



# **Annual Education Results Report 2021-2022**

January 31, 2023



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## **Accountability/Assurance System:**

The school authority is ensuring schools are providing assurance to their communities that they are meeting their responsibilities by holding school council meetings, surveying parents both formally and informally as well as communicating through newsletters and social media. Other engagement opportunities are provided through formal and informal surveys, table talk sessions, public information evenings, and one-on-one conversations with all three stakeholder groups. Information was being shared and received on topics such as mental health, transportation, division communications, pandemic, inclusion, anti-racism, playground and possible new school.

In the spring of 2022, the school authority purchased licensing for School Engage and Dossier from Intellimedia to support schools in gathering and analyzing data. The Literacy and Numeracy committees are deciding on common baseline assessments across the division. The importance of research and evidence is referenced in all teacher, mentorship, succession and leadership group meetings as a way to support continuous improvement.

Individual schools are required to align their school's Annual Education, and Results reports and Education Plans with the division plans and reports to ensure all domains, AEAMS, local components and requirements are included. A checklist was provided to principals.

## **Stakeholder Engagement**

As a school staff we are committed to actively pursue opportunities for parent involvement within our school. Specifically, we will foster community engagement by:

- Promoting parent-council by having parents be able to attend in-person or via Zoom or Google Meet.
- Giving parents the option to attend parent-teacher interviews in person or via phone calls.
- Host our Meet the Staff night 2022-2023
- Have our Cultural Advisor and School Community Liaison Workers work alongside school staff, students, parents and guardians to promote and maintain active communication between the school and community.

Host a Spring Showcase during Education Week 2023, where students are able to showcase their work, in a variety of ways

## **Contextual Information**

Ashmont School is located in the hamlet of Ashmont, Alberta (approximately 200 kilometers northeast of Edmonton) and is under the jurisdiction of the St. Paul School Division. It serves the rural County of St. Paul, Saddle Lake and Whitefish (Goodfish Lake) First Nation Reserves.

The school serves approximately 579 students from Kindergarten to Grade 12. There is a certified staff of 38 FTE and 43 FTE support staff (EA, Admin. Assistants, FSLW, Success Coach, Custodial, Kitchen)



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Due to the rural nature of Ashmont's school setting, approximately 91% of the students that attend our school require bussing services. The St. Paul School Division provides bussing services for provincial students, while various independent contractors provide bussing services for Aboriginal Affairs and Northern Development students in partnership with individual First Nation Band Councils.

Indigenous Service Canada funds approximately 86% of the student population. These students are from the Saddle Lake and Whitefish Lake, which lie in close proximity to Ashmont School. 96% of students are of declared Aboriginal ancestry and include First Nations, Métis and Inuit heritage.

Total Students – 576

Students attending from Saddle Lake – 312 (54%)

Students attending from Goodfish Lake – 178 (31%)

Students attending from Provincial, Ashmont/County – 76 (13%)



School: 2800 Ashmont Elementary Community School

Assurance Domain	Measure	Ashmont Elem Community 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	<a href="#">Student Learning Engagement</a>	82.5	78.6	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	64.3	66.0	73.4	81.4	83.2	83.1	Very Low	Declined	Concern
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	22.6	n/a	49.5	67.3	n/a	73.8	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	0.0	n/a	1.6	18.0	n/a	20.6	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	84.1	85.1	90.1	89.0	89.6	90.3	Low	Declined	Issue
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	76.8	76.6	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	76.8	80.3	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	71.5	65.1	78.1	78.8	79.5	81.5	Low	Maintained	Issue

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 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
4. 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
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.
6. 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.

Fall 2022 Required Alberta Education Assurance Measures - Division Overall Summary



School: 2801 Ashmont Secondary School

Assurance Domain	Measure	Ashmont Secondary 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	<a href="#">Student Learning Engagement</a>	80.3	76.0	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	76.2	67.9	70.3	81.4	83.2	83.1	Intermediate	Improved	Good
	<a href="#">3-year High School Completion</a>	53.2	74.5	68.8	83.2	83.4	81.1	Very Low	Declined	Concern
	<a href="#">5-year High School Completion</a>	79.1	74.9	75.4	87.1	86.2	85.6	Low	Maintained	Issue
	<a href="#">PAT: Acceptable</a>	26.5	n/a	41.3	67.3	n/a	73.8	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	1.5	n/a	0.6	18.0	n/a	20.6	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	28.6	n/a	52.7	75.2	n/a	83.6	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	0.0	n/a	1.8	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	85.6	78.7	85.4	89.0	89.6	90.3	Intermediate	Maintained	Acceptable
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	82.6	76.7	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	85.4	79.1	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	84.2	66.7	82.5	78.8	79.5	81.5	Very High	Maintained	Excellent

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4. 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
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Assurance Domain	Measure	St. Paul School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	82.6	81.8	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	79.3	77.3	79.7	81.4	83.2	83.1	High	Maintained	Good
	3-year High School Completion	78.4	81.9	80.2	83.2	83.4	81.1	Intermediate	Maintained	Acceptable
	5-year High School Completion	83.6	86.6	86.4	87.1	86.2	85.6	Intermediate	Maintained	Acceptable
	PAT: Acceptable	60.5	n/a	68.7	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	11.3	n/a	14.7	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	72.7	n/a	77.5	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	11.0	n/a	16.0	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.4	85.9	89.1	89.0	89.6	90.3	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.5	84.0	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	82.9	80.9	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	77.5	71.8	77.4	78.8	79.5	81.5	Intermediate	Maintained	Acceptable

## Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  - Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, the achievement level of diploma courses were determined solely by school-awarded marks.
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  - 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
  - Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort.
- All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination 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.

**Goal One: St. Paul Education students are successful**

**Outcome: The growth and success of every student is supported from early learning to high school completion.**

**ALBERTA EDUCATION ASSURANCE MEASURE**

**Results: Analysis and Key Points**

**Overall PATs and Diplomas (Acceptable Standard and Standard of Excellence)**

Overall Grade 6 & 9 PAT and DIP Results		Ashmont School		St. Paul School Division		Alberta	
		2022	Prev 3 Year Average	2022	Prev 3 Year Average	2022	Prev 3 Year Average
PAT	Acceptable Standard	24.55	43.43	60.5%	68.7%	67.3%	73.8%
	Standard of Excellence	0.75	1.33	11.3%	14.7%	18.0%	20.6%
DIP	Acceptable Standard	28.6	52.4	72.7%	77.5%	75.2%	83.6%
	Standard of Excellence	0.0	1.35	11.0%	16.0%	18.2%	24.0%

At the PAT Acceptable Standard, the province decreased 5%, our division decreased 8%, and our school declined by 19%. At the Standard of Excellence, the province moved 2.6%, our division decreased by 3.4%, and our school declined by 0.6%.

Diploma results at the Acceptable Standard indicate the province moved 8.4%, the division fell 4.8%, and our school declined by 24%. Diploma results at the Standard of Excellence indicate the province dropped 5.8%, the division fell 5%, and our school declined by 1.4%.

The declining performance of our school, drastic in some areas, is directly related to the pandemic. Loss of instructional time and the impact on attendance are just two major factors that contributed to the declining results.

**Grade 6 PATs (Acceptable and Standard of Excellence)**

Grade 6 Provincial Achievement Test Results		Ashmont School		St. Paul School Division		Alberta	
		2022	Prev 3 Year Average	2022	Prev 3 Year Average	2022	Prev 3 Year Average
Course	Measure	%	%	%	%	%	%
English Language Arts 6	Acceptable Standard	32.7	73.9	68.8	83.6	76.1	83.2
	Standard of Excellence	0.0	0.0	9.9	12.0	18.9	17.8
French Language Arts 6 année	Acceptable Standard	n/a	n/a	86.7	79.4	76.9	87.7
	Standard of Excellence	n/a	n/a	3.3	8.8	10.6	15.7
Mathematics 6	Acceptable Standard	15.4	34.8	47.9	66.0	64.1	72.5
	Standard of Excellence	0.0	2.2	5.8	10.2	12.6	15.0
Science 6	Acceptable Standard	25.0	43.5	67.2	73.1	71.5	77.6
	Standard of Excellence	0.0	4.3	15.3	22.8	23.7	28.6
Social Studies 6	Acceptable Standard	17.3	45.7	58.6	66.7	67.8	76.2
	Standard of Excellence	0.0	0.0	13.5	13.9	20.1	24.4

Our school displayed declining results ranging from 2.2% to 41.2%

**Grade 9 PATs (Acceptable and Standard of Excellence)**



Grade 9 Provincial Achievement Test Results		Ashmont School		St. Paul School Division		Alberta	
		2022	Prev 3 Year Average	2022	Prev 3 Year Average	2022	Prev 3 Year Average
Course	Measure	%	%	%	%	%	%
English Language Arts 9	Acceptable Standard	32.7	43.6	68.3	69.8	69.6	75.1
	Standard of Excellence	0.0	0.0	7.7	9.3	12.9	14.7
K&E English Language Arts 9	Acceptable Standard	-	n/a	21.1	62.5	50.5	57.4
	Standard of Excellence	-	n/a	0.0	0.0	5.0	5.4
French Language Arts 9 année	Acceptable Standard	n/a	n/a	70.0	85.7	73.5	82.9
	Standard of Excellence	n/a	n/a	3.3	9.5	9.9	12.3
Mathematics 9	Acceptable Standard	4.3	28.2	45.7	53.2	53.0	60.0
	Standard of Excellence	0.0	0.0	12.6	14.8	16.7	19.0
K&E Mathematics 9	Acceptable Standard	-	n/a	61.1	65.7	55.3	59.6
	Standard of Excellence	-	n/a	16.7	11.4	11.1	13.2
Science 9	Acceptable Standard	50.0	56.4	75.5	71.1	68.0	75.2
	Standard of Excellence	4.0	2.6	19.4	23.7	22.6	26.4
K&E Science 9	Acceptable Standard	n/a	n/a	47.1	69.6	57.8	61.7
	Standard of Excellence	n/a	n/a	0.0	8.7	14.1	15.0
Social Studies 9	Acceptable Standard	18.0	35.9	53.6	60.2	60.8	68.7
	Standard of Excellence	2.0	0.0	9.4	13.7	17.2	20.6
K&E Social Studies 9	Acceptable Standard	n/a	n/a	7.1	52.2	53.2	55.9
	Standard of Excellence	n/a	n/a	0.0	8.7	14.1	15.0

At the grade 9 level, our school saw an increase of 2% of students reaching the Standard of Excellence in Social Studies. The remainder of the results showed a decrease ranging from 6.4% to 29.3%

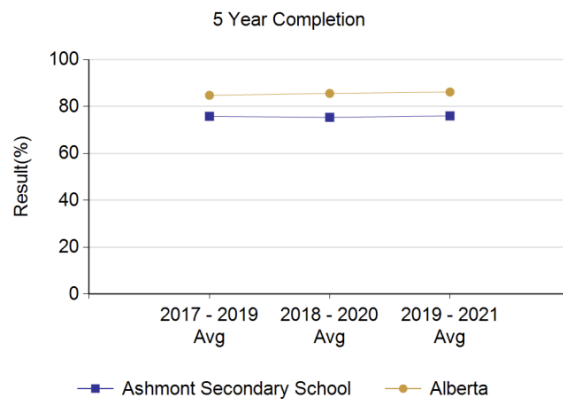
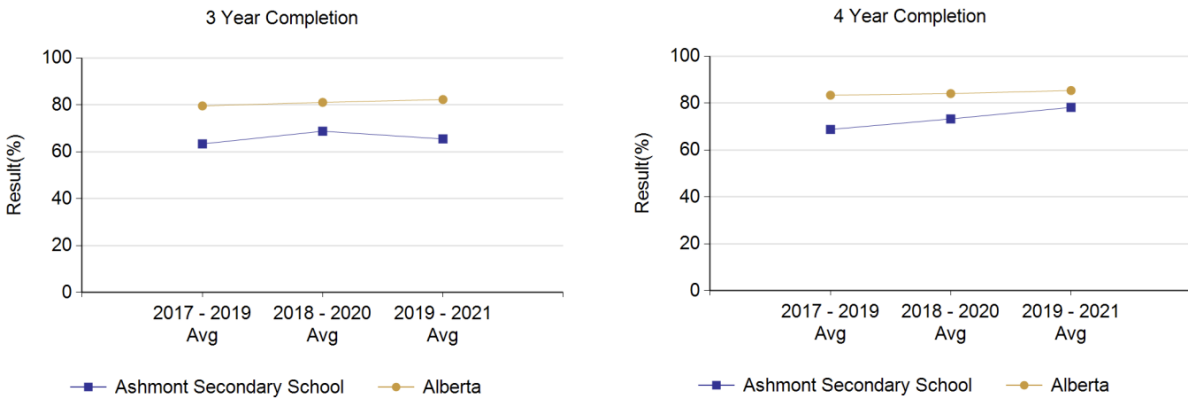
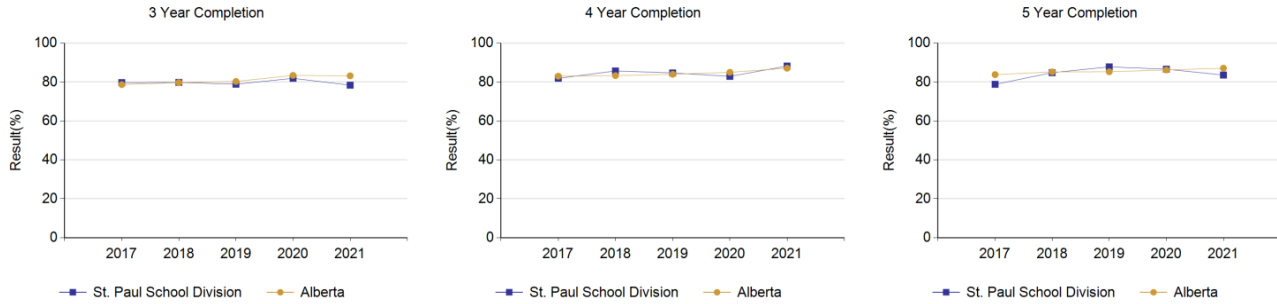
### Grade 12 Diplomas (Acceptable and Standard of Excellence)

Grade 12 Diploma Examination Results		Ashmont School		St. Paul School Division		Alberta	
		2022	Prev 3 Year Average	2022	Prev 3 Year Average	2022	Prev 3 Year Average
Course	Measure	%	%	%	%	%	%
English Lang Arts 30-1	Acceptable Standard	-	71.4	79.5	89.4	78.8	86.8
	Standard of Excellence	-	0.0	0.0	3.3	9.4	12.3
English Lang Arts 30-2	Acceptable Standard	n/a	83.3	86.8	88.9	80.8	87.1
	Standard of Excellence	n/a	4.2	3.8	9.3	12.3	12.1
French Language Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	91.9	91.5
	Standard of Excellence	n/a	n/a	n/a	n/a	6.8	10.1
Mathematics 30-1	Acceptable Standard	-	n/a	66.7	61.3	63.6	77.8
	Standard of Excellence	-	n/a	25.0	29.0	23.0	35.1
Mathematics 30-2	Acceptable Standard	-	n/a	61.1	61.4	61.5	76.5
	Standard of Excellence	-	n/a	2.8	15.8	11.8	16.8
Social Studies 30-1	Acceptable Standard	n/a	62.5	82.9	86.0	81.5	86.6
	Standard of Excellence	n/a	0.0	12.2	6.5	15.8	17.0
Social Studies 30-2	Acceptable Standard	-	36.7	68.3	65.9	72.5	77.8
	Standard of Excellence	-	0.0	6.7	5.9	13.2	12.2
Biology 30	Acceptable Standard	21.1	n/a	64.4	78.1	74.3	83.9
	Standard of Excellence	0.0	n/a	17.2	27.1	25.2	35.5
Chemistry 30	Acceptable Standard	n/a	8.3	82.5	75.3	77.1	85.7
	Standard of Excellence	n/a	0.0	27.5	35.1	31.1	42.5
Physics 30	Acceptable Standard	n/a	n/a	85.7	90.0	78.5	87.5
	Standard of Excellence	n/a	n/a	14.3	40.0	34.6	43.5
Science 30	Acceptable Standard	37.5	69.2	56.0	72.6	75.7	85.7
	Standard of Excellence	0.0	7.7	4.0	24.2	17.2	31.2

Due to the cancellations of diplomas as well as our low enrollment in certain diploma courses, most of the data is inconclusive. The only data showing is a decrease of 31.7% at the acceptable standard for Science 30.

### 3, 4 and 5 year High School Completion Results

Percentages of students who completed high school within three, four and five years of entering Grade 10.



Overall	Ashmont School			St. Paul School Division			Alberta		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
<b>3 Year</b>	68.9%	74.5%	53.2%	78.9%	81.9%	78.4%	80.3%	83.4%	83.2%
<b>4 Year</b>	75.2%	76.6%	82.9%	84.7%	82.9%	88.2%	84.0%	85.0%	87.1%
<b>5 Year</b>	74.1%	74.9%	79.1%	87.8%	86.6%	83.6%	85.3%	86.2%	87.1%

The 3-year high school completion rate decreased from 74.5% in 2020 to 53.2% in 2021

The 4-year high school completion rate increased from 76.6% in 2020 to 82.9% in 2021

The 5-year high school completion rate increased from 76.6% in 2020 to 82.9% in 2021

Our current trend with the decrease in completion rates indicates our continued need for additional support with career counselor as well as with our community liaisons. We are also actively participating in project based learning as we have seen this have a positive impact on school attendance. This, along with our goal setting program in grades 7-12, will hopefully have a positive impact on high school completion rates

### Student Learning Engagement

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

	Ashmont Elementary School		Ashmont Secondary School		St. Paul School Division		Alberta	
	2021	2022	2021	2022	2021	2022	2021	2022
<b>Overall</b>	78.6	82.5	76.0	80.3	81.8	82.6	85.6	85.1
<b>Parent</b>	64.6	70.4	76.6	86.0	82.1	83.8	89.0	88.7
<b>Student</b>	76.4	80.0	75.5	77.3	70.5	70.4	71.8	71.3
<b>Teacher</b>	94.9	97.2	75.9	77.6	92.8	93.8	96.0	95.5

We note an increase across the school in the overall satisfaction rates of student engagement. This is a continued focus at our school and we will be engaging in a variety of professional development opportunities to ensure this number continues to rise.

### Access to Supports and Services

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

	Ashmont Elementary School		Ashmont Secondary School		St. Paul School Division		Alberta	
	2021	2022	2021	2022	2021	2022	2021	2022
<b>Overall</b>	80.3	76.8	79.1	85.4	80.9	82.9	82.6	81.6
<b>Parent</b>	78.9	65.9	64.6	85.3	71.8	76.1	78.9	77.4
<b>Student</b>	77.7	83.1	76.0	78.1	78.9	81.0	80.2	80.1
<b>Teacher</b>	84.4	81.4	96.6	92.9	92.0	91.6	88.7	87.3

The overall access to supports saw a decrease of 3.5% in the elementary school while the secondary school saw an increase of 6.3%. We will be continuing to work with our student support team and community liaisons to ensure we are able to see an increase in both schools.

**LOCAL COMPONENTS**

**Continuum of Supports and Services**

School Authorities are responsible for ensuring students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.

Ashmont School strives to meet the needs of all learners through a continuum of supports and services. Processes and strategies include:

- 1.0 FTE Coordinator of Student Supports that is responsible for assisting in developing universal, targeted, and individual programming to support all students
- Implementing differentiation in order to meet a variety of student needs in the classroom, with IPP reviews and meetings, shared program development and collaborative team meetings.
- Individual Program Plans, Behaviour Support Plans, Medical Support Plans, safety plans, and Success in School Plans are created to support the individual learning needs of students
- Working with the St. Paul Inclusive Education Student Supports team which includes an SLP, an OT, an SLPA and a program assistant to deliver appropriate programming within the school
- Working with the St. Paul Inclusive Education Literacy Team
- Contracting various professional services providers such as Educational Psychologists, Speech and Language Pathologists, Occupational Therapists, Behavioural Consultants and Physical Therapists to assist in creating appropriate programming
- 1.0 FTE Success Coach who provides wrap-around supports for students and families.
- 2.0 FTE Family School Liaison Workers (FSLWs) who provide targeted mental health support to students who require support beyond the targeted level.
- 0.5 FTE Career Counselor who provides grades 9 to 12 students academic counseling to support them as they transition to and progress through high school and beyond.
- Intervention Programming through Program Unit Funding (PUF)
- Support through Jordan’s Principle

**Growth in Reading**

With a lack of provincial achievement results due to the cancellation of PATs and DIPs during the pandemic, the division-wide STAR reading scores for the last three years are indicated in Grades 3, 6, 9, and 12.

**Accelerated Reader (Renaissance Learning) - STAR Results**

	Ashmont School			Division Results		
	2020-2021	2021-2022	2022-2023	2020-2021	2021-2022	2022-2023
<b>Grade 3</b>	100%	20%	28%	53%	53%	38%
<b>Grade 6</b>	14%	5%	5%	33%	28%	27%
<b>Grade 9</b>	8%	7%	4%	31%	26%	26%
<b>Grade 12</b>	N/A	N/A	N/A	49%	56%	39%

\*Note: Not all Grade 12s have tested due to semester timetable  
2020-2021 grade 3 data included only 1 student



Since the onset of the pandemic, STAR tests results indicate that fewer students are reading at grade Level across all grade levels. Our school utilizes the division Literacy Intervention Team to implement literacy and numeracy intervention for the 2022/23 academic year. We have seen significant improvements in our students' reading levels as a result. Teachers in each elementary division are a part of the division Literacy Committee

#### Implications for Education Plan

- School based K-6 Literacy committee
- Continue the use of portfolios to track student progress in K-6
- Continue with our goal setting program for 7-12 students where they are able to discuss their academic goals and how to attain them with their homeroom coach
- Ensuring our elementary teachers participate in the division literacy and numeracy committee.
- Administering the STAR assessment 2-4 times per year for students in Grades 2-3 and up.
- Continue to implement best practices around literacy
- Providing PD opportunities for teachers to stay current and up to date on best practices as well as providing mentorship and support for teachers throughout K-12
- Continue to support the division career counselling program.
- The Division Satisfaction Survey is to be completed once per term and will be administered in the spring of 2023.

**Goal Two: FNMI students attending St. Paul Education schools are successful**

**Outcome: The systemic gap between FNMI results and Division-wide results is narrowed.**

**ALBERTA EDUCATION ASSURANCE MEASURE**

**Results: Analysis and Key Points**

**PATs and Diplomas (Acceptable Standard and Standard of Excellence)**

Overall Grade 6 & 9 PAT and DIP Results		Ashmont School		St. Paul School Division		Alberta	
		2022	Prev 3 Year Average	2022	Prev 3 Year Average	2022	Prev 3 Year Average
Course	Measure	%	%	%	%	%	%
PAT	Acceptable Standard	23.7	41.88	36.8%	50.6%	46.4%	54.0%
	Standard of Excellence	0.5	1.2	2.1%	5.0%	6.4%	7.4%
DIP	Acceptable Standard	25.0	51.7	52.9%	65.1%	68.7%	77.2%
	Standard of Excellence	0.0	0.7	1.2%	6.2%	8.5%	11.4%

Grade 6 FNMI Provincial Achievement Test Results		Ashmont School		St. Paul School Division		Alberta	
		2022	Prev 3 Year Average	2022	Prev 3 Year Average	2022	Prev 3 Year Average
Course	Measure	%	%	%	%	%	%
English Language Arts 6	Acceptable Standard	30.6	73.3	45.2	75.3	58.2	71.6
	Standard of Excellence	0.0	0.0	1.9	2.2	7.4	6.3
French Language Arts 6 année	Acceptable Standard	n/a	n/a	*	n/a	63.7	81.3
	Standard of Excellence	n/a	n/a	*	n/a	6.4	6.6
Mathematics 6	Acceptable Standard	16.3	33.3	23.3	41.9	40.3	50.5
	Standard of Excellence	0.0	2.2	0.0	4.3	3.7	4.2
Science 6	Acceptable Standard	26.5	42.2	39.4	54.8	51.2	59.2
	Standard of Excellence	0.0	4.4	1.9	8.6	9.7	11.9
Social Studies 6	Acceptable Standard	16.3	46.7	34.0	51.6	46.8	57.7
	Standard of Excellence	0.0	0.0	1.9	3.2	7.3	8.9

At the school level, our Provincial Achievement Exam (Grade 6 & 9) Acceptable Standard decreased by 18% and our Diploma Exam Acceptable Standard decreased by 26.7%

Our school FNMI population was greatly affected by the pandemic experiencing a variety of limitations such as access to technology and limited busing to schools as a result of lockdown procedures on the reserves. This dramatically impacted the majority of our students causing them to fall further behind academically.

Grade 9 FNMI Provincial Achievement Test Results		Ashmont School		St. Paul School Division		Alberta	
		2022	Prev 3 Year Average	2022	Prev 3 Year Average	2022	Prev 3 Year Average
Course	Measure	%	%	%	%	%	%
English Language Arts 9	Acceptable Standard	29.8	40.5	44.3	49.4	49.4	55.0
	Standard of Excellence	0.0	0.0	1.1	3.9	3.6	4.2
K&E English Language Arts 9	Acceptable Standard	-	n/a	18.2	71.4	46.7	56.3
	Standard of Excellence	-	n/a	0.0	0.0	5.0	5.0
French Language Arts 9 année	Acceptable Standard	n/a	n/a	*	n/a	53.3	67.7
	Standard of Excellence	n/a	n/a	*	n/a	5.2	5.4
Mathematics 9	Acceptable Standard	4.4	24.3	18.8	24.7	26.3	31.5
	Standard of Excellence	0.0	0.0	1.3	2.7	4.1	5.4
K&E Mathematics 9	Acceptable Standard	-	n/a	63.2	83.3	48.1	55.0
	Standard of Excellence	-	n/a	10.5	16.7	6.0	11.4
Science 9	Acceptable Standard	47.9	54.1	55.1	48.1	49.3	52.8
	Standard of Excellence	2.1	0.0	4.5	6.5	8.5	10.2
K&E Science 9	Acceptable Standard	n/a	n/a	60.0	78.6	53.3	56.2
	Standard of Excellence	n/a	n/a	0.0	14.3	9.7	6.1
Social Studies 9	Acceptable Standard	16.7	23.4	29.7	36.3	34.7	44.7
	Standard of Excellence	2.1	0.0	3.3	5.0	4.1	6.8
K&E Social Studies 9	Acceptable Standard	n/a	n/a	0.0	54.5	41.3	53.9
	Standard of Excellence	n/a	n/a	0.0	9.1	9.1	12.9

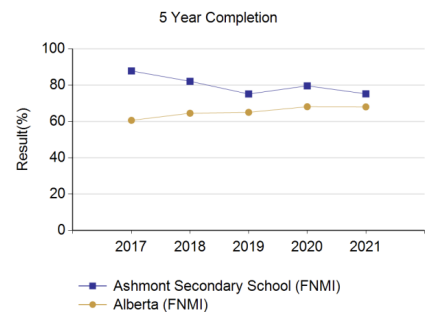
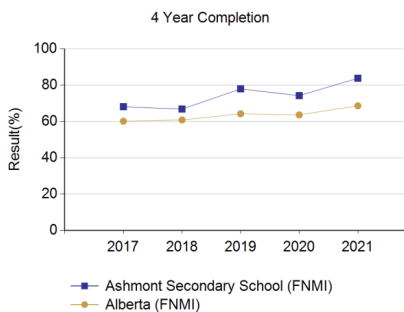
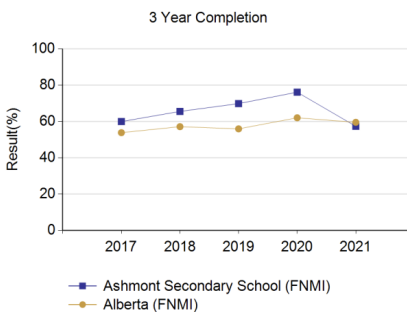
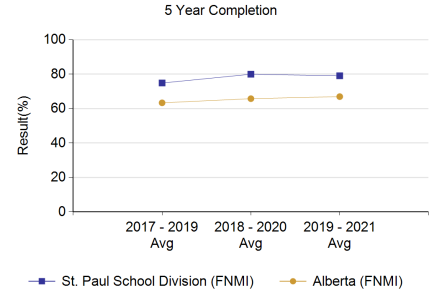
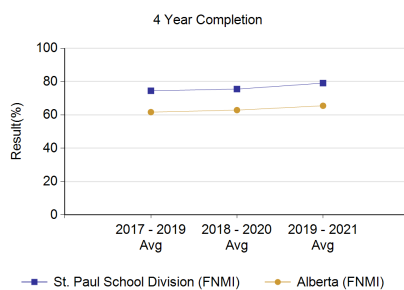
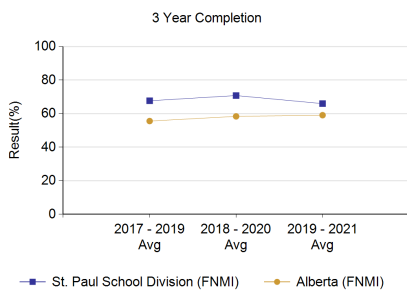
In 2022, most subject areas observed a decrease in the number of students achieving both the Acceptable Standard as well as the Standard of Excellence. This decrease ranged from 6.2% - 19.9%. However, both Science and Social saw an increase in the Standard of Excellence with a 2.1% increase in both areas.

Grade 12 FNMI Diploma Examination Results		Ashmont School		St. Paul School Division		Alberta	
		2022	Prev 3 Year Average	2022	Prev 3 Year Average	2022	Prev 3 Year Average
Course	Measure	%	%	%	%	%	%
English Lang Arts 30-1	Acceptable Standard	-	69.2	70.0	81.3	73.5	84.4
	Standard of Excellence	-	0.0	0.0	0.0	4.4	5.4
English Lang Arts 30-2	Acceptable Standard	n/a	83.3	86.7	86.0	82.1	88.4
	Standard of Excellence	n/a	4.2	6.7	6.0	9.2	9.7
French Language Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	83.3	81.3
	Standard of Excellence	n/a	n/a	n/a	n/a	0.0	0.0
Mathematics 30-1	Acceptable Standard	-	n/a	*	41.7	50.9	61.7
	Standard of Excellence	-	n/a	*	25.0	10.5	18.2
Mathematics 30-2	Acceptable Standard	-	n/a	57.1	38.5	55.2	72.0
	Standard of Excellence	-	n/a	0.0	7.7	7.3	12.0
Social Studies 30-1	Acceptable Standard	n/a	57.1	*	79.2	72.5	77.3
	Standard of Excellence	n/a	0.0	*	4.2	7.4	7.6
Social Studies 30-2	Acceptable Standard	-	36.7	45.5	49.0	66.0	70.1
	Standard of Excellence	-	0.0	0.0	0.0	5.4	5.8
Biology 30	Acceptable Standard	16.7	n/a	28.0	68.8	58.9	72.6
	Standard of Excellence	0.0	n/a	0.0	18.8	11.5	17.8
Chemistry 30	Acceptable Standard	n/a	8.3	*	31.6	62.5	72.9
	Standard of Excellence	n/a	0.0	*	15.8	15.4	23.7
Physics 30	Acceptable Standard	n/a	n/a	*	n/a	68.6	74.1
	Standard of Excellence	n/a	n/a	*	n/a	25.2	25.9
Science 30	Acceptable Standard	42.9	66.7	44.4	68.2	70.0	84.1
	Standard of Excellence	0.0	0.0	0.0	0.0	7.2	19.5

At the school level, due to the cancellations of diplomas as well as our low enrollment in certain diploma courses, most of the data is inconclusive. The only data showing is a decrease of 23.8% at the acceptable standard for Science 30.

### High School Completion

FNMI	Ashmont School			St. Paul School Division			Alberta		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
3 Year	69.8	76.1	57.3	86.4%	76.7%	64%	74.1%	78.7%	78.5%
4 Year	77.9	74.2	83.8	85.4%	88.5%	78.2%	83.0%	83.0%	86.4%
5 Year	75.1	79.6	75.2	*	85.4%	89.0%	85.0%	86.9%	86.1%



There has been a substantial decrease in the number of FNMI students completing high school in 2021 compared to 2020.

### Implications for the Education Plan

- As a part of our continued efforts to close the gap, our school will be working closely with the communities we service to ensure we are providing supports to our students to improve their success within the school
- Our current and upcoming professional development and a focus of our academic improvement is a project-based learning approach. This will continue to increase the engagement of our students providing hands-on opportunities to learn which will promote their success and increase our graduation rates.
- We are working closely with Elders and community leaders as well as utilizing our school community liaison workers to provide continued support and opportunities for our students to succeed.
- Reaching out to parents/guardians in the community to provide feedback



**Goal Three: St. Paul Education has excellent teachers, school leaders, and school authority leaders**

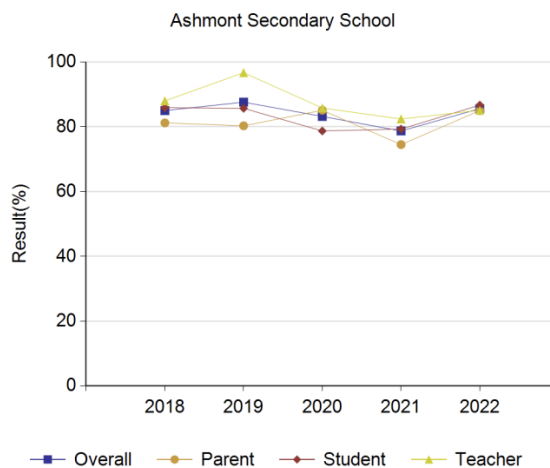
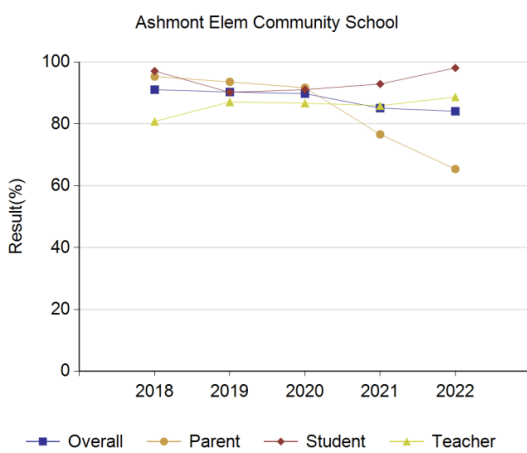
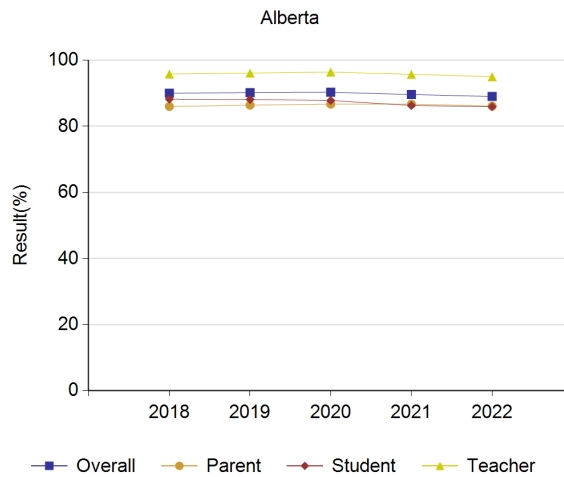
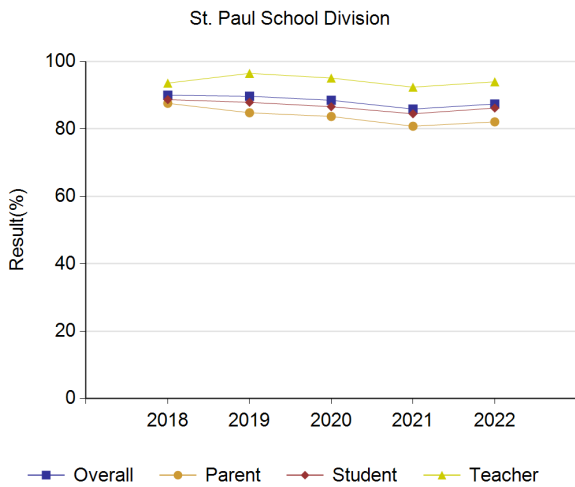
**Outcome: St. Paul Education provides welcoming, high-quality working and learning environments**

**ALBERTA EDUCATION ASSURANCE MEASURE**

**Results: Analysis and Key Points**

**Education Quality**

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





	Ashmont Elementary School		Ashmont Secondary School		St. Paul School Division		Province	
	2021	2022	2021	2022	2021	2022	2021	2022
	%	%	%	%	%	%	%	%
<b>Overall</b>	85.1	84.1	78.7	85.6	85.9	87.4	89.6	89.0
<b>Parent</b>	76.6	65.4	74.5	85	80.8	82.1	86.7	86.1
<b>Student</b>	92.9	98.1	79.3	86.7	84.5	86.2	86.3	85.9
<b>Teacher</b>	85.9	88.7	82.4	85.1	92.4	94.0	95.7	95.0

Our school's overall score for Education Quality decreased in Ashmont Elementary by 1.0% and increased in Ashmont Secondary by 6.9%

**School Improvement**

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.

	Ashmont Elementary School		Ashmont Secondary School		St. Paul School Division		Province	
	2021	2022	2021	2022	2021	2022	2021	2022
	%	%	%	%	%	%	%	%
<b>Overall</b>	76.7	59.1	68.8	69.8	80.3	72.2	81.4	74.2
<b>Parent</b>	53.3	33.3	60.0	67.9	77.8	61.8	81.7	70.0
<b>Student</b>	85.2	89.3	77.7	76.8	77.6	79.2	79.1	76.3
<b>Teacher</b>	91.7	54.5	68.8	64.7	85.4	75.5	83.4	76.3

Our school's overall score for School Improvement decreased in Ashmont Elementary by 17.6% and increased in Ashmont Secondary by 1.0%

**LOCAL COMPONENT**

**Professional Learning, Supervision & Evaluation**

School authorities are responsible for supporting teaching and leadership quality through professional learning supervision and evaluation processes.

- Our division provides a Mentorship Program for teachers new to the profession, which includes pairing them with a mentor and the opportunity for professional collaboration at the school level. In addition, there are five meetings with senior administration who organize the agendas around the Teaching Quality Standard and are based partially on teacher requests.
- As part of succession planning, promising school leaders are identified by principals, and these individuals take part in professional learning, discussion, etc., relating to the Leadership Quality Standard.
- Ongoing supervision is provided to ensure teachers meet the Teacher Quality Standard of establishing inclusive learning environments.
- Supervision and evaluation of teachers occurs regularly according to our division procedures using AP 421 - Teacher Growth, Supervision and Evaluation
- Division-wide topics have included topics such as trauma-informed education, bias, inclusion, residential school legacy, the Science of Reading, structured literacy, math strategies, change theory, regulation, bullying, the importance of data and assessment.
- Our school is taking part in Mental Health First Aid training as well as PBL pd opportunities



### **Implications for the Education Plan**

- With the decrease in the overall School Improvement score in Ashmont Elementary, we are committed and focused on providing quality education for our students. This includes staying up to date with the current teaching practices that are research based and meeting the diverse needs of our students.
- Ensuring teachers participate in professional development that best suits our students
- The Division Satisfaction Survey is set to be completed once per term and will be delivered in spring 2023

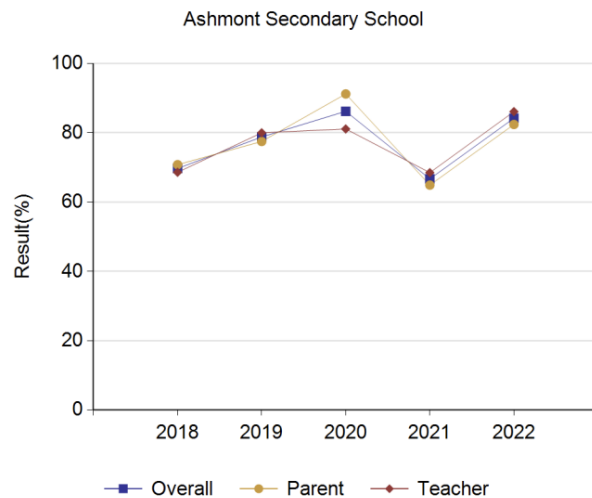
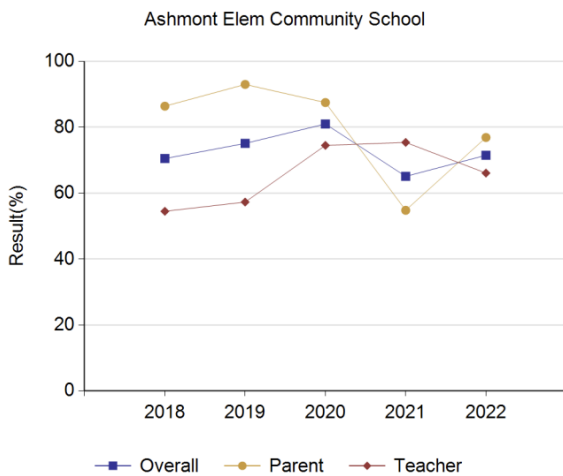
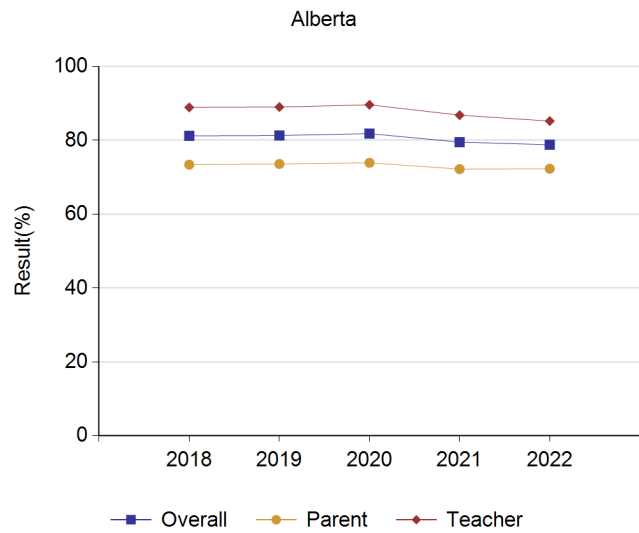
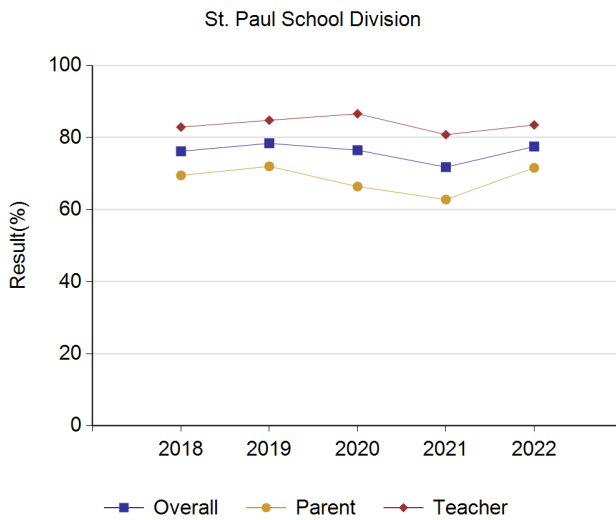
**Goal Four: St. Paul Education governance and management is based on continual improvement and responsive to diverse stakeholders**

**Outcome: St. Paul Education uses evidence-informed practices, stakeholder engagement, and partnerships to support continual improvement.**

**ALBERTA EDUCATION ASSURANCE MEASURE  
Results: Analysis and Key Points**

**Parental Involvement**

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





	Ashmont Elementary School		Ashmont Secondary School		St. Paul School Division		Province	
	2021	2022	2021	2022	2021	2022	2021	2022
	%	%	%	%	%	%	%	%
<b>Overall</b>	65.1	71.5	66.7	84.2	71.8	77.5	79.5	78.8
<b>Parent</b>	54.8	76.9	64.9	82.4	62.8	71.6	72.2	72.3
<b>Teacher</b>	75.4	66.1	68.5	86.1	80.8	83.5	86.8	85.2

Our school's overall score for Parental Involvement increased in Ashmont Elementary by 6.4% and increased in Ashmont Secondary by 17.5%

### **LOCAL COMPONENT**

- Division satisfaction survey to be shared in spring of 2023.

### **Implications for Education Plan:**

- With the increase we have seen in both schools in the area of overall Parental Involvement, we will continue to work closely with our school community liaison workers to make vital connections with parents and guardians in the communities we serve.
- Provide parents/guardians with a variety of ways to have active communication, express concerns, reach out to teachers, and become involved with their child's education (ex. virtual meetings, home visits, phone calls to liaisons, inclusive and informal evenings geared towards parents coming to the school)
- Provide both virtual and in person options for school council meetings
- Having Parent/Teacher interviews with a more informal and welcoming environment
- Have school community liaisons reach out to parents with an survey to obtain feedback and suggestions to help improve decisions about their involvement about their child's education

## Goal Five: Wellness

Outcome: St. Paul Education creates a culture that supports wellness for students and staff.

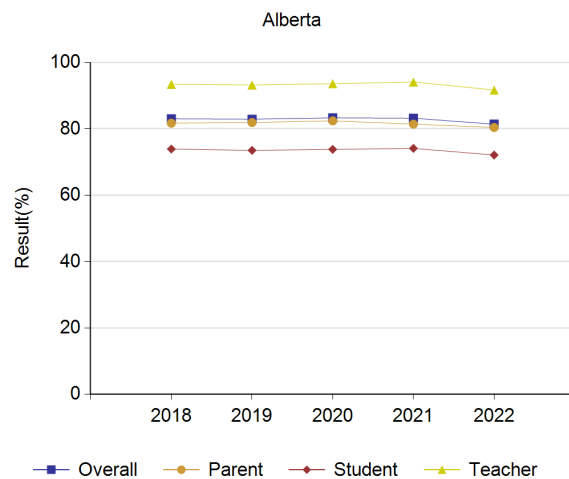
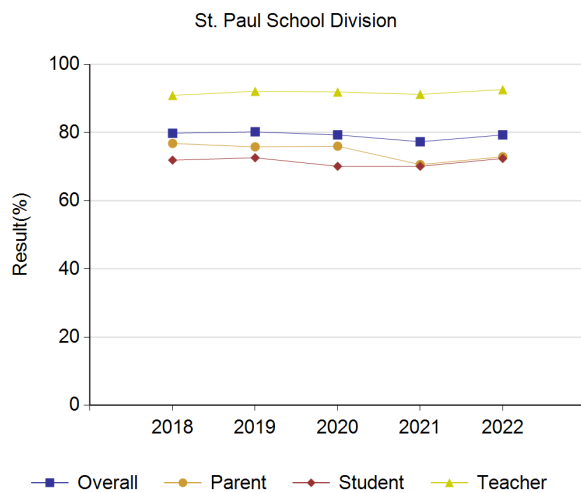
### ALBERTA EDUCATION ASSURANCE MEASURE

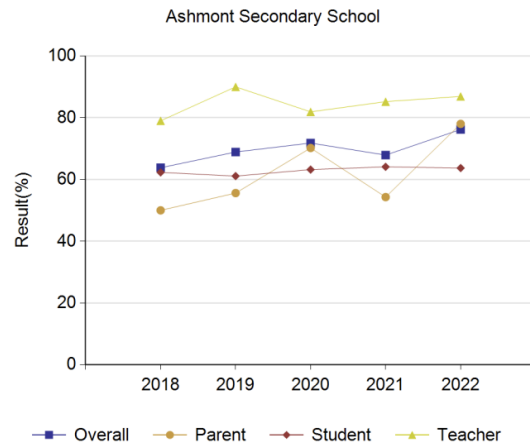
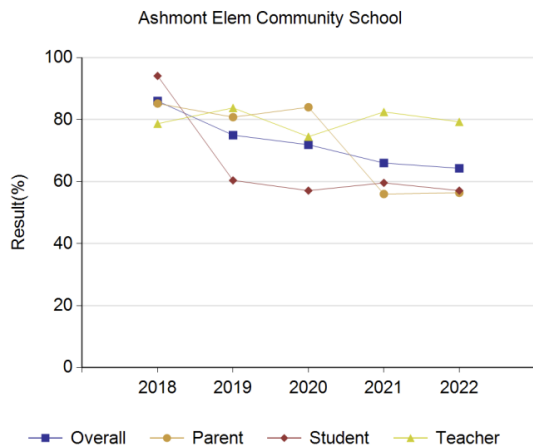
#### Results: Analysis and Key Points

#### Citizenship

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

	Ashmont Elementary School		Ashmont Secondary School		St. Paul School Division		Province	
	2021	2022	2021	2022	2021	2022	2021	2022
	%	%	%	%	%	%	%	%
<b>Overall</b>	66.0	64.3	67.9	76.2	77.3%	79.3%	83.2%	81.4%
<b>Parent</b>	56.0	56.4	54.3	78.0	70.6%	72.9%	81.4%	80.4%
<b>Student</b>	59.6	54.1	64.1	63.7	70.1%	72.4%	74.1%	72.1%
<b>Teacher</b>	82.5	79.3	85.2	86.9	91.2%	92.6%	94.1%	91.7%





Our school’s overall score for Citizenship decreased in Ashmont Elementary by 1.7% and increased in Ashmont Secondary by 8.3%

**Welcoming, Caring, Respectful and Safe Learning Environments (WRCSLE)**

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

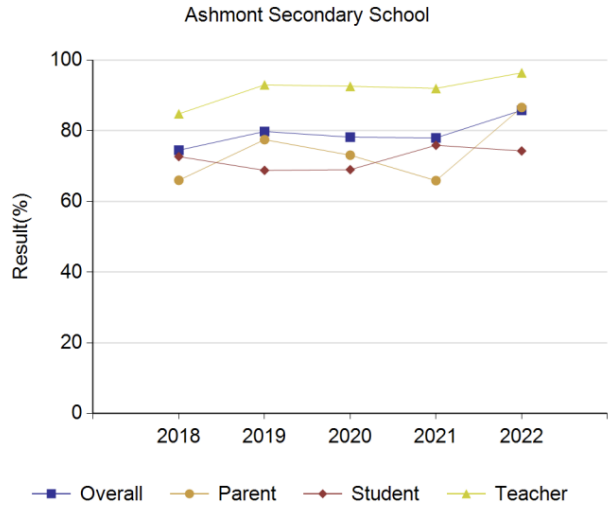
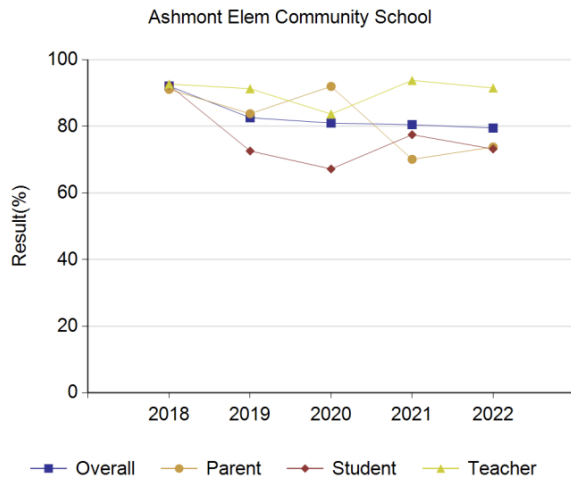
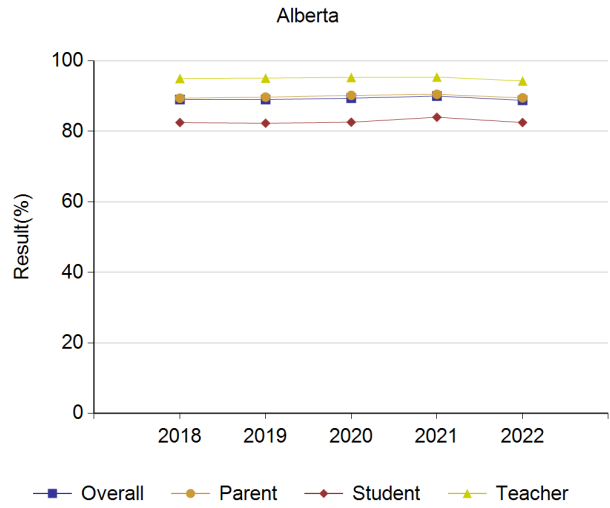
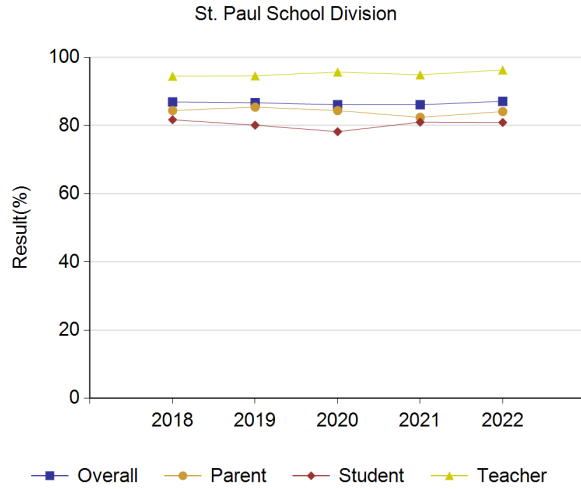
	Ashmont Elementary School		Ashmont Secondary School		St. Paul School Division		Province	
	2021	2022	2021	2022	2021	2022	2021	2022
	%	%	%	%	%	%	%	%
<b>Overall</b>	76.6	76.8	76.7	82.6	84.0%	84.5%	84.5%	86.1%
<b>Parent</b>	66.4	68.2	66.7	85.0	80.6%	81.2%	81.2%	86.9%
<b>Student</b>	69.0	71.9	69.8	67.1	76.3%	76.4%	76.4%	77.7%
<b>Teacher</b>	94.5	90.4	93.5	95.8	95.0%	95.8%	95.8%	93.6%

Our school’s overall score for WRCSLE increased in Ashmont Elementary by 0.2% and increased in Ashmont Secondary by 5.9%

**Safe and Caring**

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.

	Ashmont Elementary School		Ashmont Secondary School		St. Paul School Division		Province	
	2021	2022	2021	2022	2021	2022	2021	2022
	%	%	%	%	%	%	%	%
<b>Overall</b>	80.5	79.5	78.0	85.8	86.1%	87.1%	90.0%	88.8%
<b>Parent</b>	70.1	73.8	65.9	86.6	82.4%	84.1%	90.5%	89.5%
<b>Student</b>	77.5	73.2	75.9	74.3	81.0%	80.9%	84.0%	82.5%
<b>Teacher</b>	93.8	91.5	92.0	96.4	94.9%	96.3%	95.4%	94.3%



Our school's overall score for Safe and Caring decreased in Ashmont Elementary by 1.0% and increased in Ashmont Secondary by 7.8%

**Implications for Education Plan**

- Our school is focused on understanding and supporting the mental health of our students. We will be actively participating in the Mental Health First Aid Training as part of our professional development plan
- Continuing the goal setting program which provides each student in grades 7-12 a staff member that is responsible for the overall health, well-being, and success of the students in their small cohort
- Our school is continuing to move away from a traditional, punitive discipline system and implementing a system based on restorative justice