



Holy Spirit

CATHOLIC SCHOOL DIVISION

Annual Education Assurance Report
2022-23

ANNUAL EDUCATION ASSURANCE REPORT 2022-23

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Holy Spirit Catholic School Division for the 2022/2023 school year was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2022/2023 was approved by the Board on November 29, 2023.

Dr. Carmen Mombourquette, Board Chair (original signed)

THE DIVISION'S FOUNDATIONAL STATEMENTS

Our Mission

We are a Catholic Faith Community dedicated to providing each student entrusted to our care with an education rooted in the Good News of Jesus Christ.

Guided by the Holy Spirit, in partnership with home, parish and society, our schools foster the growth of responsible citizens who will live, celebrate and proclaim their faith.

Our Catholic Faith is the foundation of all that we do.

Our Vision

Holy Spirit Catholic Schools....

Christ-centered learning communities where students are *cherished and achieve their potential.

**cher-ish vt 1. to cling to the idea of; 2. to hold dear; 3. to protect and foster*

We Value

All God's Children

- We nurture the inherent spiritual, moral, intellectual, social, creative, physical and emotional giftedness of everyone in our schools.
- We honor diversity.
- Our schools provide a welcoming, safe and accepting sanctuary.

Excellence in Learning

- We provide opportunities for each and every student to discover and become the person God created him/her to be.
- We will implement best practices in education to support the learning needs of all students.
- We support and encourage the continued professional growth and reflective practice of all staff.
- We will promote continuous improvement in all schools and areas of the division to foster high quality Catholic education.

Sacramentality

- We see God and the wonder of God's work in everything we do and in all the people we encounter.
- As disciples of God, we model Christ to the world.
- We celebrate the presence of God in our schools through prayer, liturgy and symbols of our faith.
- We practice Christian fellowship.
- We promote and practice charity and social justice, based on the teachings of Jesus Christ.
- We believe in the importance of the sacraments and encourage the participation of our students and their families in parish life.

Our Collaborative Community

- We share the responsibility of education with our students, staff, parents, parish and the community at large.
- We encourage and appreciate the active involvement of all who share in the mission of educating students in our schools.
- We are committed to engaging our stakeholders and will be receptive to and respectful of their input.

Ministry

- We employ people who share our commitment to our Catholic faith and the promotion of Gospel values so that our schools provide living witness to Jesus Christ.
- We honour the commitment and effort our staff members provide to Catholic education.
- We actively participate in the mission of the Church.
- We provide opportunities for faith development.
- We encourage and support the constitutional right to Catholic education.

Stewardship

- We respect and protect God's creation.
- We ensure that our resources and efforts best serve the needs of all our students.
- We are accountable to our supporters and will operate in a fiscally responsible manner.
- We ensure that decisions are both fact and policy driven.
- We support and provide processes which promote fair and objective decision-making through a Catholic perspective.
- We are open and transparent.



PROFILE OF THE SCHOOL AUTHORITY

The Holy Spirit Roman Catholic Separate Regional Division No. 4 was originally created through the voluntary regionalization of five (5) Catholic School Boards (Coaldale, Lethbridge, Picture Butte, Pincher Creek and Taber), emerging as an official entity on December 30, 1994. On September 1, 2014 the Bow Island Catholic School District also joined the division. In 2019, the name of the school division was updated to The Holy Spirit Roman Catholic Separate School Division.

The Board of Trustees is comprised of nine (9) trustees, who represent the division's following five (5) wards:

Coaldale	(Ward 1)	1 trustee
Lethbridge	(Ward 2)	5 trustees
Picture Butte	(Ward 3)	1 trustee
Pincher Creek	(Ward 4)	1 trustee
Taber and Bow Island	(Ward 5)	1 trustee

The Board Office is located in Lethbridge. The daily administration of the school division is carried out by the Superintendent of Schools, who also serves as the Chief Executive Officer to the Board. The Superintendent is assisted by a senior administrative leadership team consisting of the Deputy Superintendent, Secretary-Treasurer, Director of Learning, Director of Religious Education, Director of Support Services and Director of Finance. These personnel, along with school administration, comprise the Learning Leadership Team for the school division.

Holy Spirit Catholic School Division provides educational programs and services to 5076 students from Kindergarten to Grade 12, as well as an additional 225 early learning program children and 12 international students (September 30, 2022 enrollment). As of September 30, 2022, the division employed 530 people in a wide variety of full and part time positions and in various capacities. The budgeted teaching component for the school division for 2022/2023 was 273 Full Time Equivalent (FTE). In addition, the school division has budgeted to employ 225.33 FTE support staff members; which includes secretarial, clerical, educational assistants, maintenance, custodial and central office staff.

The actual 2022/2023 operating expenditures for the school division was \$65,412,762.

The school division is responsible for the operation of sixteen (16) schools and one (1) outreach school, which range in size from 62 to 920 students. Our schools, their grade levels and the communities they serve are as follows:

SCHOOL	GRADE CONFIGURATION	LOCATION
St. Michael's	Early Learning–12	Bow Island
St. Joseph	Early Learning–9	Coaldale
CARE Campus	7-9	Lethbridge
Catholic Central High (East and West Campuses)	10-12	Lethbridge
Children of St. Martha	Early Learning–6	Lethbridge
École St. Mary	Early Learning–6	Lethbridge
Father Leonard Van Tighem	Early Learning–9	Lethbridge
Our Lady of the Assumption	Early Learning–6	Lethbridge
St. Francis	7-9	Lethbridge
St. Patrick Fine Arts	K–6	Lethbridge
St. Paul	Early Learning–6	Lethbridge
St. Teresa of Calcutta	Early Learning–6	Lethbridge
Trinity E-Learning School	7-12	Lethbridge
St. Catherine	Early Learning–9	Picture Butte
St. Michael's	Early Learning–12	Pincher Creek
St. Mary's	6-12	Taber
St. Patrick	Early Learning–5	Taber

RESULTS ANALYSIS

The most recent Annual Education Assurance Report (AEAR) can be found [here](#). This document, based on the [Board's priorities](#), which was identified in a Strategic Planning Session held in May of 2020, is used to support and provide rationale for the goals, outcomes and strategies in the Three Year Education Plan. During this process, the Ministry's [2022-2025 Business Plan](#) was extensively reviewed to ensure there was alignment between provincial and local priorities and outcomes. Specifically, the Holy Spirit Catholic School Division ensured that our priority of *First Nations Métis & Inuit Education for all* was at the forefront of our work.

STAKEHOLDER ENGAGEMENT

With support from the Executive Team, the Board of Trustees engaged in a Strategic Planning Session on February 24, 2023 to determine the Board's Key Priorities. In March of 2023, stakeholders including community members were then invited to participate in an online survey that was sent out through email to all parents and staff and again via social media platforms to allow other stakeholders to become engaged in the process. The purpose of the engagement was to provide thoughts / insights and assist our organization in identifying goals that would inform our priorities.

A [complete report](#) of the data collected from this engagement was shared with the school division's stakeholders through website and social media channels. This report is also available on the division's website, which may be accessed from our main website (<http://www.holyspirit.ab.ca>) under the "Resources & Publications" tab, by selecting "Reports & Plans" (https://www.holyspirit.ab.ca/resources_publications/reports_plans).

FINANCIAL REPORTING

Finances within a school division must always be a reflection of what a school division values. In order to support excellence in learning and assure that each student has opportunities to become the person God has created them to be, our financial allocations support a maximum allotment of dollars to the classroom and complete equity within the distribution of these dollars. A [Financial Overview for 2022-2023](#) has been prepared, summarizing the division's audited financial statements, budget, and facility and capital plans for the 2022-23 school year.

The Holy Spirit Catholic School Division also maintains all current and archived audited financial statements, budgets, and capital plans on the division website: https://www.holyspirit.ab.ca/resources_publications/reports_plans. This information may also be accessed from our main website (<http://www.holyspirit.ab.ca>) under the "Resources & Publications" tab, by selecting "Reports & Plans."


IMR EXPENDITURE PLAN AND CAPITAL PLAN

The [IMR Expenditure Plan](#) is linked as shown as is the division's [Capital Plan](#).

WHISTLEBLOWER PROTECTION

In keeping with the Public Interest Disclosure Act (PIDA) legislation, which came into force on June 1, 2013, the Holy Spirit Catholic School Division's Board of Trustees approved the implementation of [Policy 21: Public Interest Disclosure \(Whistleblower Protection\)](#) on September 25, 2013. This policy may be found on the division website (<https://www.holyspirit.ab.ca>). Under the "Resources & Publications" tab, select "Policies & Procedures" and then "Policies."

ASSURANCE DOMAIN: Local & Societal Context

Priority	Outcome	Outcome	Outcome	Outcome
<p><i>Staff and students will grow in their faith and experience the richness of Catholic Education</i></p> 	<p>Staff and students will develop a deeper understanding of the Catholic faith and demonstrate an increased value of Catholic Education</p>	<p>The culture of our schools will grow in reflecting an authentic Catholic identity</p>	<p>Students and staff will grow in their personal faith life</p>	
	Measures			
	<ul style="list-style-type: none"> ● Faith Plan Inventories ● Surveys following faith formation events ● OurSCHOOL Survey for student feedback ● Anecdotal/qualitative data (local narratives) 			
	Report - Telling our Story			
	<p>Holy Spirit Catholic Schools have traditionally had strong results in these measures that indicate students, parents, and staff appreciate the Catholic identity of their schools, and the Catholic culture of our school division. In 2022-2023, the division began a new Three Year Faith Plan, "Arise! Pilgrims of Hope." The call for year one was to Arise!, and in this year we focused on finding and listening to God in our Hearts. We focused in particular on our Catholic Worldview and Spirituality of Communion (5 Marks of Excellent Catholic Schools) as well as the Spiritual Works of Mercy. A key component of this work was the continued use of Faith Plan Inventories that were created by our Division Religious Education Committee. These inventories focus through the calls to action on aspects of Catholic identity present in our schools, and serve as a diagnostic reflection and planning tool for schools (current status - areas of growth - plan of action - reflection) that assist in the development of school continuous improvement plans in this priority.</p> <ul style="list-style-type: none"> ● One monthly newsletter was provided to schools, staff, and community to support their personal faith life and understanding of the faith. Each newsletter had consistent components, including information about a Saint, a Spiritual Work of Mercy, a Fruit of the Spirit, and weekly Gospel reflections. Tools specific to students, including saint cards, were developed and distributed. ● Four common faith formation moments were created and delivered to all staff and students through the course of the year. ● Staff were also supported in their own discernment, reflection, and faith growth through the combined work of the Division Religious Education Committee as they offered their own school-based retreat days and formation moments. <p>Our anecdotal and statistical results suggest that there was a deep resonance of last year's theme and components for staff and students.</p> <ul style="list-style-type: none"> ● 98.5% of staff respondents felt that the Faith Plan theme inspired and helped them grow in their own faith. ● 89.7% of staff respondents felt that the Catholic identity of their school grew last year. 			



Staff engaged in both a divisional Opening Mass as well as a Spiritual Development Day in March 2023, presented by Jesse Manibusan.

- 96.6% of staff felt that our Spiritual Development Day presentation supported their connection to the faith plan.

Further, student data from the OurSCHOOL Survey reflects strong positive attitudes toward Catholic Education:

- **Elementary Students**

- 95% of students either agreed or strongly agreed that their school is a Catholic community that helps them to understand the Catholic faith.
- 95% felt they were encouraged and given the opportunity to live their faith in the school and in the community.

- **Junior and Senior High Students**

- 89% of students felt their school reflected a Catholic worldview that contributes to a deeper understanding of the Catholic faith.
- 87% of students felt they were encouraged and given the opportunity to live their faith actively, in the school and in the community.


While the secular world does not fully support religion and traditional faith, we continue to be assured that our world is in need of our faith. As a Catholic school division, it is essential that we live our faith publicly and that we serve as role models to our students and our communities. Holy Spirit has established a Grateful Advocates for Catholic Education (GrACE) group to help our stakeholders engage in the issues around Catholic Education. This work focused this year on implementation of communication strategies about the value of Catholic Education, providing connections between trustees and parishes, and advocating for Catholic Education. We continue to foster close relationships with our local clergy as well as holding regular meetings with Bishop McGrattan and Father Kevin Tumback (Dean of the Lethbridge Pastoral Zone).

As well, each year we continue to offer varied opportunities for adult faith formation in our system to assist in the spiritual growth of our staff. We are strongly committed to this as we believe that having well-formed adults who are comfortable and confident in their faith results in strong witness to our students.

- For administration, monthly faith formation was provided to support their knowledge and to help deepen their faith, as well as two seasonal retreats.
- Teachers new to our district on probationary contracts engaged in face-to-face sessions as well as an online course to expand their understanding of the Catholic faith and the vocational call of the Catholic educator.
- Both face-to-face and online faith formation opportunities were offered to staff throughout the year, and we provide regular access to in-servicing when implementing and piloting new religious education programs.

We will be entering the 2023-2024 school year with year two of our Faith Plan - Build! Pilgrims of Hope, as well as a new Board strategic priority (Strengthening Our Catholic Faith). It is our sincere hope that this new plan and priority will continue to nurture a Catholic worldview of reflection, service and sacramentality, to assist us in recognizing God in one another, and to invite all to put their gifts at the service of the common good. As our staff, students, and community find ways to arise in their faith with one another and to build our community, we seek to ensure that we are assisting one another to become pilgrims of hope through growth in our faith and the rich experience of Catholic Education.

ASSURANCE DOMAIN: Learning Supports; Teaching & Leading; Student Growth & Achievement

Priority	Outcome	Outcome	Outcome	Outcome
<p align="center"><i>High quality instruction rooted in sound research and effective assessment practices to support growth for all learners</i></p> 	<p>Teachers will use a variety of research-based assessment practices to inform instruction that will lead to optimum student learning.</p>	<p>All students will demonstrate growth in literacy and numeracy</p>	<p>First Nations, Métis and Inuit students will achieve equitable educational outcomes (data can be seen in the First Nations, Métis and Inuit blue section below)</p>	<p>High quality teaching practices will engage students in their continued development of the student learning competencies.</p>
	Measures			
	<ul style="list-style-type: none"> ● Focus on Literacy & Numeracy <ul style="list-style-type: none"> ○ Holy Spirit Common Math Assessment ○ Fountas & Pinnell Benchmark Assessments ○ Alberta Education Early Literacy (LeNS & CC3) Assessment & Numeracy Assessment ● High School Programs & Completion Rate ● Professional Learning & Collaboration Opportunities ● Alberta Education Assurance Measures <ul style="list-style-type: none"> ○ Education Quality ○ Welcoming, Caring Respectful & Safe Learning Environments ○ Access to Supports and Services 			
	Report - Telling our Story			
<p>Holy Spirit Catholic School Division continues to recognize the importance of foundational skills and provides multiple opportunities for real life learning. Allowing our teachers to go deeper into the curriculum -- focusing on the essential understandings and guiding questions within the curriculum -- and connecting the curriculum to real life, continues to engage our students in relevant learning experiences.</p> <p>Using Sound Assessment Practices to Inform Great Instruction - Literacy & Numeracy Using sound assessment practices to inform great instruction as well as ongoing professional learning in Literacy and Numeracy for our school leaders and classroom teachers has resulted in improvements in classroom instruction and assessment. In addition to locally developed assessments and provincial assessments (PATs & DIPs), students in grades 1-4 completed the Early Literacy & Numeracy Assessments, as part of the Learning Disruption Grant funding provided by Alberta Education.</p> <p>Numeracy: During the 2022-2023 school year, work in the area of numeracy continued to focus on essential outcomes to build number sense and fact fluency in elementary classrooms.</p> <ul style="list-style-type: none"> ● The Holy Spirit Learning Coaches supported professional learning in numeracy instruction throughout the Division. 				



- Teachers in grades 1-4 were supported to provide interventions for students who needed additional support in numeracy.
- Learning Disruption Grant funding was used to provide additional staffing and resources to support numeracy interventions.
- The Alberta Education Numeracy Assessment was administered to students in grades 1-4 during the 2022-2023 school year. All students were assessed at the 'beginning' (September 2022 for Grades 2-4, January for Grade 1) and students who were determined to be 'at risk' were re-assessed in June 2023. Interventions were provided for 12-16 weeks for students who were determined to be 'at-risk', as well as many other students for whom teachers determined there was a need.
 - Grade 1 Number of students 'at risk' in Numeracy at the beginning of the year: 90 End of year: 71
 - Grade 2 Number of students 'at risk' in Numeracy at the beginning of the year: 78 End of year: 55
 - Grade 3 Number of students 'at risk' in Numeracy at the beginning of the year: 83 End of year: 53
 - Grade 4 Number of students 'at risk' in Numeracy at the beginning of the year: 91 End of year: 66
- The Holy Spirit Locally-developed Common Math Assessment (CMA) was administered in the Spring of 2023 to students in grades 5-8, with optional administration for Grade 9 students. Students in grades 1-4 did not complete the CMA due to time constraints as a result of the provincially mandated assessments. The Grade 9 assessment was optional in lieu of students participating in the Grade 9 Math PAT. In comparing our Spring 2022 to our Spring 2023 administration, most grade levels demonstrated growth in numeracy:
 - Grade 4 students Spring 2022 Administration: 64.3% At Grade Level, June 2023 Alberta Numeracy Assessment 83.9% Not At-Risk
 - Grade 5 students Spring 2022 Administration: 59.2% At Grade Level, Spring 2023 Administration: 58.6% At Grade Level
 - Grade 6 students Spring 2022 Administration: 47.1% At Grade Level, Spring 2023 Administration: 51.5% At Grade Level
 - Grade 7 students Spring 2022 Administration: 47.8% At Grade Level, Spring 2023 Administration: 47.2% At Grade Level
 - Grade 8 students Spring 2022 Administration: 51.3% At Grade Level, Spring 2023 Administration: 54.7% At Grade Level
- The Common Math Assessment for grades 7-9 was revised by a committee of dedicated teachers.
- Our Provincial Achievement Test Results in Math indicate our students' level of achievement has grown this year. Grade 6 students achieving the Acceptable Standard exceeded the provincial average and those achieving the Standard of Excellence were just below the provincial average. Our Grade 9 students' achievement is also greater than 2022, with students achieving the Acceptable Standard far greater than the provincial average. Our French Immersion students who achieved both the Acceptable Standard and Standard of Excellence in both grades 6 & 9 once again far surpassed the provincial average.

		Mathematics (English)	Provincial Avg.	Mathematics (French)	Provincial Avg.
Grade 6	Acceptable Standard	64.9%	64.4%	91.2%	78.0%
	Standard of Excellence	14.1%	15.8%	29.4%	17.6%
Grade 9	Acceptable Standard	60.8%	53.2%	73.7%	71.7%
	Standard of Excellence	12.7%	13.0%	26.3%	20.8%

Literacy:

During the 2022-2023 school year, focused work on literacy continued.

- The Holy Spirit Division Learning Coaches provided support to our Grades 3-8 English Language Arts teachers in implementing the Fountas & Pinnell Benchmark Assessment System in the Fall of 2022.
 - Results of our Fountas & Pinnell Assessments in the Fall of 2022 indicated the following (grade 3-8):
 - Overall: Meeting Expectations 39.7%, Approaching Expectations 15.6%, Not Yet Meeting Expectations 44.7%
 - Comparing to our previous year's results (Fall 2021) indicated the following (grade 1-9):

■ Overall: Meeting Expectations 47.2%, Approaching Expectations 14.5%, Not Yet Meeting Expectations 42.0%

- The data indicates a continued need to address gaps in literacy over the course of the school year, as a result, our teachers are focusing on the essentials of literacy instruction.
- A significant factor in this data is likely that large English Language Learner population Holy Spirit has welcomed to the Division over the last few years. The F&P assessments are completed early in the year before students receive targeted ELL programming.

● The Letter Name-Sounds (LeNS) assessment and the Castles and Coltheart 3 (CC3) was administered to students in grades 1-4 during the 2022-2023 school year. All students were assessed at the 'beginning' (September 2022 for Grades 2-4, January for Grade 1) and students who were determined to be 'at risk' were re-assessed in June 2023. Interventions were provided for 12-16 weeks for students who were determined to be 'at-risk', as well as other students for whom teachers determined there was a need. Our beginning & year-end results indicate our intensive efforts towards intervention to support our students struggling with foundational literacy skills had a significant positive impact.

- Grade 1 Number of students 'at risk' in Literacy at the beginning of the year: 128 End of year: 74
- Grade 2 Number of students 'at risk' in Literacy at the beginning of the year: 129 End of year: 82
- Grade 3 Number of students 'at risk' in Literacy at the beginning of the year: 106 End of year: 75
- Grade 4 Number of students 'at risk' in Literacy at the beginning of the year: 93 End of year: 72

● Our Learning Coaches worked in all elementary and several junior high schools modelling teaching and providing professional learning sessions, shoulder-to-shoulder support, and research-based resources for literacy learning.

● Learning Coaches delivered numerous professional learning sessions at many of our schools, promoting a comprehensive literacy approach.

● Through professional learning and opportunities for collaboration, teachers met their students where they were at and focused on growth, no matter the starting point.

● We continue to see exponential growth and complexity of learning needs in the number of students for whom English is an Additional Language. Through the use of benchmark assessments for English Language Learners, our EAL Lead Teacher supported teachers in the completion of EAL benchmarking 2.0, the interpretation of results, and the development of strategies to support students.

● Our Provincial Achievement Test Results are a testament to the focus all of our teachers place on the foundational skills in literacy. The percentage of Holy Spirit students achieving 'Acceptable Standard' are higher than the provincial percentages in each grade and in both languages. As well, the percentage of students achieving Acceptable Standard in both grades' English exams shows an increase over the 2022 results.



		English Language Arts	Provincial Avg.	French Language Arts	Provincial Avg.
Grade 6	Acceptable Standard	80.2%	76.2%	88.6%	77.6%
	Standard of Excellence	17.8%	18.4%	11.4%	12.5%
Grade 9	Acceptable Standard	81.9%	71.4%	84.2%	76.1%
	Standard of Excellence	14.2%	13.4%	5.3%	10.9%

High Schools:

- Students continue to be engaged in their learning and succeed in completing their high school programs.
- The division provides excellent support for students to keep them in school and complete their high school programming. Holy Spirit achieved 'Very High' in the 3-year High School Completion Rate and 'High' in the 5-year High School Completion Rate.
 - 3-year High School Completion Rate of 90.4% continues to outmatch the provincial average of 80.7%
 - 5-year High School Completion Rate of 90.3% exceeding the provincial average of 88.6%
- Participation rate in the Diploma Exams for the 2022-2023 school year were above provincial averages for all -1 courses (except for Science 30), further ensuring our students have opportunities to explore multiple career and post-secondary pathways after graduation.

- o 92.0% of our students wrote one or more English Diploma Exams
- o 67.2% of our students wrote one or more Mathematics Diploma Exams

- Partnerships with post-secondary institutions were maintained in order to offer additional dual credit opportunities for our students. Holy Spirit students had the opportunity to earn dual credits through the Olds College and Lethbridge College.
- Continued to expand student course choice through acquiring numerous locally developed courses from other Alberta school jurisdictions.
- Continued to expand our Off-Campus Program (Registered Apprenticeship Program, Green Certificate Program, and Work Experience).
- Construction began on our 'Trades Hub' dual credit project at Catholic Central High School (West Campus) as a result of our Dual Credit Enhancement Grant received in July 2022.

Professional Development in Holy Spirit Catholic Schools


- Professional learning for 2022-2023 continued to focus on inter-school collaboration opportunities. School-based teams joined together on common PD days to collaborate with resources, share in learning provided by guest speakers, and engage in common planning.
- Two Division Collaboration Days were held over the school year (October and March). Teachers established self-selected collaborative working groups and were given the time to work on self-selected professional learning projects based on their interests and professional learning needs. Elementary grade level groups gathered (in-person and virtually) to continue working towards new curriculum implementation.
 - o In addition to the collaboration opportunities on our Division Collaboration Day in October, teachers had the opportunity to visit an industry partner, Southland International, for a facility tour and discussion about RAP and dual credit opportunities.
 - o The March Collaboration Day also provided an opportunity for teachers to participate in STEM professional learning through our partnership with Destination Exploration at the University of Lethbridge.
- Grade Level Meetings (Kindergarten - Grade 6) were hosted in order for teachers to further their own understanding of the new curriculum, as well as collaborate to create long range plans.
- Holy Spirit's District Curriculum Committee, with representatives from each school in the division, met several times throughout the year to dive more deeply into the new curriculum, and develop strategies to support colleagues for ongoing implementation.
- A Resource Selection Committee was established, consisting of Division I teachers from across the District, to select resources to support new curriculum implementation in Math & English Language Arts & Literature
- Our Learning Leadership Team participated in a year-long book study with the resource "10 Mindframes for Leaders: The Visible Learning Approach to School Success", focusing on the impact school leaders have on student success.
- Throughout the school year, many professional learning opportunities were offered in person and virtually and teachers were able to take advantage of these opportunities without the need to travel or require a substitute teacher.
- Elementary teachers were offered release time (in the form of substitute teacher coverage) to engage in collaborative planning or professional learning to support new curriculum implementation. 39 teachers accessed this release time in May-June of 2023.
- Junior high teachers were supported with the cost of registration, a teaching resource as well as sub release time to engage in professional learning focused on Disciplinary Literacy.

Alberta Education Assurance Measures Data

- Education Quality - with 90.7% of our community feeling confident that we are offering quality educational programming in our schools, we are handily above provincial standard of 88.1%.
- Welcoming, Caring Respectful & Safe Learning Environments - Our students and families value the faith-filled learning environment cultivated within our Holy Spirit schools - 89.3% in Holy Spirit compared to 86.1% provincially (and 88.6% in the Division in 2022).
- Access to Supports and Services - Our community understands that our students have great access to supports and services within our division as well as those offered by our partnering agencies - 82.3% in Holy Spirit compared to 80.6% provincially.



ASSURANCE DOMAIN: Learning Supports; Teaching & Leading; Student Growth & Achievement

Priority	Outcome	Outcome	Outcome	Outcome
<p><i>First Nations, Métis and Inuit education for all</i></p> 	<p>Staff and students will engage in practices to facilitate reconciliation within the school community.</p>	<p>Staff and students will enhance their understanding of First Nations, Métis and Inuit ways of knowing, doing and being</p>	<p>Faculty and staff will apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students</p>	
	Measures			
	<ul style="list-style-type: none"> ● OurSCHOOL Survey ● Anecdotal/qualitative data (local narratives) 			
	Report - Telling our Story			
	<p>We continue to work hard to ensure the success of our First Nations, Métis, and Inuit students with a focus on continuous learning growth.</p> <p>AEAM Analysis</p> <ul style="list-style-type: none"> ● Our three-year high school completion rate increased this year from 65.1% to 73.6% (16.6% higher than the Alberta average) ● Our five-year high school completion rate increased this year from 66.9% to 68.7% (2.6% lower than the Alberta average) ● We did experience a decline in our previously excellent six-year transition rate to numbers that more closely parallel the provincial averages, which we believe is related to that particular cohort and their pandemic context. (41.9%, down from 64.7%, 6.4% higher than the Alberta average) ● We have increased our Rutherford scholarship eligibility rate, from 54.1% to 68.9%, 25 percent higher than the provincial average. ● We will continue to monitor those rates, but feel that we are on the right track to continue to make progress in all areas with the divisional and school-based supports that are in place. <p>AEAM Provincial Testing Measures</p> <p>We appreciate the return of data from provincial testing programmes. While we do not presently have trend data, we can explore the following single year statistics.</p> <p><u>Provincial Achievement Tests</u></p> <p>Our overall acceptable standard on Provincial Achievement Tests was 47.7% (7.2% above provincial average), while our overall standard of excellence was 6.2% (0.7% lower than provincial average). In general, our grade 6 data is at or slightly below provincial averages (with the exception of ELA 6). In general, our grade 9 data is at or higher than provincial averages, with strong results in the acceptable standard across the subject areas.</p> <ul style="list-style-type: none"> ● ELA 9 Acceptable Standard 70.6%, 20.8% higher than provincial average ● Math 9 Acceptable Standard 41.2%, 12.5% higher than provincial average (with very high scores for K&E Math) ● Science 9 Acceptable Standard 50%, 8.9% higher than provincial average ● Social 9 Acceptable Standard 42.5%, 8.4% higher than provincial average <p><u>Diploma Exams</u></p> <p>Our overall acceptable standard on Diploma Exams was 67.9% (6.9% lower than provincial average), while our overall standard of excellence was 11.1% (0.2% lower than provincial average). While the acceptable standard statistic is lower than provincial average, our students also tend to write more</p>			



exams than their provincial counterparts, which speaks to higher academic standards and expectations:

- 1+ exams 80.5% (24.8% higher than provincial average)
- 2+ exams 41.4% (9.9% higher than provincial average)
- 3+ exams 13.8% (5% higher than provincial average)
- 4+ exams 2.3% (1% higher than provincial average).

We also saw increases over last year in both of our aggregate measures, with our acceptable standard increasing by 5.5% over last year and our standard of excellence increasing by 8.1% over last year. Our humanities exams tended to be near provincial standards, with Biology 30 trailing those standards.

With focused supports being offered at the junior high and high school levels to encourage the academic achievement of our First Nations, Métis, and Inuit students, along with the work our division is doing in the area of universal supports for literacy and numeracy, we anticipate that we will see consistent maintenance and/or growth in these areas. One of our major commitments to supporting our First Nations, Métis, and Inuit students is through three Graduation Coach programs, one at the high school level, the second at the junior high level, and a third in a rural K-12 school. About 40% of our First Nations, Métis, and Inuit students attend those three schools. While we have had to shift this model to a part-time allocation this year due to budgetary constraints, it remains an important contributor to the strong academic results noted above.

We have not been able to collect consistent data since March of 2020 to report on the effectiveness of the strategies and interventions that we are using. Current anecdotal reporting and historical data, along with the data that we have collected, continue to point to challenges with literacy and numeracy in elementary and junior high for these students, whether on Fountas & Pinnell, our Common Math Assessment, or the other local measures that we have access to. Once students are in high school, they are being reasonably successful in their core courses as they proceed to their high school certification. We continue to also monitor and respond to data around attendance and strategize effective supports and interventions around attendance and programming for students. As we continue a return to more 'normal' operations we will be engaging in conversations around what data is most appropriate to collect, and to what end/response we are collecting this data. Many schools are using the Collaborative Response Model as a framework to guide interventions with the support of the Senior Administrative Leadership Team. Work will continue with these interventions and alignment to Collaborative Response in the 2023-2024 school year, both from the standpoint of broad learning disruption grant funding as well as the focused lens of First Nations, Métis, and Inuit subgroups inside the total student population.

In 2022-2023, we continued to realign the focus of the work in First Nations, Métis, and Inuit education in our Board priorities. While we continue to focus on continuous growth in academic achievement aiming at equitable educational outcomes for First Nations, Métis, and Inuit students, we are also broadening our focus to First Nations, Métis, and Inuit education for all.

A key part of working in this area is engaging in practices to facilitate reconciliation within the school/community context. As we seek to understand reconciliation as part of our way of being, we know that we have to be humble, listen deeply, earn trust, and seek to do our work in a good way. Throughout last year, schools renewed and fostered their relationships with First Nations, Métis, and Inuit Elders, parents, families, students, and communities, both on- and off-reserve to support this priority. We took the same approach divisionally in our offerings.

- We continue to highlight people, resources, and stories each month in our monthly newsletter to support staff development.
- We carried that on into our support of reconciliation materials and activities provided to our schools in September 2022, as well as our divisional events throughout the year and other days of significance (e.g. Rock Your Mocs). Each school accessed monies set aside to support staff development and learning in this area, with many schools electing to use their resources to engage in story or land-based learning with Elders.
- At each of our student gatherings (Iisopok'ksikatkimayaa - Striving for Higher Knowledge - transition gathering for grade 11 and 12 students; Iikaahkikamina - Encouragement - transition gathering for grade 9 and 10 students), we ensured that we elevated the voice and experience of our Elders as well as responded to identified student needs. We had a number of our students associated with this program visit Red Crow College to tour the campus and be exposed to potential opportunities that they may seek for their post-secondary programming. Further, we had a number of schools create and deliver school-specific gatherings for their communities in this vein.



- We continued to host and support school powwows and feather blessings in the same vein. We continue to see Blackfoot namings for students, schools and staff.
- We were blessed to be able to reorient and offer our year end divisional family gathering (Itowaahkomstii'oppi - Where we all gather to play games) in June 2023, which was well attended and received by our community.
- We continued to expand our community partnerships in 2022-2023
 - We greatly appreciated the support of the Sik Ooh Kotoki Friendship Society as they provided abundant snacks for our Indigenous students, in particular those who ride the bus.
 - We engaged in a partnership with the Changing Horses Organization to offer language nights at our schools under a Canadian Heritage grant that they received. These family gatherings were supported greatly at the school by the staff there, and focused on language learning with Elders. The culminating resource, *Niitsipowahsin at Home: A Blackfoot Language Learning Guide for Families*, was made available in print and digital form to our students and staff.
 - We completed a ride-along with the Blood Bus Coop to collect footage used in an educational video - *A Day in the Life of a Blood Bus Driver* - for use with staff and community partners.
 - Our Coordinator of First Nations, Métis, and Inuit education sits on our local Reconciliation Lethbridge Advisory Committee as well as the Southern Alberta Professional Development Consortium FNMI Advisory Committee.
 - We are also participants in the local AHS Healthy Schools First Nations, Métis, and Inuit Wellness cross-divisional collaboration group.
 - We submitted a divisional group application under Jordan's Principle to support the cultural and academic needs of our students.
 - We supported the attendance of a divisional Elder, First Nations, Métis, and Inuit Support Worker, and Coordinator of First Nations, Métis, and Inuit Education at the CASS Gathering.
 - We established a mutually beneficial relationship with the University of Lethbridge EleV program, which seeks to build educational and employment pathways for Blackfoot youth.


A second facet of this priority is enhancing staff and student understanding of First Nations, Métis, and Inuit ways of knowing, being and doing, and the application of foundational knowledge by faculty and staff to the benefit of all students. We have sought to have the intellectual humility to position ourselves as learners. We rely on roots that were laid down through the Indigenous Languages in Education grant, which developed Blackfoot language resources that support both our focus on linguistic revitalization as well as permeation of First Nations ways of knowing, being and doing. Prominent among these resources is the Mioohpokoiki website (found here: <https://sites.google.com/view/mioohpokoiki/home>) which situates language in story to the benefit of all learners. We continue to add to this website through our partnerships. We further developed a menu of First Nations, Métis, and Inuit supports that are available to staff and schools for professional learning, including click-and-go resources for teachers that are easy to access to embed First Nations, Métis, and Inuit ways of knowing, being and doing. We also expanded and refined our First Nations, Métis, and Inuit literature kits in alignment to the new curriculum outcomes; we now have over 20 of these kits available for teacher use. Additionally, we continue to offer frequent professional learning opportunities to staff. We delivered a learning opportunity with the documentary Braves Wear Braids for all staff, including a conversation with the director. Ongoing offerings of our Learn, Build & Go workshops were well attended and highly regarded. These offerings included:

- Sharing Circles
- STEM (offered twice)
- Art & Wellness (offered three times)

We are seeking to expand these offerings next year to include Métis land-based learning, beading, math, Indigenous Spirituality and Catholicism, Blackfoot land-based learning, and a Blood Bus Ride-along/Reserve Visit experience.

As we embark on a new Board Priority (Living Truth and Reconciliation) in the 2023-2024 school year, we will continue to refine and expand these offerings, connections, and supports for our staff and students.

ASSURANCE DOMAIN: Learning Supports; Teaching & Leading; Student Growth & Achievement; Governance

Priority	Outcome	Outcome	Outcome	Outcome
<p align="center">Foster a culture of wellness that is foundational to support learning</p> 	<p>Students are supported in their physical, emotional, behavioural and spiritual well-being</p>	<p>Staff and students will engage in ongoing activities that promote holistic health and wellness</p>	<p>Staff and students are able to recognize and respond to those who may require mental health support</p>	
	Measures			
	<ul style="list-style-type: none"> ● Alberta Education Assurance Measures <ul style="list-style-type: none"> ○ Welcoming, Caring, Respectful and Safe Learning Environment ○ Access to Supports and Services ● OurSCHOOL Survey ● A number of research-based programs delivered by the MHCB team ● Quarterly review of metrics, indicators and data collection of Family First Facilitator Program ● Trend data and analysis from FSLC ● Anecdotal/qualitative data (local narratives) 			
	Report - Telling our Story			
	<p>The Holy Spirit Catholic School Division consistently delivers a diverse array of programs and resource-sharing initiatives tailored to meet the needs of our varied student population. Recent assessments highlight the effectiveness of our schools in establishing a secure, compassionate, and supportive learning environment. In the Fall 2023 Alberta Education Assurance Measures, our schools achieved a notable score of 89.3% in the category of "Welcoming, Caring, Respectful, and Safe Learning Environment," reflecting a slight increase of 0.7%. This score not only exceeds our previous results but also surpasses the current provincial average of 84.7%. Furthermore, our performance in the "Access to Supports" category remains strong, with a 0.9% increase from 81.4% to 82.3%. This positive shift stands in contrast to the decrease witnessed in provincial trends. These results affirm our unwavering commitment to providing an inclusive and high-quality educational experience.</p> <p>In the past school year, various initiatives were implemented to prioritize the safety and well-being of schools. Notably, we continue to actively engage in the Southwest Collaborative Support Services subcommittee, recognizing its pivotal role in fostering collaborative, cross-jurisdictional opportunities. This involvement is crucial for addressing the distinct needs of our division, especially considering that pooling resources is essential for smaller divisions in Southern Alberta. By doing so, we aim to effectively tackle the intricate, complex and therapeutic educational requirements of our students.</p> <p>The Mental Health Capacity Building (MHCB) team successfully provided universal programming to promote and prevent mental health issues. Operating across our geographically extensive division, the team ensured that all schools received universal support. The deliverable programming data envelops:</p> <ul style="list-style-type: none"> ● 23 events and activities ● 160 skill-building programs ● 1,214 skill-building sessions 			

- 23 presentations with 8,412 attendees

In addition to student-focused initiatives, the team worked on capacity building with staff to enhance their ability to deliver programming, resulting in:

- 32 programs with 320 sessions delivered
- Impact on 16 schools, 6 communities, and 5,425 students

Even during the summer, the MHCB team continued its efforts, organizing:

- 8 skill-building programs and events with 22 sessions
- Reaching 3,369 attendees across 6 communities

In the Fall of 2022, Holy Spirit Catholic School Division successfully secured a \$886,100.00 grant, marking the commencement of a comprehensive Mental Health in Schools Pilot Project. The initiative, made possible through collaborative efforts with mental health support and services providers (*AHS School Health and Wellness Promotion Team, AHS Addictions and Mental Health, AHS Indigenous Wellness Core - Aboriginal Addiction and Mental Health, AHS Mental Health Literacy Program, Southwest Collaborative Support Services, and True Balance Counselling*), aimed at providing comprehensive support. An Indigenous Student Wellness Access Guide and Student Wellness Access Guide were hired to facilitate a collaborative approach between schools and communities, specifically focusing on Tier 2 Targeted and Tier 3 Individualized supports beyond the school setting. Their role involves assisting students in accessing appropriate supports and building awareness of available resources to foster resiliency and efficacy.

- While there are various components of the grant, a priority area beginning March 2023 in response to qualitative and quantitative data was the creation of a Resources Hub. The Mental Health Resource Hub captures Tier 2 and 3 pathways to, through, and from support in the Southwest region. This dynamic resource continues to be updated annually to reflect changes in community support and services, offering accessibility to Catholic and Public School partners in the South Zone. Developed collaboratively with grant partners, the Resource Hub has been designed to reflect the unique characteristics of each community within the division. Serving as a comprehensive directory of community links, the shared resources are available to families and can be accessed through the following link: [Resource Hub Link](#).

Maintaining robust partnerships with organizations such as Alberta Addictions and Mental Health, Lethbridge Family Services, Comprehensive School Health, Southwest Collaborative Support Service Delivery, Parent Link, Child and Family Services, Chinook Sexual Assault Center, Key Connections, Building Better Brains, Children's Allied Health, and Disability Services enables us to provide comprehensive support that surrounds our students and families.

Our partnerships with University of Lethbridge Registered Nursing Program and Addictions and Mental Health Counselling Programs Practicum play a pivotal role in fostering a safe and caring environment within our organization. These collaborations represent a commitment to excellence in healthcare and mental health services, as practicum students bring fresh perspectives, cutting-edge knowledge, and a passion for learning to our team. By integrating these budding professionals into our learning space, we not only contribute to their educational journey but also benefit from their energy and dedication. Their presence enhances our ability to provide compassionate care, as they actively participate in creating a supportive atmosphere that prioritizes the well-being of our learning community. These partnerships are a testament to our belief in the importance of education, collaboration, and community engagement in cultivating a safe and nurturing environment for both our staff and students.

Our steadfast commitment to professional development in the realm of mental health and wellness has remained unwavering. We successfully provided divisional opportunities for staff in Violence, Threat, Risk, Assessment (VTRA), Supporting Individuals through Valued Attachments (SIVA), First Aid, Go-to Educator, Trauma Informed Practices and Mental Health Literacy Training, utilizing a mix of online and in-person formats. Two Divisional Collaborative Days in October and March continue to have dedicated learning opportunities focused on mental health and wellness, encouraging collaboration among schools to share best practices in this crucial area. Our dedication to building divisional capacity went beyond traditional training, including ASEBP Lunch and Learn sessions for staff wellness, Monthly Wellness huddles and insights from keynote speakers (Greg Wells). As a school division, we actively participated in community events supporting marginalized populations, such as Santa's Anonymous, Drive Away Hunger, Ready Set Go, Roots of Empathy, and MHCB Summer programming.

Consolidating mental health and wellness information into a divisional publication to increase viewership and engagement. The Support Services team curates articles, resources, and links related to personal Mental Health and Wellness. The aim is to provide valuable information that supports staff in both their professional and personal lives linking services and topics that align with the Dimensions of Wellness.





Our School Survey Data

● Our SCHOOL Survey data indicate varying degrees of wellness amongst students. Some indicator results that help inform program and services include:
Junior/Senior High School Students

- The data indicates that 65% of students in our district feel accepted and valued by their peers and others at school, just slightly below the Canadian norm of 66% for these grades. Breaking it down further, 63% of girls and 72% of boys in our district reported a high sense of belonging, with Canadian norms for girls at 62% and boys at 71%. This reflects a slight improvement from the previous year.
- Moving on to students' relationships with friends at school, 81% of students in the Holy Spirit School Division reported positive relationships, marking a 2% increase from the previous year. This surpasses the Canadian norm of 76% for these grades, with 83% of girls and 79% of boys in our district reporting positive relationships. The Canadian norms for girls and boys are 78% and 74%, respectively.
- Regarding the belief in the personal and economic benefits of education, 68% of students in our district value district outcomes, slightly below the Canadian norm of 71% for these grades. Additionally, 74% of girls and 63% of boys in our district value school outcomes, with Canadian norms for girls and boys at 73% and 70%, respectively.
- Lastly, in terms of positive behavior at school, indicators have remained consistent with last year's results, with 96% of students in this district exhibiting positive behavior, exceeding the Canadian norm of 93% for these grades. Further breakdown shows that 98% of girls and 94% of boys in our district display positive behavior, outperforming the Canadian norms for girls (97%) and boys (90%).

Elementary Students

- In the Holy Spirit School Division, a significant aspect of students' experiences revolves around their sense of acceptance and value from peers and others. The data reveals that 71% of students in this division reported a high sense of belonging, which is slightly below the Canadian norm of 79% for these grades. Further breakdown indicates that 69% of girls and 74% of boys in this division feel a strong sense of belonging, with Canadian norms at 78% for girls and 80% for boys. Notably, this indicator has experienced a modest 3% decrease from previous years' results and falls below the established Canadian norms.
- Another crucial dimension is the presence of trusting friendships that encourage positive choices among students. In this division, 83% of students reported positive relationships, slightly below the Canadian norm of 84% for these grades. A detailed analysis reveals that 85% of girls and 82% of boys in this division enjoy positive relationships, contrasting with Canadian norms of 87% for girls and 81% for boys. Despite the divisional results falling below the Canadian norms, there is a marginal improvement of 2% from previous years' results.
- The survey also explored students' beliefs regarding the personal and economic benefits of education and its impact on their future. In this division, 91% of students expressed a value for district outcomes, though this falls below the Canadian norm of 95% for these grades. Specifically, 94% of girls and 89% of boys in the division acknowledged the importance of school outcomes, as compared to Canadian norms of 96% for girls and 93% for boys.
- Lastly, the assessment of positive behavior at school, focusing on students avoiding disruptive or inappropriate behavior, indicates that 90% of students in this division exhibited positive behavior. While this represents a slight decrease from the previous year's results, it falls slightly below the Canadian norm of 91% for these grades. A closer look reveals that 94% of girls and 85% of boys in this division demonstrated positive behavior, compared to Canadian norms of 95% for girls and 86% for boys.

Considering the results from both junior/senior and elementary students regarding mental health, wellness and belonging, several programming considerations will be explored in the upcoming school year to enhance these aspects for students including:

1. The continued development of targeted support programs that address the specific needs identified in the survey results, such as initiatives to boost a sense of belonging and well-being (Communi-tea at Junior/ Senior High School, Relationship Universal programming for Elementary level).
2. Implementing mental health awareness and education programs to foster a greater understanding of mental well-being among students, parents and staff.
3. Conduct workshops and learning series on stress management, resilience building, and coping strategies to equip students with essential life skills.
4. Involve parents in awareness campaigns and workshops to create a holistic approach to mental health.
5. Provide resources and information to parents about recognizing signs of mental health issues and how to support their children.

By addressing these considerations, schools can create a supportive and inclusive environment that contributes to the overall well-being and sense of belonging for both junior and senior high school students.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division

Assurance Domain	Measure	Holy Spirit Roman Catholic Sep			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	86.3	87.7	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	85.2	86.8	86.0	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	90.7	88.2	87.4	83.2	83.4	81.1	Very High	Improved	Excellent
	5-year High School Completion	91.9	89.5	90.9	87.1	86.2	85.6	High	Maintained	Good
	PAT: Acceptable	70.4	n/a	76.5	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	18.0	n/a	18.2	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	72.8	n/a	79.7	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	12.2	n/a	16.2	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.7	91.5	92.2	89.0	89.6	90.3	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.6	90.5	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	81.4	83.4	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	81.6	80.5	82.6	78.8	79.5	81.5	High	Maintained	Good

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division

Assurance Domain	Measure	Holy Spirit Roman Catholic Sep			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	86.9	86.3	86.3	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	86.6	85.2	86.0	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	90.4	90.7	89.0	80.7	83.2	82.3	Very High	Maintained	Excellent
	5-year High School Completion	90.3	91.9	91.4	88.6	87.1	86.2	High	Maintained	Good
	PAT: Acceptable	68.9	70.8	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	16.0	18.7	n/a	16.0	17.7	n/a	Intermediate	n/a	n/a
	Diploma: Acceptable	75.1	72.8	n/a	80.3	75.2	n/a	Low	n/a	n/a
	Diploma: Excellence	12.5	12.2	n/a	21.2	18.2	n/a	Low	n/a	n/a
Teaching & Leading	Education Quality	90.7	90.7	91.8	88.1	89.0	89.7	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.3	88.6	88.6	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	82.3	81.4	81.4	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	82.6	81.6	83.1	79.1	78.8	80.3	Very High	Maintained	Excellent

Supplemental Alberta Education Assurance Measures - Overall Summary

Fall 2022

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division

Measure	Holy Spirit Roman Catholic Sep			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	58.9	n/a	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	1.2	1.8	1.5	2.3	2.6	2.6	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	85.8	83.5	86.8	83.7	84.9	85.1	Intermediate	Maintained	Acceptable
Lifelong Learning	82.8	83.9	76.9	81.0	82.1	72.0	Very High	Improved Significantly	Excellent
Program of Studies	84.3	81.8	86.3	82.9	81.9	82.3	Very High	Declined	Good
Program of Studies - At Risk Students	81.8	83.8	85.9	81.9	82.7	84.8	Low	Declined Significantly	Concern
Rutherford Scholarship Eligibility Rate	86.8	81.7	78.6	70.2	68.0	66.4	Very High	Improved Significantly	Excellent
Safe and Caring	90.8	92.3	91.6	88.8	90.0	89.2	Very High	Maintained	Excellent
Satisfaction with Program Access	75.9	75.2	76.9	72.6	71.8	74.1	Intermediate	Maintained	Acceptable
School Improvement	78.0	86.0	85.1	74.2	81.4	81.3	High	Declined Significantly	Issue
Transition Rate (6 yr)	73.7	72.1	73.0	60.3	60.0	59.8	Very High	Maintained	Excellent
Work Preparation	85.2	87.8	84.7	84.9	85.7	83.5	High	Maintained	Good

Supplemental Alberta Education Assurance Measures - Overall Summary

Fall 2023

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division

Measure	Holy Spirit Roman Catholic Sep			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)	17.8	n/a	60.4	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	1.5	1.2	1.4	2.5	2.3	2.5	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	82.3	85.8	85.4	82.2	83.7	84.3	Intermediate	Maintained	Acceptable
Lifelong Learning	85.7	82.8	80.1	80.4	81.0	76.8	Very High	Improved Significantly	Excellent
Program of Studies	87.6	84.3	85.5	82.9	82.9	82.6	Very High	Improved	Excellent
Program of Studies - At Risk Students	83.7	81.8	84.6	81.2	81.9	83.4	Intermediate	Maintained	Acceptable
Rutherford Scholarship Eligibility Rate	86.5	86.8	82.1	71.9	70.2	68.3	Very High	Improved	Excellent
Safe and Caring	91.2	90.8	91.4	87.5	88.8	89.1	Very High	Maintained	Excellent
Satisfaction with Program Access	77.6	75.9	77.2	72.9	72.6	73.9	High	Maintained	Good
School Improvement	80.6	78.0	82.1	75.2	74.2	77.9	Very High	Declined	Good
Transition Rate (6 yr)	70.8	73.7	73.2	59.7	60.3	60.2	High	Maintained	Good
Work Preparation	87.7	85.2	85.4	83.1	84.9	84.5	Very High	Maintained	Excellent