2022-23
Annual Education
Results Report

Aspen View
PUBLIC SCHOOLS

Engage Learning. Ignite Potential. Inspire Success.

Table Of Contents

Aspen View
PUBLIC SCHOOLS

**2022-2023
Annual Education
Results Report**

Message From The Board Chair

On behalf of the Board of Trustees of Aspen View Public Schools, I am pleased to present our 2022-23 Annual Education Results Report (AERR). The AERR is a valuable tool with which we gauge our performance in fulfilling our mission to provide meaningful learning opportunities that prepare our students to achieve success and reach their own unique potential

The information and insights presented in this report offer a comprehensive overview of the educational landscape in our school division and across the province. This year's report, enriched with a complete set of data for the second consecutive year, after previous years of partial or absent data, delivers crucial understanding into the successes and challenges encountered in student learning. It also sheds light on the views and opinions of various stakeholders regarding the educational process.

We are pleased with the year-over-year improvement shown in many of the measures that help us evaluate our progress towards our desired outcomes in the priority area of Student Success and Completion. Our improved Provincial Achievement Test results at both the Grade 6 and 9 level demonstrate that many of the strategies implemented in recent years are leading to the desired results. Diploma exam results remain an important area of focus.

In Aspen View Public Schools' second priority area of Wellness, we find that our division data follows a similar trend as the province, with increased scrutiny of education quality, learning environments and learning supports. It is our belief that the key to improvement in these measures lies within our third priority area of Engagement. As we continue to work diligently in areas such as education quality, citizenship and learning environments, it is important that we continue to make a priority of engaging with and responding to parents, students, community partners and other key stakeholders on a variety of topics and issues. This engagement is fundamental to the Assurance Model, and provides valuable information and feedback to guide our continuous improvement towards meeting our mission.

The information contained in this Annual Education Results Report will help inform our 2024-27 Education Plan, which we look forward to sharing with stakeholders in May 2024.

Sincerely,

Candy Nikipelo, Chair
Board of Trustees
Aspen View Public Schools

Introduction & Accountability Statement

Introduction

Alberta Education's Assurance Framework is a system for schools and school authorities to consistently assess progress and demonstrate success. The framework has five assurance domains with related performance measures that enable schools and school authorities to show their communities how they are performing each year:

Student Growth & Achievement

The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching & Leading

Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.

Learning Supports

Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasised and all students are welcomed, cared for, respected and safe.

Governance

Processes that determine strategic direction, establish policy and manage fiscal resources.

Local & Societal Context

Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

One of the key ways that schools demonstrate accountability and provide assurance is through the development and publication of their Education Plans and Annual Education Results Reports (AERRs). Education Plans identify priorities, outcomes, measures and strategies to improve in key areas, while the AERR provides the results achieved from implementing the plan.

This document, the 2022-23 Annual Education Results Report, is based on the Priorities, Outcomes, Goals and Performance Measures identified within the 2022-25 Education Plan.

Accountability Statement

The Annual Education Results Report for The Aspen View Public School Division for the 2022-2023 school year was prepared under the direction of the Board of Trustees in accordance with its 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 23, 2023.

Candy Nikipelo

Candy Nikipelo, Chair
Board of Trustees
Aspen View Public Schools

Division Profile

Board of Trustees

Candyce Nikipelo (Chair) North East	Anne Karczmarczyk (Vice) North Central	April Bauer South West	Donna Cherniwchan South East	Elohne Chizawsky South Central	Brenda Fulmore North West	Dennis MacNeil North Central

Senior Administration

Constantine Kastrinos Superintendent

Kim Carson Assoc. Supt. - HR & Student Services

Katherine Mann Assoc. Supt. - Curriculum & Technology

Amber Oko Secretary-Treasurer

Communities & Schools

	2023-24 Enrolment
Athabasca	
Whispering Hills Primary School (PreK-3)	329
Landing Trail Intermediate School (4-6)	252
Edwin Parr Composite School (7-12)	749
Boyle	
Boyle School (PreK-12)	244
Grassland	
Grassland School (K-9)	50
Rochester	
Rochester School (K-9)	38
Smith	
Smith School (K-12)	54

	2023-24 Enrolment
Smoky Lake	
H.A. Kostash School (PreK-12)	346
Thorhild	
Thorhild Central School (PreK-12)	341
Vilna	
Vilna School (PreK-12)	117
Outreach/Virtual Schools	
Centre for Alternative & Virtual Education (Athabasca)	40
Vilna Off-Campus Achievement Academy	10
Colony Schools	
Athabasca Colony School	10
Deep Creek Colony School	13
New Pine Colony School	22
Smoky Lake Colony School	10

Institutional Schools (Nightwind Treatment Centres): Kihew House, Thunderbird Landing

![Aspen View Public Schools logo]

2022-23 Annual Education Results Report

Required Alberta Education Assurance Measures - Overall Summary
Fall 2023

Authority: 2125 The Aspen View School Division

Assurance Domain	Measure	The Aspen View School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	83.2	81.6	81.6	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	75.6	78.4	80.8	80.3	81.4	82.3	Intermediate	Declined Significantly	Issue
	3-year High School Completion	74.7	75.9	78.2	80.7	83.2	82.3	Intermediate	Maintained	Acceptable
	5-year High School Completion	87.5	82.0	80.6	88.6	87.1	86.2	Intermediate	Improved	Good
	PAT: Acceptable	66.4	61.6	n/a	63.3	64.3	n/a	Low	n/a	n/a
	PAT: Excellence	15.9	12.5	n/a	16.0	17.7	n/a	Intermediate	n/a	n/a
	Diploma: Acceptable	67.4	56.0	n/a	80.3	75.2	n/a	Very Low	n/a	n/a
	Diploma: Excellence	10.1	6.7	n/a	21.2	18.2	n/a	Low	n/a	n/a
Teaching & Leading	Education Quality	85.7	87.3	88.4	88.1	89.0	89.7	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.7	84.6	84.6	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	79.5	83.1	83.1	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	77.7	78.6	81.3	79.1	78.8	80.3	Intermediate	Declined	Issue

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.

3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).

4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.

7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Supplemental Alberta Education Assurance Measures - Overall Summary
Fall 2023

Authority: 2125 The Aspen View School Division

Measure	The Aspen View School Division			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	0.0	n/a	39.7	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	3.2	2.4	2.9	2.5	2.3	2.5	High	Maintained	Good
In-Service Jurisdiction Needs	83.8	87.8	88.9	82.2	83.7	84.3	Intermediate	Declined	Issue
Lifelong Learning	76.7	78.5	78.2	80.4	81.0	76.8	High	Maintained	Good
Program of Studies	77.0	78.7	79.4	82.9	82.9	82.6	Intermediate	Declined	Issue
Program of Studies - At Risk Students	80.3	83.6	85.4	81.2	81.9	83.4	Low	Declined Significantly	Concern
Rutherford Scholarship Eligibility Rate	58.0	57.2	54.4	71.9	70.2	68.3	Intermediate	Maintained	Acceptable
Safe and Caring	85.5	88.7	89.1	87.5	88.8	89.1	High	Declined Significantly	Issue
Satisfaction with Program Access	78.5	79.4	81.7	72.9	72.6	73.9	High	Declined	Acceptable
School Improvement	73.9	76.3	80.9	75.2	74.2	77.9	Intermediate	Declined Significantly	Issue
Transition Rate (6 yr)	56.6	47.8	51.2	59.7	60.3	60.2	Intermediate	Improved	Good
Work Preparation	78.4	80.0	81.6	83.1	84.9	84.5	High	Declined	Acceptable

Notes:

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2. Participation in the Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

Required Alberta Education Assurance Measures - Overall Summary
Fall 2023

Authority: 2125 The Aspen View School Division (FNMI)

Assurance Domain	Measure	The Aspen View School Division (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	51.7	56.9	63.8	57.0	59.5	59.1	Very Low	Declined	Concern
	5-year High School Completion	76.9	81.0	74.1	71.3	68.0	67.0	Low	Maintained	Issue
	PAT: Acceptable	48.6	45.0	n/a	40.5	43.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	6.5	4.7	n/a	5.5	5.9	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	67.5	48.5	n/a	74.8	68.7	n/a	Very Low	n/a	n/a
	Diploma: Excellence	9.8	0.0	n/a	11.3	8.5	n/a	Low	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).

4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

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6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.

7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

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Required Alberta Education Assurance Measures - Overall Summary
Fall 2023

Authority: 2125 The Aspen View School Division (EAL)

Assurance Domain	Measure	The Aspen View School Division (EAL)			Alberta (EAL)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	*	n/a	72.8	78.5	77.1	n/a	n/a	n/a
	5-year High School Completion	*	*	n/a	88.7	86.1	86.0	*		n/a
	PAT: Acceptable	26.3	*	n/a	57.9	59.7	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	*	n/a	12.2	13.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	67.1	59.0	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	13.8	10.8	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Supplemental Alberta Education Assurance Measures - Overall Summary
Fall 2023

Authority: 2125 The Aspen View School Division (FNMI)

Measure	The Aspen View School Division (FNMI)			Alberta (FNMI)			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	0.0	n/a	23.4	1.3	n/a	24.4	n/a	n/a	n/a
Drop Out Rate	4.0	3.5	4.8	5.1	4.9	5.1	High	Maintained	Good
In-Service Jurisdiction Needs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Lifelong Learning	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies - At Risk Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	34.0	43.4	39.4	43.9	41.1	39.9	Very Low	Maintained	Concern
Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Satisfaction with Program Access	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transition Rate (6 yr)	42.8	33.6	31.6	35.5	37.7	36.1	Low	Improved	Acceptable
Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2. Participation in the Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

Required Alberta Education Assurance Measures: 5-Year Data

Assurance Domain	Measure	Aspen View Public Schools					Alberta				
		2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Student Growth & Achievement	Student Learning Engagement	n/a	n/a	**86.1**	81.6	83.2	n/a	n/a	85.6	85.1	84.4
	Citizenship	83.1	83.3	82.5	78.4	75.6	82.9	83.3	83.2	81.4	80.3
	PAT: Acceptable	64.6	n/a	n/a	61.6	66.4	71.1	n/a	n/a	64.3	63.3
	PAT: Excellence	13.1	n/a	n/a	12.5	15.9	20.8	n/a	n/a	17.7	16.0
	Diploma: Acceptable	77.1	n/a	n/a	56.0	67.4	83.6	n/a	n/a	75.2	80.3
	Diploma: Excellence	16.6	n/a	n/a	6.7	10.1	24.0	n/a	n/a	18.2	21.2
Teaching & Leading	Education Quality	90.0	89.5	89.3	87.3	85.7	90.2	90.3	89.6	89.0	88.1
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	87.5	84.6	81.7	n/a	n/a	87.8	86.1	84.7
	Access to Supports and Services	n/a	n/a	85.0	83.1	79.5	n/a	n/a	82.6	81.6	80.6
Governance	Parental Involvement	82.0	84.0	79.2	78.6	77.7	81.3	81.8	79.5	78.8	79.1
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Student Growth & Achievement	3-year High School Completion	72.0	74.0	84.8	75.9	74.7	79.7	80.3	83.4	83.2	80.7
	5-year High School Completion	78.9	80.5	79.2	82.0	87.5	85.2	85.3	86.2	87.1	88.6

FNMI Required Alberta Education Assurance Measures: 5-Year Data

Assurance Domain	Measure	Aspen View Public Schools					Alberta				
		2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Student Growth and Achievement	PAT: Acceptable	52.7	n/a	n/a	45.0	48.6	49.6	n/a	n/a	43.3	40.5
	PAT: Excellence	8.8	n/a	n/a	4.7	6.5	7.4	n/a	n/a	5.9	5.5
	Diploma: Acceptable	72.3	n/a	n/a	48.5	67.5	77.2	n/a	n/a	68.7	74.8
	Diploma: Excellence	7.1	n/a	n/a	0.0	9.8	11.4	n/a	n/a	8.5	11.3
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
	3-year High School Completion	59.0	63.1	71.3	56.9	51.7	57.1	55.9	62.0	59.5	57.0
	5-year High School Completion	64.3	72.3	68.9	81.0	76.9	64.5	65.0	68.1	68.0	71.3

Priority One: Student Success and Completion

Students are successful from the time they enter school until high school completion, and beyond.

Alberta Education Assurance Domain: Student Growth and Achievement

Outcomes:
- *Every student is proficient in reading, writing, speaking and listening*
- *Every student is proficient in mathematical reasoning, and applying mathematical concepts*
- *More students complete high school and are connected to career pathways for future success*
- *Increased First Nations, Métis & Inuit student success*

Provincial Achievement Tests and Diploma Exams

June 2023 Provincial Achievement Tests (Standards Demonstrated by All Students)

Subject	Aspen View Acceptable (%)	Alberta Acceptable (%)	Aspen View Excellent (%)	Alberta Excellent (%)
PAT Overall (n=438)	66.4	63.3	15.9	16.0
English Language Arts 6 (n=204)	80.9	76.2	15.7	18.4
English Language Arts 9 (n=214)	72.0	71.4	9.8	13.4
Math 6 (n=205)	70.7	65.4	18.5	15.9
Math 9 (n=193)	59.1	54.4	19.2	13.5
Mathématiques 6 (n=21)	90.9	78.0	50.0	17.6
Mathématiques 9 (n=14)	80.0	71.7	53.3	20.8
Science 6 (n=205)	73.2	66.7	33.7	21.8
Science 9 (n=210)	71.9	66.3	22.9	20.1
Sciences 6 (n=21)	90.9	67.3	63.6	12.8
Sciences 9 (n=14)	86.7	78.7	33.3	20.3
Social Studies 6 (n=205)	69.8	66.2	18.0	18.0
Social Studies 9 (n=214)	62.1	58.4	15.0	15.9
Études Sociales 6 (n=21)	90.9	64.3	50.0	11.6
Études Sociales 9 (n=14)	73.3	69.5	13.3	15.7
French Language Arts 6 (n=22)	95.5	77.6	40.9	12.5
French Language Arts 9 (n=15)	80.0	76.1	0	10.9
K&E English Language Arts 9 (n=18)	44.4	50.2	0	5.7
K&E Math 9 (n=39)	66.7	52.7	12.8	11.3
K&E Science 9 (n=22)	63.6	52.9	9.1	10.9
K&E Social Studies 9 (n=19)	42.1	49.6	5.3	10.6

Green shading indicates data where Aspen View results are favorably comparable to provincial results.	Grey shading indicates years in which data was not collected.

Aspen View
PUBLIC SCHOOLS

June 2023 First Nations, Métis & Inuit Achievement Results*

	Aspen View Acceptable (%)	Alberta Acceptable (%)	Aspen View Excellent (%)	Alberta Excellent (%)
PAT Overall (n=112)	48.6	40.5	6.5	5.5
ELA 6 (n=51)	70.6	60.6	9.8	7.1
Math 6 (n=51)	54.9	42.0	11.8	5.6
Science 6 (n=51)	60.8	46.0	27.5	9.0
Social Studies 6 (n=51)	58.8	45.3	11.8	6.5
ELA 9 (n=48)	45.8	49.2	2.1	4.4
Math 9 (n=39)	38.5	28.7	10.3	3.8
Science 9 (n=46)	47.8	42.1	8.7	7.1
Social Studies 9 (n=49)	40.8	34.1	4.1	4.9
K&E ELA 9 (n=12)	41.7	43.8	0	3.7
K&E Math 9 (n=21)	61.9	48.9	0	11.1
K&E Science 9 (n=14)	57.1	48.4	7.1	8.2
K&E Social Studies 9 (n=12)	50.0	45.4	8.3	7.3

*Data values have been suppressed where the number of students is fewer than 6: FLA 6, FLA 9

Grade 6 PAT Multi-Year Results

	Aspen View 2016-17	AB 2016-17	Aspen View 2017-18	AB 2017-18	Aspen View 2018-19	AB 2018-19	Aspen View 2021-22	AB 2021-22	Aspen View 2022-23	AB 2022-23
ELA 6 Acc	83.0	82.5	87.7	83.5	81.6	83.2	83.1	76.1	80.9	76.2
ELA 6 Exc	8.0	18.9	19.3	17.9	12.6	17.8	15.5	18.9	15.7	18.4
FLA 6 Acc	96.4	85.1	87.5	85.2	100	87.7	100	76.9	95.5	77.6
FLA 6 Exc	14.3	13.5	25.0	12.3	23.8	15.7	33.3	10.6	40.9	12.5
Math 6 Acc	61.6	68.4	64.4	71.9	70.9	72.5	68.9	64.1	70.7	65.4
Math 6 Exc	4.3	12.3	10.1	13.5	13.0	15.0	14.2	12.6	18.5	15.9
Math 6 (Fr) Acc	61.6	68.4	79.2	85.3	95.2	82.7	100	77.5	90.9	78.0
Math 6 (Fr) Exc	4.3	12.3	8.3	19.4	9.5	18.1	33.3	15.2	50.0	17.6
Science 6 Acc	76.2	76.6	75.0	78.4	74.9	77.6	79.0	71.5	73.2	66.7
Science 6 Exc	18.9	29.5	33.5	31.2	24.2	28.6	26.0	23.7	33.7	21.8
Sci 6 (Fr) Acc	81.5	81.5	83.3	83.7	95.2	80.1	100	73.3	90.9	67.3
Sci 6 (Fr) Exc	18.9	29.5	41.7	22.7	47.6	22.2	46.7	15.9	63.6	12.8
Social 6 Acc	68.1	72.6	71.8	74.9	70.9	76.2	75.8	67.8	69.8	66.2
Social 6 Exc	10.3	22.4	26.6	23.7	18.8	24.4	22.8	20.1	18.0	18.0
Social 6 (Fr) Acc	85.2	76.2	83.3	77.8	100	77.6	100	66.5	90.9	64.3
Social 6 (Fr) Exc	25.9	12.8	25.0	16.9	42.9	16.7	53.3	12.5	50.0	11.6

Aspen View
PUBLIC SCHOOLS

2022-23 Annual Education Results Report

Grade 9 PAT Multi-Year Results

	Aspen View 2016-17	AB 2016-17	Aspen View 2017-18	AB 2017-18	Aspen View 2018-19	AB 2018-19	Aspen View 2021-22	AB 2021-22	Aspen View 2022-23	AB 2022-23
ELA 9 Acc	71.2	76.8	75.4	76.1	77.8	75.1	65.4	69.6	72.0	71.4
ELA 9 Exc	4.9	14.9	9.6	14.7	6.7	14.7	3.3	12.9	9.8	13.4
FLA 9 Acc	58.8	83.1	92.9	81.4	52.6	82.9	57.1	73.5	80.0	76.1
FLA 9 Exc	0	11.2	0	9.8	0	12.3	0	9.9	0	10.9
Math 9 Acc	54.0	66.2	32.0	58.0	49.1	60.0	40.8	53.0	59.1	54.4
Math 9 Exc	9.1	18.7	5.6	14.5	9.4	19.0	7.6	16.7	19.2	13.5
Math 9 (Fr) Acc	47.1	82.5	53.8	77.5	57.9	78.9	71.4	71.4	80.0	71.7
Math 9 (Fr) Exc	5.9	23.6	7.7	22.1	0	28.1	7.1	23.9	53.3	20.8
Science 9 Acc	68.4	73.2	68.8	75.0	71.4	75.2	69.0	68.0	71.9	66.3
Science 9 Exc	11.2	21.3	10.4	24.4	14.8	26.4	19.4	22.6	22.9	20.1
Sci 9 (Fr) Acc	64.7	86.0	100.0	86.3	68.4	87.3	85.7	78.7	86.7	78.7
Sci 9 (Fr) Exc	0	22.4	23.1	25.1	0	27.7	14.3	22.0	33.3	20.3
Social 9 Acc	55.7	66.3	49.4	66.0	57.2	68.7	50.9	60.8	62.1	58.4
Social 9 Exc	11.9	20.2	9.3	21.6	9.4	20.6	10.5	17.2	15.0	15.9
Social 9 (Fr) Acc	35.3	77.2	76.9	76.8	36.8	77.8	57.1	74.2	73.3	69.5
Social 9 (Fr) Exc	23.5	20.9	23.1	20.0	0	22.8	7.1	19.5	13.3	15.7

June 2023 Diploma Exams and School Awarded Mark

Subject	Number of Students	Diploma Exam Mark				School Awarded Mark			
		AV Acc (%)	AB Acc (%)	AV Exc (%)	AB Exc (%)	AV Acc (%)	AB Acc (%)	AV Exc (%)	AB Exc (%)
English 30-1	72	72.2	83.7	2.8	10.5	98.6	98.4	36.1	42.4
English 30-2	97	78.4	86.2	8.2	12.7	89.7	96.7	14.4	18.7
Social 30-1	54	66.7	83.5	7.4	15.9	100	99.3	53.7	50
Social 30-2	97	71.1	78.1	2.1	12.3	97.9	97.0	13.4	22.6
Biology 30	71	83.1	82.7	29.6	32.8	98.6	97.2	50.7	51.6
Chemistry 30	45	75.6	80.5	17.8	37.0	100	97.4	53.3	56.3
Physics 30	23	69.6	82.3	17.4	39.9	100	98.1	69.6	61.2
Science 30	32	65.6	79.4	12.5	23.1	100	96.2	28.1	35.5
Math 30-1	56	39.3	70.8	8.9	29.0	100	96.1	50.0	54.1
Math 30-2	39	25.6	71.1	2.6	15.2	92.3	94.1	20.5	29.2

Green shading indicates data where Aspen View results are favorably comparable to provincial results.

Grey shading indicates years in which data was not collected.

Aspen View
PUBLIC SCHOOLS

2022-23
Annual Education
Results Report

June 2023 First Nations, Métis & Inuit Diploma Results and School Awarded Mark*

Subject	Number of Students	Diploma Exam Mark				School Awarded Mark			
		AV Acc (%)	AB Acc (%)	AV Exc (%)	AB Exc (%)	AV Acc (%)	AB Acc (%)	AV Exc (%)	AB Exc (%)
English 30-1	16	62.5	78.3	0	6.1	100.0	98.1	31.3	30.3
English 30-2	25	84.0	86.5	20.0	9.9	84.0	96.3	24.0	13.7
Social 30-1	9	66.7	73.0	11.1	8.6	100.0	97.4	44.4	36.5
Social 30-2	24	70.8	72.3	4.2	5.4	100.0	94.9	29.2	12.4
Biology 30	11	81.8	72.5	27.3	19.1	100.0	95.1	54.5	37.5
Chemistry 30	10	80.0	70.0	10.0	24.0	100.0	96.4	60.0	42.9
Science 30	8	62.5	75.3	0	18.7	100.0	96.0	25.0	29.4
Math 30-1	11	36.4	60.6	0	15.0	100.0	95.8	36.4	41.3

*Data values have been suppressed where the number of students is fewer than 6: Physics 30, Math 30-2

Diploma Exam Multi-Year Results

	Aspen View 2016-17	AB 2016-17	Aspen View 2017-18	AB 2017-18	Aspen View 2018-19	AB 2018-19	Aspen View 2021-22	AB 2021-22	Aspen View 2022-23	AB 2022-23
Eng 30-1 Acc	74.8	86.5	83.3	87.5	86.2	86.8	70.0	78.8	72.2	83.7
Eng 30-1 Exc	6.1	11.7	6.0	13.2	6.2	12.2	5.0	9.4	2.8	10.5
Eng 30-2 Acc	89.5	89.5	81.0	88.0	90.1	87.0	71.8	80.7	78.4	86.2
Eng 30-2 Exc	1.2	11.4	6.9	13.1	7.7	12.1	10.3	12.2	8.2	12.7
Math 30-1 Acc	49.3	73.1	54.5	77.8	64.0	77.8	16.7	63.5	39.3	70.8
Math 30-1 Exc	13.4	30.7	14.5	35.3	16.0	35.0	0	23.0	8.9	29.0
Math 30-2 Acc	56.8	74.7	53.8	74.2	43.5	76.4	25.0	61.5	25.6	71.1
Math 30-2 Exc	11.4	15.9	3.8	16.4	6.5	16.7	0	11.7	2.6	15.2
Social 30-1 Acc	71.4	86.0	73.7	86.2	80.0	86.5	59.4	81.5	66.7	83.5
Social 30-1 Exc	3.6	14.8	14.5	17.7	9.2	17.0	0	15.8	7.4	15.9
Social 30-2 Acc	71.7	80.6	55.8	78.8	64.0	77.7	83.7	72.3	71.1	78.1
Social 30-2 Exc	3.3	12.6	1.3	12.2	2.3	12.2	0	13.2	2.1	12.3
Biology 30 Acc	87.4	84.1	87.5	86.6	92.6	83.9	64.3	74.2	83.1	82.7
Biology 30 Exc	26.4	32.2	35.9	36.6	40.7	35.6	21.4	25.2	29.6	32.8
Chem 30 Acc	78.9	83.1	77.1	83.6	80.0	85.7	54.1	77.1	75.6	80.5
Chem 30 Exc	23.9	38.6	27.1	38.3	40.0	42.5	13.5	31.1	17.8	37.0
Physics 30 Acc	72.7	85.6	93.8	86.1	73.7	87.5	78.6	78.5	69.6	82.3
Physics 30 Exc	27.3	41.8	31.3	43.6	34.2	43.5	21.4	34.6	17.4	39.9
Science 30 Acc	78.9	84.9	81.8	85.4	90.0	85.8	41.7	75.7	65.6	79.4
Science 30 Exc	47.4	28.4	24.2	31.4	32.5	31.2	8.3	17.2	12.5	23.1

Aspen View
PUBLIC SCHOOLS

2022-23
Annual Education
Results Report

Diploma Exam Participation Rates

	Aspen View 2018-19	AB 2018-19	Aspen View 2019-20	AB 2019-20	Aspen View 2020-21	AB 2020-21	Aspen View 2021-22	AB 2021-22	Aspen View 2022-23	AB 2022-23
English 30-1	32.5	55.9	n/a	n/a	n/a	n/a	9.1	27.7	32.3	56.4
English 30-2	39.8	29	n/a	n/a	n/a	n/a	15.0	13.3	39.8	28.1
English 1 or more	72.3	81.7	n/a	n/a	n/a	n/a	24.1	40.5	70.6	81.3
Math 30-1	23.0	35.4	n/a	n/a	n/a	n/a	9.1	10.9	22.4	32.1
Math 30-2	21.5	26.1	n/a	n/a	n/a	n/a	4.3	12.1	15.9	24.6
Math 1 or more	42.9	59.3	n/a	n/a	n/a	n/a	13.4	22.9	37.8	54.8
Social 30-1	35.1	44.3	n/a	n/a	n/a	n/a	13.9	22.5	24.4	45.0
Social 30-2	35.6	38.0	n/a	n/a	n/a	n/a	17.1	17.4	44.8	36.1
Social 1 or more	70.7	81.7	n/a	n/a	n/a	n/a	31.0	39.8	68.7	80.5
Bio 30	28.3	42.4	n/a	n/a	n/a	n/a	5.9	18.0	25.9	32.5
Chemistry 30	27.7	35.2	n/a	n/a	n/a	n/a	10.2	15.6	28.9	32.5
Physics 30	12.0	17.7	n/a	n/a	n/a	n/a	6.4	9.0	9.0	16.7
Science 30	17.8	18.2	n/a	n/a	n/a	n/a	3.7	7.9	10.4	14.3
Science 1 or more	44.5	62.1	n/a	n/a	n/a	n/a	24.6	41.4	42.8	59.4

Provincial Achievement Tests and Diploma Exams

Observations:

Aspen View Public Schools performed well on the Provincial Achievement tests in comparison to the Province. At the Acceptable Standard, 18 out of 20 Grade 6 & 9 PAT subject areas exceeded or were comparable to the province. This is an improvement from the previous year. At the Standard of Excellence, 14 out of 20 Grade 6 & 9 PATs exceeded or were comparable to the province. This is an improvement from the previous year.

AVPS saw significant gains in achievement in Math 9, Social Studies 9 and French Language Arts 9. Overall, Grade 6 students have demonstrated strong overall performance two years in a row and Grade 9 demonstrated the strongest performance in the past five years of PAT administration. Despite being more in line with the Province at the Grades 6 & 9 level, achievement in Math and Social Studies is a concern.

With Diploma courses, 9 out of 10 subject areas saw an increase from the previous year's results at the Acceptable Standard and 7 out of 10 subject areas at the Diploma level saw an increase from the previous year's results at the Standard of Excellence. Diploma participation rates are up significantly from the previous year due to both semesters being written, but participation is below the province in all subject areas except English 30-2 and Social 30-2. This is in alignment with the historical trend. Significant concerns continue around achievement in Math 30-1 and Math 30-2, in particular with the discrepancy between the school-awarded and the diploma marks.

English Additional Language (EAL) learners showed very low scores on the PAT. This is largely due to most students not writing the test either because of exemption due to language proficiency or parental choice.

Next Steps

In the 2022 2023 school year, all School Administrators received training on how to use PAT and Diploma data to analyze performance against the Province and sort outcomes by priority of need. Schools are expected to provide time for staff to analyze and discuss next steps regarding their results.

This year, Aspen View has partnered with the Edmonton Regional learning Consortium to offer a professional development session on High School Math. As well, a high school Math cohort offered through Edmonton Regional Learning Consortium is being promoted for participation. This work will focus on developing quality assessment practices in order to address the discrepancy between the Diploma and School-awarded mark in Math.

Gr 1-3 professional development will focus on the development of common criteria and assessments of achievement. This was developed in the Kindergarten cohort last year. This year, Grades K-9 Math collaborative groups will focus on analysis of pre-assessment data with follow-up discussion on strategies and interventions. Grades 4-6 Math curriculum sessions will focus on understanding the developmental progression using multiple strategies to gain understanding, and teaching for deep conceptual understanding.

Aspen View will continue to pilot the Reading Comprehension Assessment Test. This is a literacy assessment tool that allows for the deconstruction of quality multiple choice items and development of reading comprehension strategies. K-9 teachers will also participate in collaborative writing sessions that involve the development of assessment criteria and interrater reliability.

AVPS will implement the English as an Additional Language (EAL) Proficiency Benchmarking 2.0 to drive more targeted programming for the needs of EAL students.

Literacy and Numeracy

Fountas and Pinnell Literacy Assessment June 2023

Grade	Insufficient (%)	Basic (%)	Proficient (%)	Excellent (%)
1	32	6	17	45
2	28	12	8	53
3	20	7	13	60
4	31	10	11	48
5	25	11	10	55
6	34	18	18	30
Gr. 1-6	29	11	13	47

GB+ French Literacy Assessment June 2023

Grade	Insufficient (%)	Basic (%)	Proficient (%)	Excellent (%)
1	20	20	20	40
2	29	29	0	43
3	30	20	0	50
4	47	5	11	37
5	73	0	9	18
6	5	9	9	77
Gr. 1-6	31	13	8	48

Early Years Literacy Assessments

Grades	# Initially Assessed	# At Risk Initial Assessment	# At Risk Final Assessment	Average # Months Behind at Initial	Average # of Months Gained
Grade 1	160	69	40	8.3	6
Grade 2	175	69	41	7	9
Grade 3	160	44	33	13	10
Grade 4	208	55	31	21	11

Early Years Numeracy Assessments

Grades	# Initially Assessed	# At Risk Initial Assessment	# At Risk Final Assessment	Average # Months Behind at Initial	Average # of Months Gained
Grade 1	159	45	33	9	8
Grade 2	176	71	45	10	9
Grade 3	164	44	26	9	8.5
Grade 4	209	59	33	13	13

Aspen View
PUBLIC SCHOOLS

**2022-23
Annual Education
Results Report**

Literacy and Numeracy: Observations and Next Steps

Aspen View Public Schools showed significant gains as a result of literacy and numeracy intervention programming. Intervention programming involved daily 20-minute sessions for 16 weeks in Grades 2 to 4 and 12 weeks in Grade 1. The literacy intervention focus was on phonological awareness, phonics and sight word recognition and numeracy intervention was focussed on counting, number line work, visual recognition of number, and basic fact fluency. All interventionists received centrally supported training in order to build capacity and ensure consistency in the programming. The Curriculum Coordinator position was increased from 0.5 to 1.0 FTE as this position will also support literacy and numeracy intervention programming.

This year, intervention is extending into the middle years grades. The Division will invest in middle years decodable texts for students who are still working on word recognition fluency. Small group intervention strategies are beginning to be implemented for numeracy at the middle years level.

High School Completion

	Aspen View 2022	Comparison to 2021 (+/-)	Comparison to Alberta 2022 (+/-)	Aspen View 3-Year Average	Comparison to Alberta 3-Year Average
3 Year Completion	74.7	-1.2	-6.0	78.2	-4.1
5 Year Completion	87.5	+5.5	-1.1	80.6	-5.6

First Nations, Métis and Inuit High School Completion

3 Year Completion	51.7	-5.2	-5.3	60.0	+0.5
5 Year Completion	76.9	-4.1	+5.6	75.6	+6.5

Drop Out Rate

	Aspen View 2022	Aspen View Comparison to 2021	Aspen View Comparison to Alberta 2022	Aspen View 3-Year Average	Comparison to Alberta 3-Year Average
Drop Out Rate	3.2	+0.8	+0.7	2.9	+0.4
Returning Rate	21.0	+3.5	+3.8	17.9	+0.4

First Nations, Métis and Inuit Drop Out Rate

Drop Out Rate	4.0	+0.5	-1.1	4.0	-1.0
Returning Rate	15.4	-7.5	-8.4	19.6	-0.7

Aspen View
PUBLIC SCHOOLS

2022-23
Annual Education
Results Report

High School Completion: Observations and Next Steps

AVPS experienced a slight decrease in the 3-year high school completion rate and is currently below the Province, although rates remain comparable to the increasing pre-Covid trend. Notably, 5-year completion rates continue to improve.

To continue improvement in the area of high school completion, AVPS will continue to support the funding of High School Success coaches who work with students to monitor high school student success and plan for career pathways.

First Nations, Métis and Inuit Student Success

Observations:

Overall, Aspen View Grades 6 and 9 First Nations, Métis and Inuit students exceeded the Provincial achievement at the Acceptable Standard and Standard of Excellence. However, the percentage of Grades 6 and 9 First Nations, Métis and Inuit students achieving the Acceptable Standard is 17.8% below Aspen View's achievement for all students and 9.4% below at the Standard of Excellence for all students. First Nations, Métis and Inuit students exceeded the Province's Diploma Acceptable Standard and Standard of Excellence and Diploma exam achievement is comparable to all Aspen View students. Achievement at the Diploma Acceptable standard improved by close to 20% from the previous year and showed close to 10% improvement at the Standard of Excellence from the previous year. 3-year high school completion has continued to drop while 5-year high school completion has continued to trend in a positive direction. 3-year completion rates are below the Province while 5-year completion rates are comparable to the Province. The drop out rate remains below the Province. The 6-year post-secondary transition rate has improved by almost 10% from the previous year, which is also reflected in the overall data for Aspen View.

Next Steps:

Aspen View continues to do significant work in supporting First Nations, Métis and Inuit student success. AVPS increased the FTE allocation for the Indigenous Education Coordinator to 0.4 for the 2023-2024 school year. Aspen View hosted a Division PD Day focused on Education for Reconciliation that brought in presentations from many local Elders and Knowledge Keepers. The Indigenous Education Coordinator and Curriculum Coordinator will work together to develop curriculum resources and increase the representation of Indigenous teachings in the classroom, such as storytelling, smudging, tipi teachings, talking circles, and land-based learning. Last year, Elder Phillip Campiou worked with 5 schools to raise a tipi, facilitate the stewardship of the tipi, and provide tipi teachings.

Student Learning Engagement and Citizenship

Student Learning Engagement

	Aspen View 2023	Comparison to 2022 (+/-)	Comparison to Alberta 2023 (+/-)	Aspen View 3-Year Average	Comparison to Alberta 3-Year Average
Overall (n=936)	83.2	+1.6	-1.2	82.4	-2.4
Parent (n=184)	80.4	-1.2	-6.9	81.0	-7.0
Student (n=602)	72.7	+3.5	+1.8	71.0	-0.1
Teacher (n=150)	96.4	+2.5	+1.3	95.2	-0.1

Student Learning Engagement: Observations and Next Steps

Student and teacher perceptions of learner engagement have increased and are above the province while parent perception has decreased slightly and is below the Province. Students in grades 4-6 have increased their sense of engagement, most significantly in their enjoyment of English Language Arts and Mathematics and parent perception of instruction in literacy and numeracy is generally positive. Grades 7-9 student views of learning in Social Studies have increased, but Math continues to suffer. Grades 7-12 students distinguish between interest in a subject area and its usefulness. They see the value of the subjects but are less interested.

Citizenship

	Aspen View 2023	Comparison to 2022 (+/-)	Comparison to Alberta 2023 (+/-)	Aspen View 3-Year Average	Comparison to Alberta 3-Year Average
Overall (n=1031)	75.6	-2.8	-4.7	80.8	-1.5
Parent (n=214)	72.6	+3.1	-6.8	71.0	-8.9
Student (n=652)	68.3	-6.0	-3.0	71.3	-0.4
Teacher (n=165)	86.0	-5.3	-4.3	88.7	-2.3

Citizenship: Observations and Next Steps

Interestingly, parent and student perception of citizenship differ somewhat. Parent perception increased while students decreased, although parents are further below the province than students. Teachers also dropped in their perception of students demonstrating good citizenship. Grades 7-9 parents experienced the largest increase, and seem to be more positive overall. Parents of grades 10-12 students dropped for the 5th consecutive year. Grades 10-12 students also experienced the greatest drop. Overall, the greatest area of concern is around students following the rules.

To support schools in working with students in the area of citizenship, school administration will engage in monthly collaborative conversations around points of policy and procedure to explore strategies in dealing with challenging situations.

Priority Two: Wellbeing

Success and well-being is a priority in Aspen View Public Schools.
Learning and working environments are inclusive, safe, welcoming and healthy.

Alberta Education Assurance Domains: Teaching and Leading
Learning Supports

Outcomes:

- *Greater success and well-being for all*
- *Provide quality instruction and learning opportunities for all students*
- *Provide appropriate supports to ensure student success for all*

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

	Aspen View 2023	Aspen View Comparison to 2022	Aspen View Comparison to Alberta 2023 (+/-)	Aspen View 3-Year Average (2021-2023)	Aspen View Comparison to Alberta 3-Year Average (2021-2023)
Overall (n=1032)	85.7	-1.6	-2.4	88.4	-0.2
Parent (n=214)	77.0	-3.6	-7.4	78.8	-6.4
Student (n=652)	84.9	-1.4	-0.8	85.6	+2.2
Teacher (n=166)	95.0	-0.3	+0.9	95.1	+1.5

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE): Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Aspen View 2023	Aspen View Comparison to 2022	Aspen View Comparison to Alberta 2023 (+/-)	Aspen View 3-Year Average (2021-2023)	Aspen View Comparison to Alberta 3-Year Average (2021-2023)
Overall (n=936)	81.7	-2.9	-2.4	84.6	-2.2
Parent (n=184)	78.9	-0.5	-6.7	79.2	-7.0
Student (n=602)	75.1	-5.5	-1.5	77.9	+0.7
Teacher (n=150)	91.1	-2.8	-0.9	92.5	-0.3

![Aspen View Public Schools logo]

Access to Supports and Services: Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Aspen View 2023	Aspen View Comparison to 2022	Aspen View Comparison to Alberta 2023 (+/-)	Aspen View 3-Year Average (2021-2023)	Aspen View Comparison to Alberta 3-Year Average (2021-2023)
Overall (n=936)	79.5	-3.6	-1.1	81.3	+1.5
Parent (n=184)	70.2	-4.2	-5.5	72.3	-4.2
Student (n=602)	78.3	-5.8	-1.6	81.2	+1.2
Teacher (n=150)	90.1	-0.6	+3.9	90.4	+3.6

Observations and Next Steps

The overall trend with the following data points is that Aspen View remains comparable to the Province. However, parents are the least satisfied group, with students in the middle, and teachers being most satisfied.

Education Quality

With respect to Education Quality, of the student groups, Grades 4-6 students are the most satisfied, Grades 10-12 the least, and the Grades 7-9 showed some improvement from the previous year. Students have been fairly static in their perceptions the last 3 years but have not regained their pre-COVID levels of satisfaction. Parents have dropped the most in their beliefs about students learning what they need to know but are stable with their perceptions that the school work is challenging and interesting. Significantly, 98% of Grades 4-6 students think their school is good or very good, 89% of Grades 7-9 students think their school is good or very good and 93% of students in grades 10-12 think the education they are receiving is good or very good.

Welcoming, Caring, Respectful, Safe Learning Environments

In the category of Welcoming, Caring, Respectful, Safe Learning Environments survey items, parent perception of how adults treat and care about students is higher than their perception of how students treat each other, but they have dropped in their perception of how adults treat and care about students. Teachers have dropped in their perception of how students treat each other and the Grades 7-12 student perception of their care and respect for each other is of significant concern.

![Aspen View Public Schools logo]

Access to Supports and Services

Although comparable to the Province, there is a drop in the perception that help is available for school work and with problems that are not related to school work.

In response to the increasing mental health needs of the student population, Aspen View increased the School Counsellor FTE from 3.0 to 4.0. This allocation has continued into the 2023-2024 year. School counsellors travel within their school areas to work with students who are in need of support. As well, as part of the Mental Health Grant, Aspen View will implement an Elder-in-Residence program to support mental health needs from an Indigenous cultural perspective. This will involve making connections with students and providing teachings that contribute to a welcoming, caring, respectful and safe learning environment.

In order to get a better baseline on the mental health needs of staff, Aspen View will administer the Guarding Minds at Work survey to determine actionable and impactful areas of support for staff wellness. As well, at the beginning of the 2023 2024 school year, Aspen View provided many Professional Development sessions on topics in the area of Wellness. The sessions included Positive Behaviour Supports, Emotional Regulation, Self Care, Mindfulness, Equity and Inclusion.

Aspen View recognizes the need to provide opportunities for staff to connect and build relationships across the Division. For the first time in five years, Aspen View hosted a Division Professional Development day that was intended to meet this need. Feedback on the day was overwhelmingly positive.

School sites whose data points indicate an area of need in any of these areas will develop further information processes to better understand their stakeholder's concerns and to implement an effective plan of action.

Aspen View Professional Development 2022-2023

• School-based wellness activities as a regular part of professional development day planning.
• K-3 English Language Arts & Literature (ELAL) and Math curriculum PD.
• Development of Kindergarten common criteria and assessment practices.
• Gr 4-6 ELAL and Math curriculum PD.
• Continued Violent Threat Risk Assessment (VTRA) and Supporting Individuals through Valued Attachments (SIVA) training.
• Centrally supported training of literacy and numeracy interventionists.
• Advisory work and tipi teachings with Elder Phillip Campiou.
• Bi-monthly meetings with Inclusive Education Leads.
• Bi-monthly meetings with Education for Reconciliation Leads.
• PD sessions on Robotics, Coding and Computing Science.
• Reading Comprehension Assessment Test training through Edu-Best.
• Monthly meetings with High School Success Coaches.
• Training in use of Dossier program to better access attendance and student learner profiles and Individual Program Plan (IPP) creation.
• Workshop sessions with school administrators on the Assurance Framework, Education Planning and Reporting.
• Beginning Teacher Orientation.

Priority Three: Engagement

Decision making and assurance are based on a commitment to ongoing engagement, efficiencies and communication

Alberta Education Assurance Domains: Governance
Local & Societal Context

Outcomes:

- *Educational partners contribute towards student success*
- *Resources are effectively managed to ensure learning supports, quality teaching and leading and optimum learning for all*
- *The district is grounded in effective, transparent, equitable and evidence-based practices.*

Parental Involvement: Percentages of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Aspen View 2023	Aspen View Comparison to 2022	Aspen View Comparison to Alberta 2023 (+/-)	Aspen View 3-Year Average (2021-2023)	Aspen View Comparison to Alberta 3-Year Average (2020-2022)
Overall (n=378)	77.7	-0.9	-1.4	81.3	+1.0
Parent (n=213)	64.2	-6.4	-8.3	67.4	-5.0
Teacher (n=165)	91.2	+4.6	+5.5	88.9	+3.4

Observations and Next Steps

In the area of Engagement, while teachers have improved their perceptions of parental involvement, parents have decreased. With respect to access to programming, stakeholders are identifying that they would like increased access to learning another language, drama, art and music. Grades 10-12 students would like greater access to learning about technology.

To provide a variety of experiences that appeal to student interest, Aspen View will continue with the annual Robotics tournament, STEM programming, and many extracurricular activities that include basketball, volleyball, soccer, archery and cross-country running and skiing, to name a few. As well, Aspen View students will have the opportunity to be involved in a Forestry Trades Camp and a Career Fair that will provide exposure to potential career pathways. Aspen View will continue to provide the opportunity for students to participate in post-secondary tours and this year students and families will have access to webinar training on how to obtain scholarships in response to the increasing costs of post-secondary study.

Aspen View will begin to explore alternative ways to offer complementary course programming as this continues to be a challenge in smaller centres. One school council representative noted that they appreciated the revitalization of the Music program in their school. Aspen View will continue its partnership with Careers Next Gen to support off-campus learning opportunities and provide a 0.2 FTE facilitator role.

Aspen View has implemented a new attendance procedure that requires staff to reach out to families with attendance issues on a monthly basis. As well, the Division developed communication points regarding the importance of attendance that schools can use at School Council meetings and through their social media.

Council of School Council (COSC) members indicated they appreciate efforts by schools to engage parents by being approachable and willing to listen and hosting events such as family lunch days.

Strong communication procedures are seen as fundamental to developing positive relationships. COSC members also identified efforts to engage students in community-minded initiatives as a point of pride in their schools. Activities such as land-based teaching, the building of a greenhouse, revitalization of student council, fundraising for playground equipment, and making contributions to the community through the Rotary Interact club have been cited as examples.

For those school sites that have this as an identified area of need, further investigation will be required to determine what kind of involvement their parents want to have.

Engagement Opportunities, Advocacy and Learnings

Wellness, Relationships and Diversity

Ongoing conversations with staff and school administration have identified that staff wellness is an increasing area of concern. Throughout the curriculum professional development sessions, teachers identified that they are struggling with the ongoing issues of learning recovery due to the pandemic and the increased expectations of curricular outcomes in Mathematics. They also identified that the lack of readiness of resource development has been problematic. Teachers did express that they appreciated the more structured approach of the English Language Arts and Literature curriculum and they also liked the common strands of the new Science Curriculum. Aspen View Trustees communicated these concerns with Minister LaGrange.

Teachers were also expressing their frustration with the Individual Program Plan (IPP) interface and with the tracking of student learner profile data. Aspen View made the decision to move in the direction of working with Dossier by Intellimedia to develop an IPP that better suited the needs of teachers and began the development of a one-stop-shop for data entry. The new IPP program also provides parents with an ongoing opportunity to provide input into programming.

During the school administration retreat, school administrators also identified equity, diversity and inclusion as an emerging issue and expressed interest in learning more about this area. School personnel are increasingly challenged to navigate diverse views and require the tools to work with their stakeholders in a respectful, professional and equitable manner. School administrators also identified the importance of focusing on relationships and building positive culture at their sites. This was highlighted by the amazing community involvement in the opening of the new H.A. Kostash School and with the passion the community demonstrated in their desire to say goodbye to the old school and reconnect with old friends. The Board of Trustees also engaged with MLA Glenn Van Dijken on

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the need for increasing cross-ministry support between Health and Education to support the growing social and emotional needs of students. While the FTE support for School Counsellors has increased, these staff members have identified that the needs are outstripping the school supports available, and they spend much of their time working with students who are in crisis. Timely access to community resources is critical to making a difference in this area.

Rural Sustainability, Public Education and Recruitment

Across Alberta, school authorities have identified that recruitment and retention of staff in Education is becoming increasingly difficult. Aspen View, as a smaller rural division, is feeling this acutely. Human Resources will continue to engage with post-secondary partners through attending career fairs and welcoming student teacher placements to the Division. This year, Aspen View is exploring incentive programming to attract new staff and will work with Municipal and Post-Secondary partners to discuss this issue as a larger part of the rural sustainability agenda. These concerns with recruitment also extend into the arena of transportation, as rural school divisions are highly dependent on transportation services. Aspen View Trustees have also been strong advocates for the prioritization of the Public School Authority as the most equitable route to meeting the needs of all students and value a robust public education system as being fundamental to a well-functioning society. They have expressed concerns with the funding of parallel education systems with limited resources.

Digital Safety

Trustees met with Grade 7 students across the Division to engage in conversation regarding technology and its impact on education. While students appreciated the benefits of technology, they also noted challenges such as the negative impact on attentional focus and safety. Students recognized the benefits to their learning, such as the increased ability to collaborate and access information. They also expressed appreciation for events such as the Robotics Tournament and STEM learning. Students are aware of safe practices to varying degrees, but admitted that they do not always follow them. Recommendations coming out of the engagement included connecting educators and parents to existing resources on digital safety and reviewing the Technology Code of Conduct on a yearly basis. Trustees have found these engagements with students to be very rewarding and valuable and will continue to look for meaningful ways to include the student voice in their work.

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Summary of Financial Results

Statement of Operations for the Year Ended August 31, 2023		
Revenue		
Alberta Education	$40,020,340	91.6%
Other Revenue	$3,656,488	8.4%
Total Revenue	**$43,676,828**	**100%**
Expenses		
Instruction - ECS	$941,652	2.1%
Instruction - 1 - 12	$30,130,216	67.7%
Plant operations and maintenance	$6,000,536	13.5%
Transportation	$5,272,606	11.8%
Administration	$2,147,144	4.8%
External services	$20,747	0.0%
Total Expenses	**$44,572,901**	**100%**
Operating Surplus (Deficit)	**($896,073)**	

	2022-2023 Actual	2022-2023 Budget	Variance Amount	Variance %	Variance Explanation
Total Expenses	44,572,901	43,530,531	1,042,370	2%	$600,000 additional spending approved mid-year by the Minister of Education. Additional grant funds received to allow for increased spending.

Aspen View Public Schools' Audited Financial Statements can be accessed online at: https://www.aspenview.org/about_us/reports.

Provicial summaries of school divisions' Audited Financial Staement information can be accessed online at: https://www.alberta.ca/k-12-education-financial-statements.aspx.

Whistleblower Protection

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their Annual Education Results Report.

Aspen View Public Schools has no disclosures to report for the 2022-23 school year.

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