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# **Annual Education Results Report AERR 2020-21**

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# ANNUAL EDUCATION RESULTS REPORT 2020-21

## ACCOUNTABILITY STATEMENT

The Annual Education Results Report for (name of school authority) for the 2020/2021 school year was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to 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 self-reliant, responsible, caring and contributing members of society. This Annual Education Results Report for 2020/2021 was approved by the Board on November 24, 2021, at the Regular Board Meeting

Dr. Carmen Mombourquette, Board Chair

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## 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 and the Division Principal of First Nations Métis and Inuit Education, comprise the Learning Leadership Team for the school division.

Holy Spirit Catholic School Division provides educational programs and services to 4961 students from Kindergarten to Grade 12, as well as an additional 232 early learning program children and 19 international students (September 30, 2021 enrollment). As of September 30, 2021, the division employed approximately 600 people in a wide variety of full and part time positions and in various capacities. The budgeted teaching component for the school division for 2021/2022 is 284.5 Full Time Equivalent (FTE). In addition, the school division has budgeted to employ 264.0 FTE support staff members; which includes secretarial, clerical, educational assistants, maintenance, custodial and central office staff.

The actual 2020/2021 operating expenditures for the school division were \$62,176,828.

The school division is responsible for the operation of fifteen (15) schools and two (2) outreach schools, which range in size from 82 to 945 students. Our schools, their grade levels and the communities they serve are as follows:

| SCHOOL   | GRADE CONFIGURATION | LOCATION      |
|--|---------------------|---------------|
| St. Michael                                    | 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 Learning Centre                        | 4-12                | Lethbridge    |
| St. Catherine                                  | Early Learning–9    | Picture Butte |
| St. Michael's                                  | Early Learning–12   | Pincher Creek |
| St. Mary                                       | 6-12                | Taber         |
| St. Patrick                                    | Early Learning–5    | Taber         |

## RESULTS ANALYSIS

The most recent combined Three Year Education Plan (TYEP) and Annual Education Results Report (AERR) can be found [here](#). These documents, based on the [Board's priorities](#), which were identified in a Strategic Planning Session held in May of 2020, are used to support and provide rationale for the goals, outcomes and strategies in this new Three Year Education Plan. During this process, the Ministry's [2020-2023 Business Plan](#) was extensively reviewed to ensure there was alignment between provincial and local priorities and outcomes. Specifically, Holy Spirit Catholic Schools ensured that our priority of *First Nations Métis & Inuit Education for all* was at the forefront of our work.

## STAKEHOLDER ENGAGEMENT

Midway through the 2019-20 school year, the Division embarked on an extensive public consultation using *ThoughtExchange* to request and gather input from our stakeholders around suggested priority areas upon which the new superintendent should focus. The finalized report to the public engagement can be found [here](#). The plan moving forward is to continue consultations both in person as well as through digital or online means to solicit information and feedback from all stakeholders.

## 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 him/her 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 2020-2021](#) has been prepared, summarizing the division's audited financial statements, budget, and facility and capital plans for the 2020-21 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](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><b>Staff and students will grow in their faith and experience the richness of Catholic Education</b></p> | Staff and students will develop a deeper understanding of the Catholic faith and demonstrate an increased value of Catholic Education   | The culture of our schools will grow in reflecting an authentic Catholic identity | Students and staff will grow in their personal faith life | --      |
|   | <b>Measures</b>   |   |   |         |
|   | <ul style="list-style-type: none"> <li>● Faith Plan Inventories</li> <li>● Surveys following faith formation events</li> <li>● OurSCHOOL Survey for student feedback</li> <li>● Anecdotal/qualitative data (local narratives)</li> </ul>  |   |   |         |
|   | <b>Report - Telling our Story</b>   |   |   |         |
|   | <p>Holy Spirit Catholic Schools have traditionally had strong results in these measures that indicate students, parents, and staff appreciate the Catholic identity of our schools and the Catholic culture of our division. In 2020-2021, the division completed the second year of our Three Year Faith Plan, “Making Our Mark - Journey of an Intentional Disciple.” The theme was <i>Transformed by the Journey</i>, where we focused on the calls to be grateful and gracious in our relationship with those around us. These calls aligned to the 5 Marks of Catholic Schools, in particular, “Christian Anthropology” and “Gospel Witness.” A key component of this work was the use of Faith Plan Inventories that were created by the Division Religious Education Committee. These inventories focus through the calls to action on aspects of Catholic identity and worldview 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. Schools focused on ensuring that their programs and routines were grounded in the dignity of the person including things such as their charity and social justice projects, discipline/conduct policies, and wellness initiatives. Staff also focused on how to witness their life in Christ through their relationships, their own personal faith formation, and their participation in the life of the church. We continued our emphasis on reading the upcoming Sunday Gospel each week, with an intentional focus on reflecting on how the Gospel message helped us to live lives of gratitude and graciousness. There was an intentional focus also last year on supporting families in their understanding of and participation in the faith plan through a separate monthly newsletter designed particularly for them. Tools specific to staff and students were also developed and implemented including Catholic identity inventories and digital gratitude journal/prompts. Student-led social justice projects focused on gratitude were also incorporated into many schools, and we continued to support Catholic social service agencies throughout the year. Our</p> |   |   |         |

anecdotal results suggest that there was a deep connection last year with the theme and calls to action for staff and students. Eighty-five percent (85%) of staff respondents felt this year that their school's Catholic identity grew in gratitude and 80% in graciousness.

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.
- 92% felt they were encouraged and given the opportunity to live their faith in the school and in the community.

- **Junior and Senior High Students**

- 92% of students felt their school reflected a Catholic worldview that contributes to a deeper understanding of the Catholic faith.
- 89% 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, as we experience living through a pandemic, 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. 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. We provide regular access to inservicing when implementing and piloting new religious education programs, monthly formation activities for the Division Religious Education Committee and Learning Leadership Team, and a faith mentorship program for our probationary teachers. While definitely impacted by the guidance around cohorting and schools, we continued to encourage partnerships with our parish community by having staff and students regularly engage with virtual Masses and retreats, including our online Spiritual Development day in March 2021. 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 we enter the 2021-2022 school year, we will be transitioning to implement the final year of our Three Year Faith Plan, Together on the Journey, with its calls to be committed and accountable. As we do so, our desire is to increase adult faith formation, to permeate our faith in all that we do, to continue to promote the value of Catholic Education, and to skillfully deliver our formal Religious Education programs. This commitment will ensure that our staff and students will grow in their faith and experience the richness of Catholic Education.



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

| Priority  | Outcome   | Outcome  | Outcome  | Outcome  |
|---|---|--|--|--|
| <p><b>High quality instruction rooted in sound research and effective assessment practices to support growth for all learners</b></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, Metis and Inuit students will achieve equitable educational outcomes</p> | <p>High quality teaching practices will engage students in their continued development of the student learning competencies.</p> |
|   | <p><b>Measures</b></p>  |  |  |  |
|   | <ul style="list-style-type: none"> <li>● Focus on Literacy &amp; Numeracy                             <ul style="list-style-type: none"> <li>○ Holy Spirit Common Math Assessment</li> <li>○ Fountas &amp; Pinnell Benchmark Assessments</li> </ul> </li> <li>● High School Programs &amp; Completion Rate</li> <li>● Professional Learning &amp; Collaboration Opportunities</li> <li>● Alberta Education Assurance Measures                             <ul style="list-style-type: none"> <li>○ Education Quality</li> <li>○ Access to Supports and Services</li> </ul> </li> </ul>  |  |  |  |
|   | <p><b>Report - Telling our Story</b></p>  |  |  |  |
|   | <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. Despite the many challenges presented as a result of the COVID-19 Pandemic, learning continued in a rigorous, relevant manner for all students, whether in school or while learning from home.</p> <p><b>Using Sound Assessment Practices to Inform Great Instruction – Literacy and Numeracy</b><br/>Ongoing professional learning of our school leaders and classroom teachers has resulted in improvements in classroom instruction and assessment.</p> <p><b>Numeracy:</b></p> |  |  |  |

- Due to the cancellation of classes in March of 2020, our locally-developed Common Math Assessment (grades 1-9) was not administered in the Spring of 2020 as per the usual practice for the previous years. Instead, the Common Math Assessment was administered in September-October 2020 as a diagnostic assessment. Students in grades 4-9 wrote the previous grade's assessment, teachers and school leaders used the data provided by the assessment to gauge learning gaps as a result of the cancellation of classes, as well as to plan for instruction to address the identified gaps.
- The Common Math Assessment was administered, as per usual practice, again in May of 2021. In comparing our Fall 2020 administration to the Spring 2021 administration, almost every grade level demonstrated significant growth in numeracy:
  - Grade 4 students Fall Administration: 42.8% At Grade Level, Spring Administration: 62.7% At Grade Level
  - Grade 5 students Fall Administration: 35.4% At Grade Level, Spring Administration: 53.3% At Grade Level
  - Grade 6 students Fall Administration: 35.3% At Grade Level, Spring Administration: 49.3% At Grade Level
  - Grade 7 students Fall Administration: 30.1% At Grade Level, Spring Administration: 44.4% At Grade Level
  - Grade 8 students Fall Administration: 38.3% At Grade Level, Spring Administration: 55.9% At Grade Level
  - Grade 9 students Fall Administration: 53.8% At Grade Level, Spring Administration: 39.4% At Grade Level

**Literacy:**

During the 2020/2021 school year, focused work on literacy was extended.

- The Holy Spirit Division Learning Coaches provided support to our Grades 1-8 English Language Arts teachers in implementing the Fountas & Pinnell Benchmark Assessment System in the Fall of 2021.
  - Results of our Fountas & Pinnell Assessments in the Fall of 2020 indicated the following (grade 1-9):
    - Overall: Meeting Expectations 46.4%, Approaching Expectations 15.3%, Not Yet Meeting Expectations 38.4%
  - Comparing to our previous year's results (Fall 2019)
    - Overall: Meeting Expectations 53.7%, Approaching Expectations 12.8%, Not Yet Meeting Expectations 34.2%
  - This data indicated a significant need to address gaps in literacy over the course of the school year, which resulted in teachers focusing on the essentials of literacy instruction.
- 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 a growing number of students for whom English is an additional language. Through the use of benchmark assessments for English Language Learners, our ELL Lead Teacher supported teachers in the completion of ESL benchmarking, the interpretation of results, and the development of strategies to support students.

**High Schools:**

- Despite the challenges presented to our students and teachers during the 2020/21 school year, students were still engaged in their learning and succeeded 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 continues to achieve 'High' in both High School Completion Rate and Drop Out Rate.
  - Increase in High School Completion Rate of 88.2% (up from 88.0% in 2020).
- Partnerships with post-secondary institutions were created 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. An agreement was also signed with Lethbridge College for the 2021/22 school year.
  - Holy Spirit was awarded a \$50,000 start-up grant to promote new dual credit opportunities for our students, beginning in September of 2021
- 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) despite challenges presented to workplaces due to the pandemic while continuing to provide student learning opportunities.

***Professional Development in Holy Spirit Catholic Schools***

- Professional learning for 2020/2021 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.
- Our annual Division Professional Learning Day was held in October and featured Dr. Ron Ritchhart leading a session focused on Creating Cultures of Thinking in our schools.
- 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.
- In preparation for a new curriculum, The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum was used as a guiding document at grade level meetings (kindergarten to Grade 6).
- Holy Spirit's District Curriculum Committee, with representatives from each school in the division, met several times throughout the year to further investigate the connections of Julie Stern's work on "Concept-Based Learning," the Ministerial Order on Student Learning (with a focus on the student competencies) and the work of Dr. Ron Ritchhart regarding, "Creating Cultures of Thinking."
- School leaders engaged in meaningful professional learning at monthly Learning Leadership Team Meetings through a book study of Ron Ritchhart's book, "Creating Cultures of Thinking: The 8 Cultural Forces We Must Master to Truly Transform Our Schools"

- Throughout the school year, many professional learning opportunities were offered virtually and teachers were able to take advantage of these opportunities without the need to travel or require a substitute teacher.
- Holy Spirit Learning Services offered several professional learning opportunities throughout the year on various topics. These opportunities were entirely optional for anyone who felt they were able to take on additional professional learning.
  - Secondary Math Teachers Collaborative Project (based on the work of Dr. Peter Liljedahl's Building Thinking Classrooms in Mathematics) - 6 teachers from four different schools participated
  - Assessment for Learning Professional inquiry Project - 11 teachers from eight different schools were represented
  - Cultures of Thinking Professional Learning Series - 8 teachers from seven different schools participated
  - Early Elementary Numeracy Book Study (using "What to Look For: Understanding and Developing Student Thinking in Early Numeracy" by Alex Lawson) - 8 teachers from several different schools
- This self-selected model of professional learning opportunities served the needs of our teachers by acknowledging 2020/21 was a very challenging school year and some were not ready for additional PD responsibilities, but still provided opportunities for those who were able to manage additional learning.

***Alberta Education Assurance Measures data***

- Education Quality - with 91.5% of our community feeling confident that we are offering quality educational programming in our schools, we are handily above provincial standards of 89.6%.
- 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 - 83.4% in Holy Spirit compared to 82.6% provincially.

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

| Priority   | Outcome   | Outcome   | Outcome   | Outcome   |
|--|---|---|---|-----------|
| <p><i>First Nations, Metis 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, Metis and Inuit ways of knowing, doing and being</p> | <p>Faculty and staff will apply foundational knowledge about First Nations, Metis and Inuit for the benefit of all students</p> | <p>--</p> |
|  | <b>Measures</b>   |   |   |           |
|  | <ul style="list-style-type: none"> <li>● OurSCHOOL Survey</li> <li>● Anecdotal/qualitative data (local narratives)</li> </ul>   |   |   |           |
|  | <b>Report - Telling our Story</b>   |   |   |           |
|  | <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. Due to the pandemic, we don't have many of our usual performance measures to track our progress. 3-year High School Completion, while an area of concern, Holy Spirit has a rate of 63.8% which is slightly above the provincial rate of 62%. Holy Spirit's 5-year completion rate is 80% which is significantly higher than the provincial rate of 68.1%. We 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. 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 half of our First Nations, Métis, and Inuit students attend those three schools. This work has been supported through the Innovation in First Nations Education Grant. We have also seen improvement in previous years with our transition rate to post-secondary for First Nations, Métis, and Inuit students. 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 growth in these areas.</p> <p>We have not been able to collect consistent data since March of 2020, from either a local or provincial level, 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 &amp; 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</p> |   |   |           |

around attendance and programming for students. A proposal to begin an elementary Grad Coach program was developed but unfortunately we have not yet secured funding for this program.

To further support students in the elementary and junior high level to improve on their literacy and numeracy skills, we have provided resources in this area with two Learning Coaches who support teachers in developing their skills in learner assessments and interventions. As well, the Learning Coaches, guided by the Director of Learning, are working with teachers to help to develop strong universal programming in both areas. Administrators and teachers, supported by the work of the Director of Religious Education and Division Principal, are analyzing student achievement results and providing a variety of tiered interventions in both literacy and numeracy. Many schools are using the Collaborative Response Model as a framework to guide interventions with the support of the Director of Support Services. Work will continue with these interventions and alignment to Collaborative Response in the 2021-2022 school year.

Under the leadership of the Division Principal, work was also completed on the Indigenous Languages in Education grant. This work culminated last summer with the development of Blackfoot language resources that support both our focus on linguistic revitalization as well as the permeation of First Nations ways of knowing, being and doing. Prominent among these resources is the *Mioohpokoiksi* website (found here: <https://sites.google.com/view/mioohpokoiksi/home>) which situates language in story to the benefit of all learners.

In 2021-2022, we are realigning 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. In our schools, we are expecting that work will occur with great intention to focus on decolonizing and indigenizing our approach to education in our school. This will include permeation of First Nations, Métis, and Inuit content and context in all subject areas. It will also include learning about, and weaving, Indigenous Ways of Knowing into our classrooms and schools to benefit all learners. This learning is rooted in previous work completed through the Indigenous Languages in Education grant, and we are hopeful also that we will be able to continue developing our relationships with First Nations, Métis, and Inuit Elders, parents, families, students, and communities, both on- and off-reserve to support this priority. The pandemic and associated restrictions have impacted our ability to meet with and gain feedback from our Wisdom and Visioning Circle, provide student leadership opportunities, and the extent to which we can access the knowledge of elders; however, we remain committed to expanding these again when feasible.

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

| Priority   | Outcome  | Outcome   | Outcome  | Outcome   |
|--|--|---|--|-----------|
| <p><b><i>Foster a culture of wellness that is foundational to support learning</i></b></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> | <p>--</p> |
|  | <p><b>Measures</b></p>   |   |  |           |
|  | <ul style="list-style-type: none"> <li>● Alberta Education Assurance Measures                             <ul style="list-style-type: none"> <li>○ Welcoming, Caring, Respectful and Safe Learning Environment</li> </ul> </li> <li>● OurSCHOOL Survey</li> <li>● A number of research-based programs delivered by the MHCB team</li> <li>● Quarterly review of metrics, indicators and data collection of Family First Facilitator Program</li> <li>● Trend data and analysis from FSLC</li> <li>● Anecdotal/qualitative data (local narratives)</li> </ul> |   |  |           |
|  | <p><b>Report - Telling our Story</b></p>   |   |  |           |
| <ul style="list-style-type: none"> <li>● We continue to offer a broad range of programming that meets the needs of our diverse population. Our results indicate that our schools provide a safe, caring, and nurturing environment. The spring 2021 Alberta Education Assurance Measures indicate 90.5% in the measure of Welcoming, Caring, Respectful and Safe Learning Environments. This is above the current provincial result of 87.8%.</li> <li>● Some activities conducted over the last school year to focus on ensuring our schools are safe and caring include:                             <ul style="list-style-type: none"> <li>○ Active participation in the Southwest Collaborative Support Services subcommittee. This group is key to collaborative cross-jurisdictional opportunities that help to serve the unique needs of our division. This collaboration was born out of the elimination of RCSD in Alberta Education's 2019 budget. For smaller divisions in Southern Alberta, pooling resources is the only way to address the complex and therapeutic educational needs of our students.</li> <li>○ The Mental Health Capacity Building (MHCB) team delivered universal programming for mental health promotion and prevention. The Mental Health Capacity Building team was able to deliver programming across the division allowing for universal support in all schools within our geographically vast division. Deliverable programming data included the following:</li> </ul> </li> </ul> |  |   |  |           |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>▪ 3562 Kindergarten - grade 6 students</li> <li>▪ 382 grade 7-9 students</li> <li>▪ 582 grade 10 - 12 students</li> <li>○ Continued strong relationships with our partners such as Alberta Addictions and Mental Health, Lethbridge Family Services, Comprehensive School Health, Southwest Collaborative Support Service Delivery, Parent Link and Child and Family Services and Disability Services allow services to wrap around our students and families.</li> <li>● COVID-19 pandemic protocols and restrictions limited our ability and access to community partnerships and resources that have typically provided strong connections for our school division. As a result, the following anticipated programs were not able to be delivered: <ul style="list-style-type: none"> <li>○ University of Lethbridge for the Registered Nursing Program and the Addiction Counselling practicum programs, COVID-19 protocols and restrictions did not allow for this partnership to move forward given the move to online learning;</li> <li>○ Divisional VTRA, SIVA and Mental Health Literacy Training were not able to take place as a result of the in-person gathering restrictions, cohorting guidelines and the unpredictability of in-person/remote learning.</li> </ul> </li> <li>● Despite pandemic protocols and restrictions, there were several opportunities to engage in community events that supported our marginalized populations. Through creative planning and accommodations Santa's Anonymous, Drive Away Hunger and Ready Set Go were able to provide families in our School Communities with the much needed support.</li> <li>● Our divisional flexibility to shift programming and support extended into new modalities of delivery and engagement with students, staff and the greater learning community for the Behaviour Support Teams, Family First Facilitators, Family Enhancement Facilitator and Family School Liaison Counsellors. In order to continue to implement a continuum of supports and services our school and divisional teams were creative in the ways in which they were able to create connections to meet social, emotional, physical and learning needs.</li> <li>● OurSCHOOL Survey data indicate varying degrees of wellness amongst our students. Some indicator results that help to inform program and services include <ul style="list-style-type: none"> <li>○ <b>Junior/Senior High School Students</b> <ul style="list-style-type: none"> <li>▪ Students with a positive sense of belonging 71%</li> <li>▪ Students with positive relationships 79%</li> <li>▪ Students that value schooling outcomes 65%</li> <li>▪ Students with positive behaviors at school 97%</li> <li>▪ Students with a positive sense of well-being 92%</li> </ul> </li> <li>○ <b>Elementary Students</b> <ul style="list-style-type: none"> <li>▪ Students with a positive sense of belonging 76%</li> <li>▪ Students with positive relationships 85%</li> <li>▪ Students that value school outcomes 93%</li> <li>▪ Students with positive behavior at school 92%</li> </ul> </li> </ul> </li> </ul> |
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# Required Alberta Education Assurance Measures - Overall Summary

Spring 2021



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 Yr. Average | Current Result | Prev Year Result | Prev. 3 Year Average | Achievement        | Improvement | Overall |
| Student Growth and Achievement | <a href="#">Student Learning Engagement</a>   | 87.7                           | n/a              | n/a                 | 85.6           | n/a              | n/a                  | n/a                | n/a         | n/a     |
|                                | <a href="#">Citizenship</a>   | 86.8                           | 86.9             | 86.2                | 83.2           | 83.3             | 83.0                 | n/a                | n/a         | n/a     |
|                                | <a href="#">3-year High School Completion</a>   | 88.2                           | 88.0             | 86.3                | 83.4           | 80.3             | 79.6                 | High               | Maintained  | Good    |
|                                | <a href="#">5-year High School Completion</a>   | 89.5                           | 92.8             | 90.5                | 86.2           | 85.3             | 84.8                 | High               | Maintained  | Good    |
|                                | <a href="#">PAT: Acceptable</a>   | n/a                            | n/a              | 76.3                | n/a            | n/a              | 73.7                 | n/a                | n/a         | n/a     |
|                                | <a href="#">PAT: Excellence</a>   | n/a                            | n/a              | 17.6                | n/a            | n/a              | 20.3                 | n/a                | n/a         | n/a     |
|                                | <a href="#">Diploma: Acceptable</a>   | n/a                            | n/a              | 80.1                | n/a            | n/a              | 83.6                 | n/a                | n/a         | n/a     |
|                                | <a href="#">Diploma: Excellence</a>   | n/a                            | n/a              | 16.4                | n/a            | n/a              | 24.1                 | n/a                | n/a         | n/a     |
| Teaching & Leading             | <a href="#">Education Quality</a>   | 91.5                           | 92.8             | 92.5                | 89.6           | 90.3             | 90.2                 | n/a                | n/a         | n/a     |
| Learning Supports              | <a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a> | 90.5                           | n/a              | n/a                 | 87.8           | n/a              | n/a                  | n/a                | n/a         | n/a     |
|                                | <a href="#">Access to Supports and Services</a>                                       | 83.4                           | n/a              | n/a                 | 82.6           | n/a              | n/a                  | n/a                | n/a         | n/a     |
| Governance                     | <a href="#">Parental Involvement</a>  | 80.5                           | 84.6             | 83.4                | 79.5           | 81.8             | 81.4                 | n/a                | n/a         | n/a     |

# Required Alberta Education Assurance Measures - Overall Summary

Spring 2021



Authority: 4481 The Holy Spirit Roman Catholic Separate School Division (FNMI)

| Assurance Domain               | Measure   | Holy Spirit Roman Catholic Sep (FNMI) |                  |                     | Alberta (FNMI) |                  |                     | Measure Evaluation |             |         |
|--------------------------------|---|---------------------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|---------|
|                                |   | Current Result                        | Prex Year Result | Prex 3 Year Average | Current Result | Prex Year Result | Prex 3 Year Average | Achievement        | Improvement | Overall |
| Student Growth and Achievement | <a href="#">Student Learning Engagement</a>   | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
|                                | <a href="#">Citizenship</a>   | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
|                                | <a href="#">3-year High School Completion</a>   | 63.8                                  | 55.6             | 62.7                | 62.0           | 55.9             | 55.6                | Very Low           | Maintained  | Concern |
|                                | <a href="#">5-year High School Completion</a>   | 80.0                                  | 79.2             | 78.6                | 68.1           | 65.0             | 63.4                | Low                | Maintained  | Issue   |
|                                | <a href="#">PAT: Acceptable</a>   | n/a                                   | n/a              | 55.3                | n/a            | n/a              | 52.9                | n/a                | n/a         | n/a     |
|                                | <a href="#">PAT: Excellence</a>   | n/a                                   | n/a              | 10.4                | n/a            | n/a              | 7.0                 | n/a                | n/a         | n/a     |
|                                | <a href="#">Diploma: Acceptable</a>   | n/a                                   | n/a              | 65.6                | n/a            | n/a              | 77.1                | n/a                | n/a         | n/a     |
|                                | <a href="#">Diploma: Excellence</a>   | n/a                                   | n/a              | 6.0                 | n/a            | n/a              | 11.2                | n/a                | n/a         | n/a     |
| Teaching & Leading             | <a href="#">Education Quality</a>   | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
| Learning Supports              | <a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a> | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
|                                | <a href="#">Access to Supports and Services</a>                                       | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
| Governance                     | <a href="#">Parental Involvement</a>  | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |

## Supplemental Alberta Education Assurance Measures - Overall Summary

Spring 2021

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   |
| <a href="#">Diploma Exam Participation Rate (4+ Exams)</a> | n/a                            | 60.4             | 57.8                | n/a            | 56.6             | 56.4                | n/a                | n/a         | n/a       |
| <a href="#">Drop Out Rate</a>                              | 1.8                            | 1.0              | 1.5                 | 2.6            | 2.7              | 2.6                 | Very High          | Maintained  | Excellent |
| <a href="#">Program of Studies</a>                         | 81.8                           | 86.6             | 86.7                | 81.9           | 82.4             | 82.1                | n/a                | n/a         | n/a       |
| <a href="#">Rutherford Scholarship Eligibility Rate</a>    | 81.7                           | 77.8             | 77.7                | 68.0           | 66.6             | 64.9                | Very High          | Improved    | Excellent |
| <a href="#">Safe and Caring</a>                            | 92.3                           | 92.0             | 91.8                | 90.0           | 89.4             | 89.1                | n/a                | n/a         | n/a       |
| <a href="#">School Improvement</a>                         | 86.0                           | 86.3             | 85.0                | 81.4           | 81.5             | 81.0                | n/a                | n/a         | n/a       |
| <a href="#">Transition Rate (6 yr)</a>                     | 72.1                           | 73.8             | 72.2                | 60.0           | 60.3             | 59.5                | High               | Maintained  | Good      |
| <a href="#">Work Preparation</a>                           | 87.8                           | 85.7             | 85.2                | 85.7           | 84.1             | 83.2                | n/a                | n/a         | n/a       |