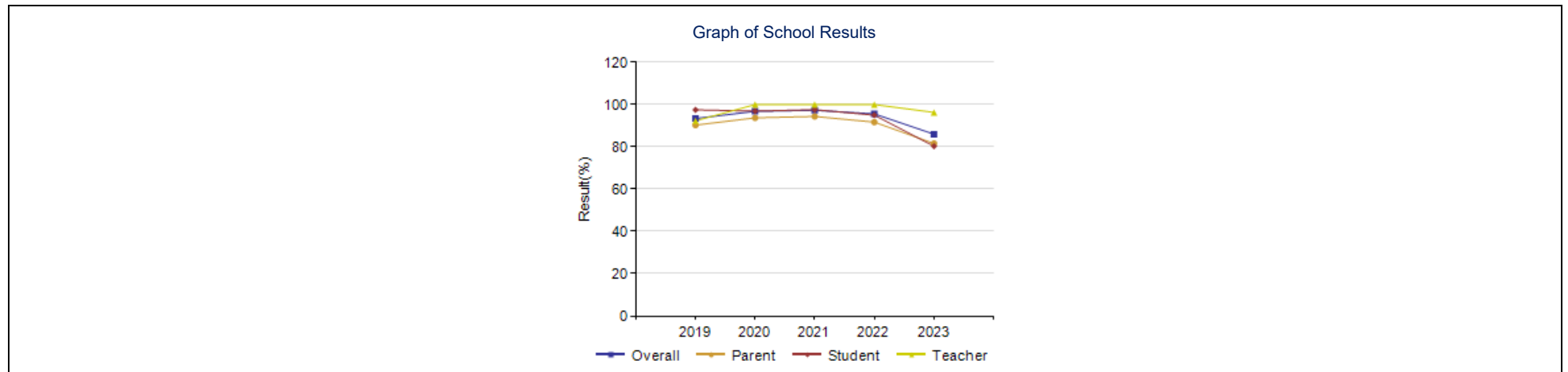
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

Education Quality – Measure Details

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

	School										Authority										Province												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	65	93.4	80	96.8	76	97.3	61	95.6	61	86.0	Intermediate	Declined Significantly	Issue	1,799	91.7	1,728	92.8	1,586	91.5	1,633	90.7	1,656	90.7	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	12	90.3	21	93.7	21	94.4	10	91.7	13	81.6	Intermediate	Maintained	Acceptable	232	87.8	261	90.2	262	87.5	186	86.7	198	86.3	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	40	97.5	48	96.9	42	97.6	42	95.0	39	80.3	Very Low	Declined Significantly	Concern	1,331	91.0	1,230	91.1	1,121	89.9	1,276	89.2	1,268	89.7	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	13	92.3	11	100.0	13	100.0	9	100.0	9	96.3	High	Maintained	Good	236	96.2	237	97.2	203	97.2	171	96.3	190	96.2	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4



Notes:

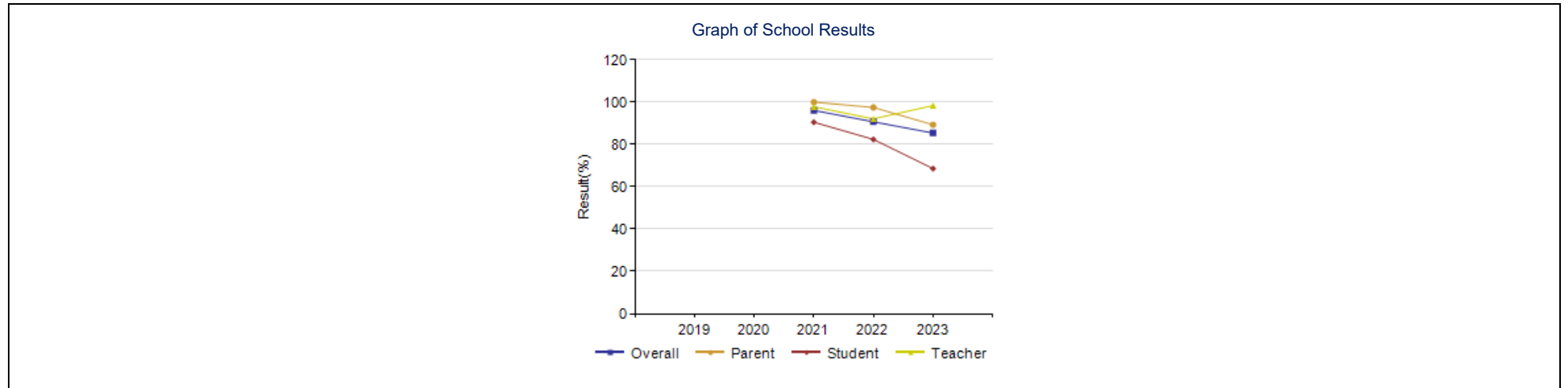
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Analysis – The quality of basic education is foundational to all that we do. If it is not seen to be in good shape, we must look into the causes of that perception and respond. Our students have indicated a significant decline in their perception of basic education. Ultimately, if students are not engaged in their learning, it is natural to equate that with a lack of quality of learning experiences. Sometimes, though, this attitude is driven by students not understanding the worth of their learning, including what is expected of them as well as what is taught (curriculum). By staying focused on engagement as well as meeting students’ needs where they are on a continuum of learning knowledge and readiness, we are hoping to see a return to more intermediate or even better results in next year’s survey.

Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	76	96.1	63	90.7	61	85.4	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	1,588	90.5	1,638	88.6	1,655	89.3	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	21	100.0	10	97.5	13	89.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	262	89.5	186	86.0	198	87.2	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	42	90.5	44	82.4	39	68.6	n/a	Declined	n/a	n/a	n/a	n/a	n/a	1,123	85.2	1,281	82.3	1,267	83.7	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	13	97.8	9	92.1	9	98.4	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	203	96.9	171	97.4	190	97.0	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0



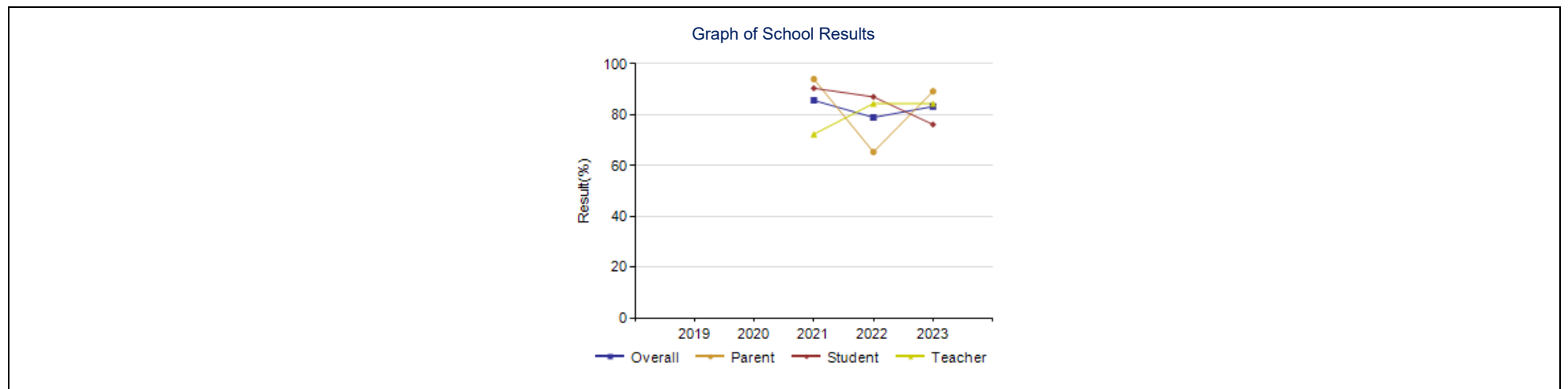
- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Analysis – this result is in line with the student responses (especially in this cohort of students) from the December sitting of the ‘Our School’ survey that is completed by all students in grades 4-6. There, students indicated not always feeling safe at school, largely related to interactions with one another (arguing, unresolved conflicts, etc.). To respond, we have created more pathways for students to grow in their communication skills and to build empathy for others as they come to know themselves better, too. This includes greater partnerships with our Mental Health Capacity Building Team who delivers programs including ‘Worry Woos’, ‘Kimoichis’, ‘Kids Have Stress, Too’ and ‘Ordinary Heroes’. We are starting a ‘Nourishing Newcovers’ club to support kids new to our school community, whether transferred in town or across the globe. A ‘GameOn!’ program with Big Brothers, Big Sisters sees boys in this specific cohort learn better communication skills and leadership choices in our options program let more kids be involved in school activity decision making. In homeroom settings, students all receive more concentrated instruction and follow up time on self-expression, conflict resolution and group identity. Developing resiliency and seeking help from adults when needed are big components of building personal confidence.

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	76	85.6	63	78.9	61	83.2	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	1,584	83.4	1,634	81.4	1,654	82.3	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	21	94.0	10	65.3	13	89.2	n/a	Improved	n/a	n/a	n/a	n/a	n/a	262	79.8	186	72.6	198	77.5	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	42	90.4	44	87.0	39	76.1	n/a	Declined	n/a	n/a	n/a	n/a	n/a	1,120	84.7	1,278	84.1	1,266	84.9	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	13	72.3	9	84.4	9	84.4	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	202	85.9	170	87.4	190	84.4	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2



Notes:

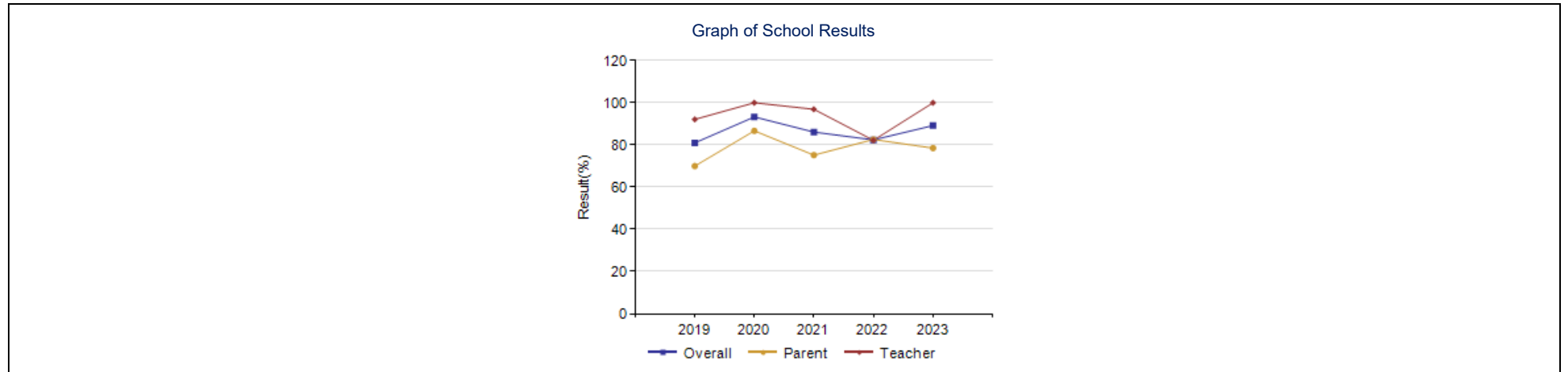
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Analysis - It is promising to see that respondent parents feel that they students have greater access to supports and services at school. This is a result of post-pandemic funding available for schools to creatively decide what support should look like. We have trained our EAs to better implement intervention programs and teachers are using their increased knowledge to scaffold student learning. Wraparound supports are in place, and despite the cutbacks in some areas for education in the province, strong administrative and teacher leadership has seen kids in need get supports they need. Parents are involved in ISP planning, connect with teachers and the counsellor when needed and can count on results when interventions are requested or determined to be beneficial at school. The iSWAG team (grant program at division level) has parent and in-service learning for students and our Inclusion Support Team is doing 1:1 coaching and troubleshooting with teachers after completing direct student observations. Our faith plan, “Build: Pilgrims of Hope” reminds students every day to look for the goodness in others, and in themselves.

Parental Involvement – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	25	81.0	32	93.3	34	86.1	19	82.4	22	89.2	Very High	Maintained	Excellent	466	80.6	495	84.6	463	80.5	356	81.6	385	82.6	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	12	70.0	21	86.7	21	75.2	10	82.6	13	78.5	Very High	Maintained	Excellent	231	69.6	258	75.6	262	72.2	186	72.3	197	75.0	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	13	92.1	11	100.0	13	96.9	9	82.2	9	100.0	Very High	Maintained	Excellent	235	91.6	237	93.5	201	88.8	170	90.8	188	90.2	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Analysis – Our school has a strong relationship with its parents through School Council (advocacy, social planning, budget spending) and regular communication pathways that help to keep everyone informed but also to keep everyone participating in the children’s learning. Parents at St. Patrick Fine Arts learn early when their children are struggling and are invited to be part of the planning process for individualized learning plans. Parents also have ready access to information on school happenings through our website, through School Messenger e-mails and through class-based come and go channels like Remind, Spaces, e-mail and student mail pouches.

As our community continues to evolve, we notice a need to check in more regularly with our new families, especially those for whom English is not a first language or those who have recently moved to Canada. How can we better ensure those families also feel connected and contribute to the process of education? How might we celebrate our growing diversity? These are questions we want to work on going forward.

Fall 2023 Supplemental Alberta Education Assurance Measures – Overall Summary

Measure	St. Patrick Fine Arts School			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.5	2.3	2.5	n/a	n/a	n/a
In-Service Jurisdiction Needs	85.2	74.1	79.5	82.2	83.7	84.3	Intermediate	Maintained	Acceptable
Lifelong Learning	82.6	85.7	70.9	80.4	81.0	76.8	Very High	Maintained	Excellent
Program of Studies	94.6	92.8	95.4	82.9	82.9	82.6	Very High	Maintained	Excellent
Program of Studies - At Risk Students	82.8	80.4	85.2	81.2	81.9	83.4	Low	Maintained	Issue
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	71.9	70.2	68.3	n/a	n/a	n/a
Safe and Caring	87.9	92.8	93.4	87.5	88.8	89.1	High	Declined	Acceptable
Satisfaction with Program Access	78.6	73.1	77.7	72.9	72.6	73.9	High	Maintained	Good
School Improvement	77.4	65.1	77.4	75.2	74.2	77.9	High	Maintained	Good
Transition Rate (6 yr)	n/a	n/a	n/a	59.7	60.3	60.2	n/a	n/a	n/a
Work Preparation	89.4	100.0	94.0	83.1	84.9	84.5	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

Measure Evaluation Reference (Supplemental AEAMs)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that 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.

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

Measure	Very Low	Low	Intermediate	High	Very High
4-year High School Completion	0.00 - 71.57	71.57 - 78.63	78.63 - 87.93	87.93 - 91.45	91.45 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 36.23	36.23 - 41.92	41.92 - 58.66	58.66 - 71.19	71.19 - 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
In-Service Jurisdiction Needs	0.00 - 76.10	76.10 - 82.23	82.23 - 88.14	88.14 - 91.80	91.80 - 100.00
Lifelong Learning	0.00 - 62.64	62.64 - 67.96	67.96 - 75.71	75.71 - 82.44	82.44 - 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
Program of Studies - At Risk Students	0.00 - 79.62	79.62 - 83.27	83.27 - 86.63	86.63 - 90.44	90.44 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Satisfaction with Program Access	0.00 - 63.98	63.98 - 72.31	72.31 - 77.46	77.46 - 82.95	82.95 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00
Transition Rate (4 yr)	0.00 - 21.98	21.98 - 30.52	30.52 - 44.34	44.34 - 61.50	61.50 - 100.00
Transition Rate (6 yr)	0.00 - 35.49	35.49 - 49.47	49.47 - 62.88	62.88 - 72.76	72.76 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

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 below 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

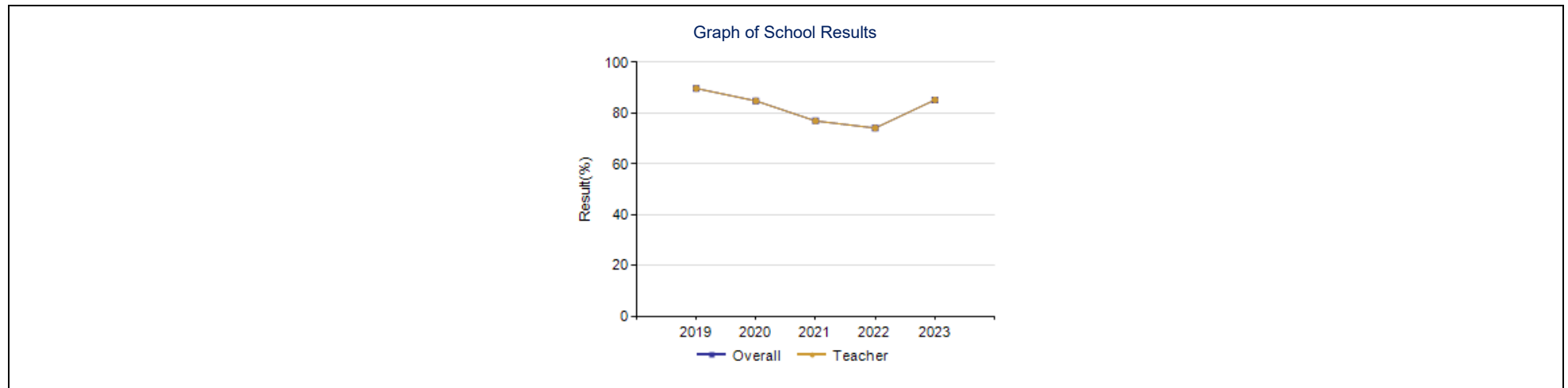
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

In-Service Jurisdiction Needs– Measure Details

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Achievement			Improvement			Overall			2019		2020		2021		2022		2023					
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%					
Overall	13	89.7	11	84.8	13	76.9	9	74.1	9	85.2	Intermediate	Maintained	Acceptable	233	88.5	237	85.0	200	83.5	171	85.8	187	82.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2
Teacher	13	89.7	11	84.8	13	76.9	9	74.1	9	85.2	Intermediate	Maintained	Acceptable	233	88.5	237	85.0	200	83.5	171	85.8	187	82.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2



Notes:

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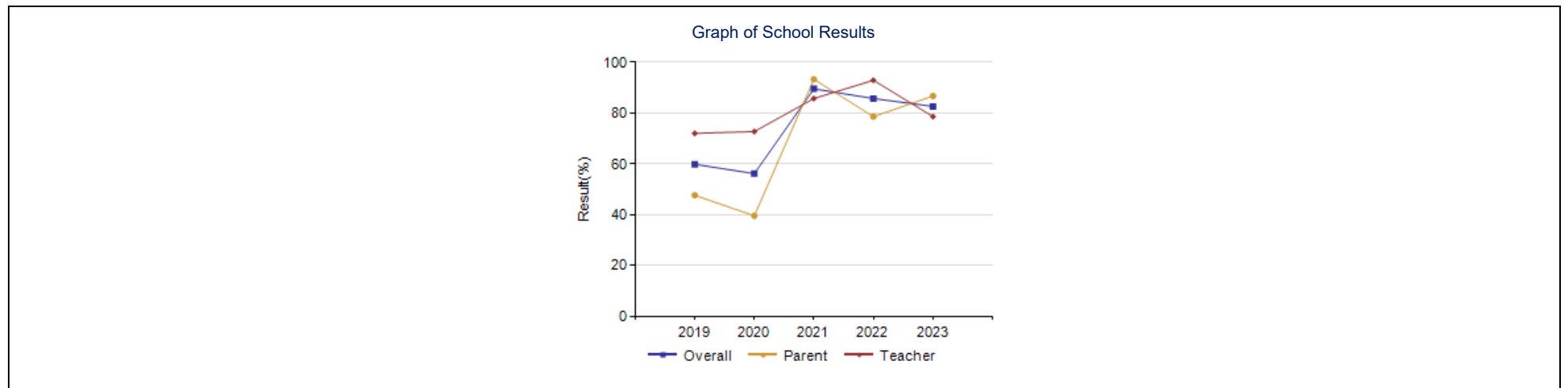
Analysis – Teachers have many ways to access professional learning, both in and out of the traditional work week. This measure would likely reflect teacher thoughts around the structure and focus topics for professional learning on system-wide PD days as well as site-based PD days and not teachers’ individual PD pursuits. It could also reflect teachers’ thoughts on their access to release time (sub days) for collaboration and to be responsive to implementation demands in their practice. I am pleased to see a direction change for 22/23. Post-pandemic restrictions, the division has been able to meet more teachers’ needs and allow for greater flexibility in teacher autonomy. Teachers are regularly called to be design leaders in PD planning, as well, and through the work of planning committees, are able to prioritize and map out PD needs year over year.

For 23/24 in Holy Spirit, we have renewed an administrators’ mentorship group (for current new and experienced administrators) as well as a prospective leaders group designed to foster the interest of current teachers in our division who may wish to serve in formal leadership roles in the future. Teachers have access to collaboration time both within and outside of our school staff and access to Learning Coaches who can guide curriculum and strategy implementation. St. Patrick Fine Arts teachers always have a high rate of participation in these initiatives.

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	25	59.8	32	56.1	32	89.5	18	85.7	20	82.6	Very High	Maintained	Excellent	461	76.4	487	77.4	453	83.9	348	82.8	379	85.7	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4
Parent	12	47.6	21	39.5	19	93.3	9	78.6	11	86.7	Very High	Improved	Excellent	225	67.1	250	66.5	254	76.8	179	73.1	190	78.4	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4
Teacher	13	72.0	11	72.7	13	85.7	9	92.9	9	78.6	Intermediate	Maintained	Acceptable	236	85.7	237	88.3	199	91.0	169	92.5	189	93.0	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3



- Notes:
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 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
 3. A "N/A" response was added to the AEA survey in 2020/21, allowing respondents to clearly indicate when a question was not applicable. Unlike "Don't Know", a response of "N/A" does not count towards the total number of responses in the survey result. Caution should be used when interpreting trends over time.

Analysis – An education that includes a high level of exposure to and participation in the arts lends itself to lifelong learning. Through the arts, students learn the importance of grit, process and expression. They must be organized, thoughtful and reflective to see growth over time. We continue to look for ways to keep arts elements vibrant in our community and to help children prioritize their learning and potential.

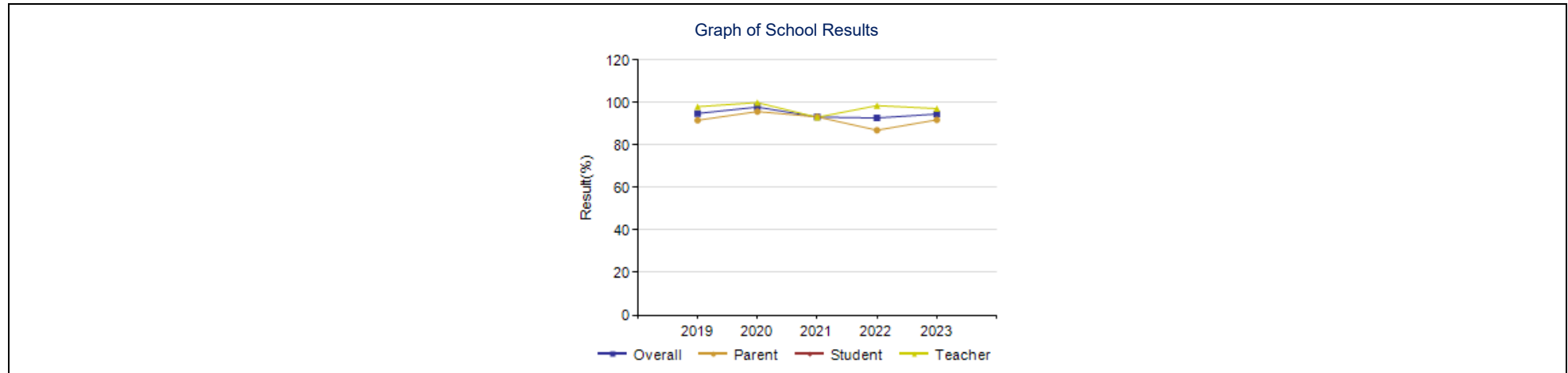
Outside of performance on curricular outcomes, teachers provide feedback to students about their ‘Student as a Learner’ skills; these are transferable skills that speak to the personal management and social engagement skills students demonstrate. As part of regular instruction, these skills are often explicitly taught and when necessary, personal goals are established for students to grow in their skills at age-appropriate levels.

Traditional schools continue to compete with screen learning and other contributors to over-stimulation. It is important, then, that we are attentive to sound child development routines and lean into the core tenants of our faith to anchor our students’ learning and overall growth as a key part of society.

Program of Studies – Measure Details

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.

	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	25	94.9	32	97.9	34	93.2	19	92.8	22	94.6	Very High	Maintained	Excellent	1,226	86.0	1,187	86.6	1,082	81.8	1,076	84.3	1,072	87.6	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9
Parent	12	91.7	21	95.8	21	93.3	10	87.0	13	91.9	Very High	Maintained	Excellent	232	79.9	260	82.6	259	78.6	186	80.1	198	85.8	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	758	85.5	690	86.2	621	79.5	719	84.7	684	88.5	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4
Teacher	13	98.1	11	100.0	13	93.1	9	98.6	9	97.2	Very High	Maintained	Excellent	236	92.7	237	91.1	202	87.2	171	88.1	190	88.5	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3



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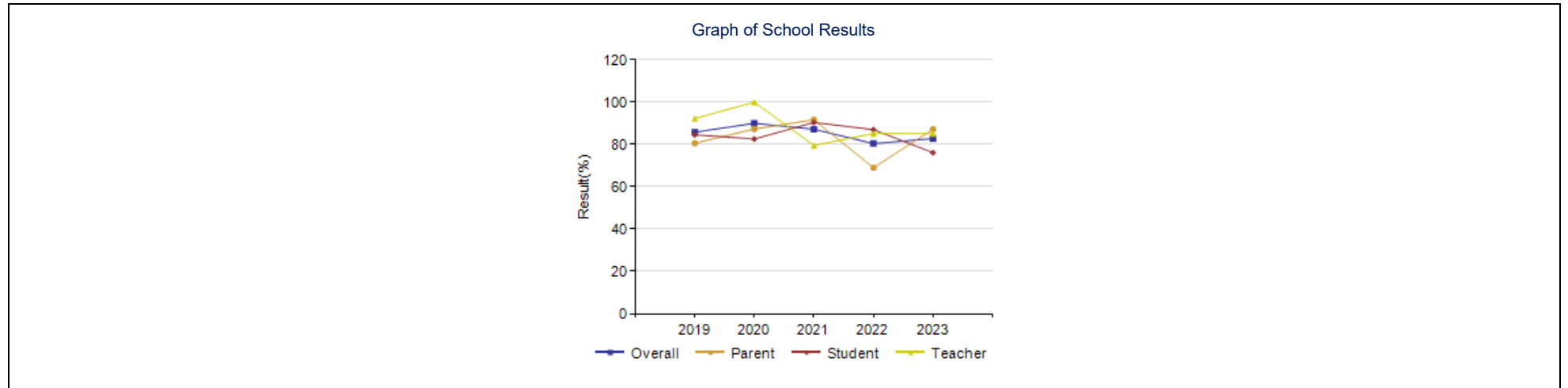
Analysis – There is not student data in this measure either because the questions that build this result are not part of the elementary student survey.

For the parent and teacher portion, we are proud to see this high level of response be maintained over a 5-year span. This speaks to the broad range of learning opportunities students have at St. Patrick Fine Arts, including arts, career, technology, Wellness and Physical Education.

Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	School										Measure Evaluation			Authority										Province											
	2019		2020		2021		2022		2023		2019			2020			2021			2022			2023			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Overall	65	85.8	80	90.0	76	87.2	63	80.4	61	82.8	Low	Maintained	Issue	1,794	84.3	1,722	87.5	1,584	83.8	1,634	81.8	1,654	83.7	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2		
Parent	12	80.6	21	87.3	21	91.7	10	69.0	13	87.2	Very High	Maintained	Excellent	232	74.1	260	79.9	262	77.9	186	70.7	198	75.8	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7		
Student	40	84.6	48	82.6	42	90.4	44	87.0	39	76.1	Very Low	Declined	Concern	1,326	84.9	1,225	86.7	1,120	84.7	1,278	84.1	1,266	84.9	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9		
Teacher	13	92.3	11	100.0	13	79.5	9	85.2	9	85.2	Very Low	Maintained	Concern	236	93.9	237	95.8	202	88.8	170	90.5	190	90.2	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9		



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Analysis – This measure is noted as one of ‘issue’ and ‘concern’ which requires direction at the school level. One might think that results above 80% are satisfactory, but in many parts of this survey, a higher rate of response is needed for the measure to be ‘healthier’. In the trend over 5 years, we see fluctuations among respondents, which suggests satisfaction at the time of taking the survey. Overall, however, there is a slight downward trend in the data set shape that requires attention.

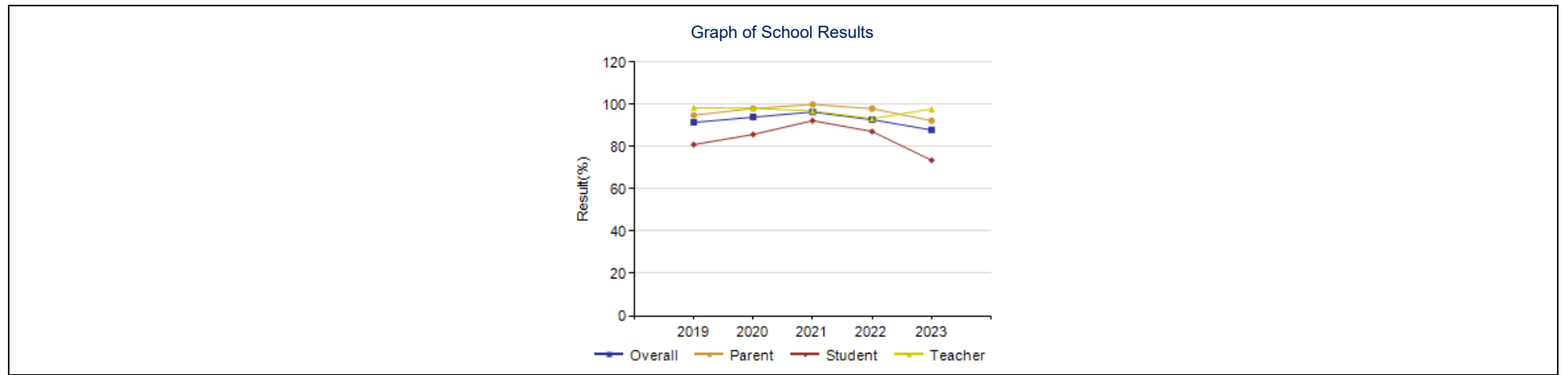
At St. Patrick Fine Arts, we utilize several measures to determine if students are ‘at-risk’, including standardized tests, teacher assessments, teacher anecdotal reporting, and shared information from parents and sending schools when students transfer to us. Programming options include targeted Educational Assistant scheduling, small group pull-outs, adaptations and accommodations for teaching and assessment, and bringing parents on as partners in reinforcing learning at home. Arts Education lends itself to providing more choice for student expression and we continue to hone our skills in creating meaningful ways for students to show their understanding beyond pencil and paper assessments.

For 23/24, we continue to have access to a small amount of provincial funding via the ‘Learning Disruption Grant’ for teacher PD and a divisional Jordan’s Principle grant that will us provide identified Indigenous students with more direct support if they are deemed at-risk. Both of these routes require year-end reporting and an analysis of their effectiveness. Teachers have extended Professional Learning Community time, including the Collaborative Response model to seek effective support strategies. These build teacher efficacy to impact students through reflection and inquiry around effective teacher/school practices.

Safe and Caring – Measure Details

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.

	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	64	91.5	80	94.0	76	96.4	63	92.8	61	87.9	High	Declined	Acceptable	1,794	91.2	1,722	92.0	1,586	92.3	1,637	90.8	1,655	91.2	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5
Parent	12	94.9	21	98.1	21	100.0	10	98.0	13	92.3	Very High	Maintained	Excellent	232	88.7	261	90.5	262	91.5	186	88.2	198	89.6	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1
Student	39	81.0	48	85.8	42	92.3	44	87.2	39	73.6	Low	Declined	Issue	1,326	87.5	1,224	87.4	1,122	88.6	1,281	86.5	1,267	87.1	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5
Teacher	13	98.5	11	98.2	13	96.9	9	93.3	9	97.8	Very High	Maintained	Excellent	236	97.5	237	98.1	202	96.8	170	97.6	190	96.9	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0



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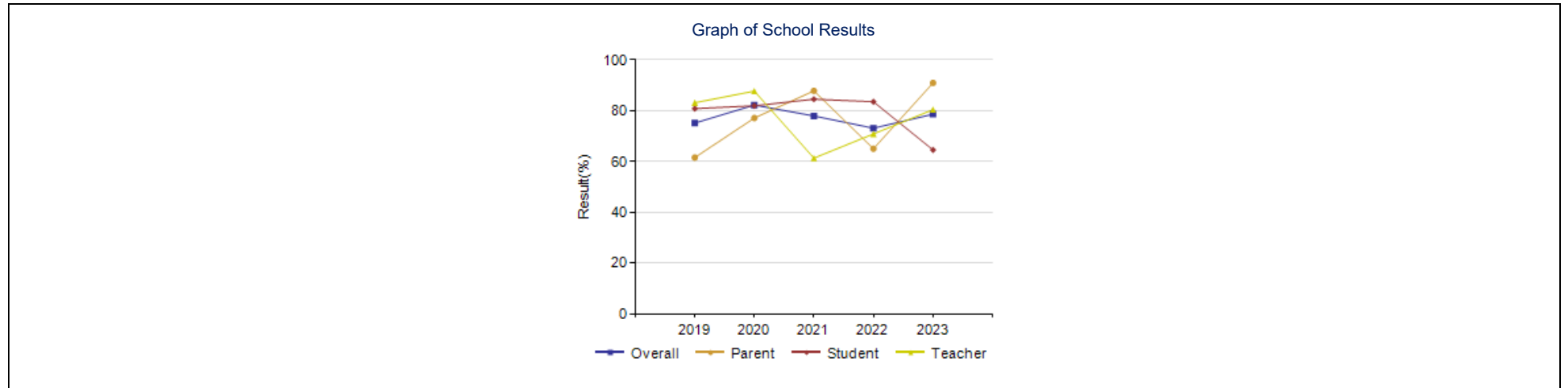
Analysis – As mentioned in other measure comments, this measure result echoes feedback provided in the ‘Our School’ survey for grades 4-6. The students responsible for the data set above especially indicated that they were struggling with self-regulation, their relationships with others, their skills in managing conflict, and their understanding of fairness in the school setting. This group was in grade 1 when schools had to close due to COVID-19, and their grade 2 year was highly disrupted through some kids being in school while others were out of school. The entire year demanded being fully masked. Their grade 3 year was less impacted, but still demanded mandatory masking until March – a full two years of masking during key formative times of social and educational learning. It is not surprising that this group, perhaps more than others, is struggling with its sense of self, belonging and understanding social cues that are essential to feeling safe in different settings.

In response, we have dedicated targeted programming for this group and are looking for more ways to engage them in their learning and their school community. This is extended to parents, too, through the promotion of available parenting courses in the community (iSWAG and Community Education Services via AHS) and through regular personal communication with teachers and administration when needed to support their children.

Satisfaction with Program Access – Measure Details

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	School										Measure Evaluation			Authority										Province											
	2019		2020		2021		2022		2023		2019			2020			2021			2022			2023			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Overall	64	75.1	79	82.2	75	77.9	62	73.1	60	78.6	High	Maintained	Good	1,788	75.4	1,710	78.5	1,571	75.2	1,627	75.9	1,643	77.6	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9		
Parent	12	61.5	21	77.1	20	87.8	10	65.0	12	90.9	Very High	Improved	Excellent	229	59.9	255	68.7	253	66.4	181	66.7	192	70.9	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4		
Student	39	80.8	47	81.9	42	84.5	43	83.5	39	64.5	Very Low	Declined	Concern	1,323	84.6	1,218	84.0	1,118	80.3	1,275	80.2	1,262	82.0	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3		
Teacher	13	83.1	11	87.7	13	61.3	9	70.8	9	80.4	Intermediate	Maintained	Acceptable	236	81.6	237	82.7	200	78.8	171	80.7	189	79.9	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0		



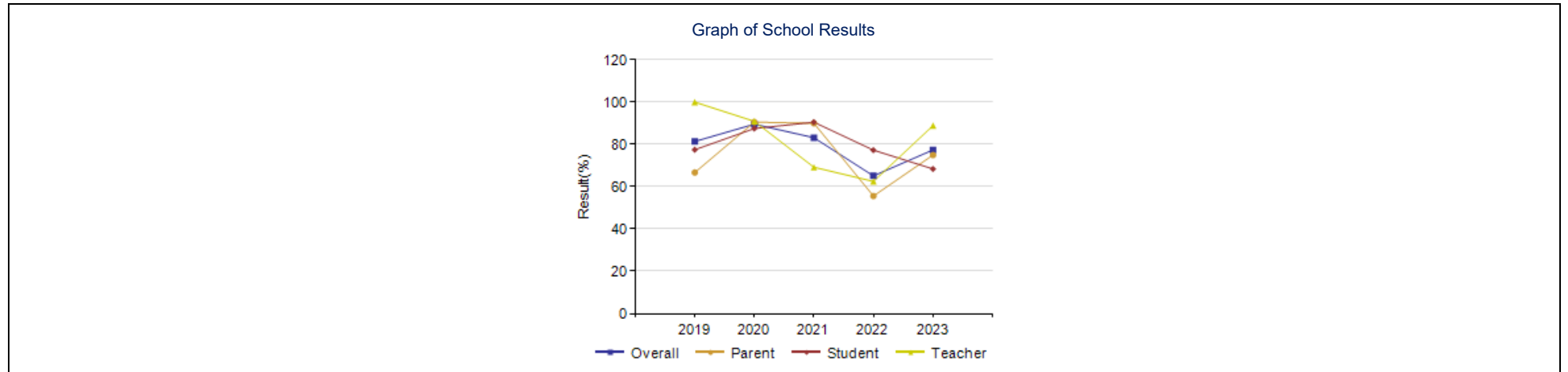
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Analysis – This measure results, especially from the lens of students, could be simply in line with the larger response trend for this cohort, or could reflect a lack of understanding as to what the question set was asking of them. In the survey, the idea of ‘community’ is outside of the school proper, but it may be difficult for children in grade 4 to know what that means if they are not included in discussions around community activities. That said, prior years do not have this low satisfaction score, and so it is more likely that this response is part of an overall dissatisfaction with learning and engagement being felt by the respondents in 22/23.

School Improvement – Measure Details

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.

	School										Measure Evaluation			Authority										Province											
	2019		2020		2021		2022		2023		2019			2020			2021			2022			2023			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Overall	65	81.4	80	89.6	75	83.2	61	65.1	59	77.4	High	Maintained	Good	1,783	83.9	1,708	86.3	1,539	86.0	1,617	78.0	1,623	80.6	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2		
Parent	12	66.7	21	90.5	20	90.0	9	55.6	12	75.0	High	Maintained	Good	224	76.8	252	82.1	246	82.5	180	66.7	192	75.0	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5		
Student	40	77.5	48	87.5	42	90.5	44	77.3	38	68.4	Low	Declined	Issue	1,324	86.0	1,224	86.7	1,107	88.0	1,270	83.4	1,253	85.9	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0		
Teacher	13	100.0	11	90.9	13	69.2	8	62.5	9	88.9	Very High	Maintained	Excellent	235	88.9	232	90.1	186	87.6	167	83.8	178	80.9	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0		



- Notes:
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Analysis – This data set is interesting, since respondents will only be able to speak about their own school unless they have children in other schools (parents) or have sound knowledge of practice in other schools (teachers). Students likely can only speak about their own school experience at this age.

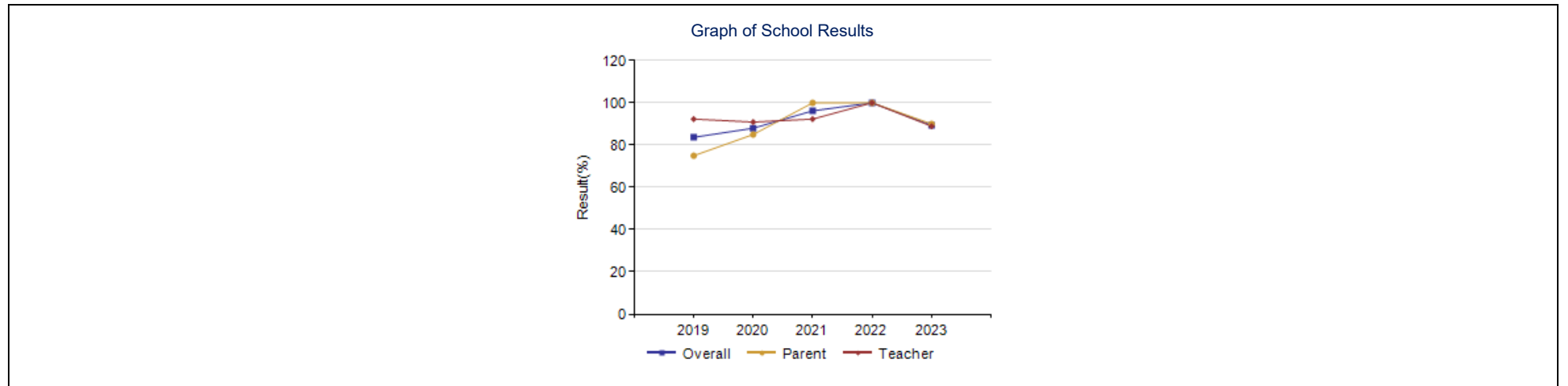
There is no doubt that COVID-19 impacted schools and learning from 2020-2022. I believe that we saw strong measure results through the closure because of how well we could respond to student and staff safety concerns as well as keeping school going through teacher and administrator determination and commitment. Coming out of the pandemic restrictions in 21/22, however, people were very tired and there were many mixed feelings around what school should look like now that we had endured a pandemic. Should the pace of activity stay the same or should schools be a place that honours a slower pace to make room for other parts of life? Should school be a busy satellite hub of activity that families could lean on as they came out of difficult conditions themselves? The spectrum of expectations was very wide, and decision making needed to be responsive to many stakeholders at once with clearly varied results in satisfaction.

In 22/23, however, we see a return to an upward direction in most stakeholder sectors, which is promising as we continue to navigate post-pandemic learning.

Work Preparation – Measure Details

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.

	School										Authority										Province												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	25	83.7	31	88.0	31	96.2	17	100.0	19	89.4	Very High	Maintained	Excellent	457	83.7	481	85.7	441	87.8	343	85.2	368	87.7	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1
Parent	12	75.0	20	85.0	18	100.0	9	100.0	10	90.0	Very High	Maintained	Excellent	222	73.0	246	75.6	246	79.7	178	75.3	188	79.8	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0
Teacher	13	92.3	11	90.9	13	92.3	8	100.0	9	88.9	Intermediate	Maintained	Acceptable	235	94.5	235	95.7	195	95.9	165	95.2	180	95.6	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3



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