

# 2023-24 Annual Education Results Report



**Aspen View**  
PUBLIC SCHOOLS

**Engage Learning. Ignite Potential. Inspire Success.**



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## Message From The Board Chair

On behalf of the Board of Trustees of Aspen View Public Schools, I am pleased to present our 2023-24 Annual Education Results Report (AERR). The information and insights presented in this report offer a comprehensive overview of the educational landscape within our school division.

Aspen View Public Schools invests substantial time, energy and resources to Student Success and Completion, and improvement continues to be shown. Our Grade 6 Provincial Achievement Test (PAT) results continue to compare favourably with provincial results, as do Grade 9 PAT results at the Acceptable Standard. Significant improvement has also been made with Diploma results at the Acceptable Standard in many subjects, and Diploma participation rates have also increased.

This AERR indicates areas where more work is required, including Math and Social Studies at both the Grade 9 and high school levels. Our senior administration has implemented several strategies to address these areas of concern, including division-wide collaborative groups focused on assessment, a common numeracy framework, and common assessment practices in writing and math. Our Board fully supports these initiatives as they demonstrate a commitment to continual improvement.

We continue to see inconsistent results within our priority area of Wellness, as we find that opinions on education quality, citizenship and learning environments vary from year to year, and among stakeholder groups. Deeper analysis of these results indicate that they are influenced by a variety of factors, some of which are specific to school communities. Aspen View continues to promote wellness, diversity, equity and inclusion through staff professional development opportunities and school-based initiatives to build welcoming, caring, respectful and safe learning environments.

Much work has been done in the priority area of Engagement, with considerable progress made. Our High School Success Coaches have worked diligently to expose students to alternative programming options and career and post-secondary opportunities. Recent division-wide professional development days, focused on Education for Reconciliation and Wellness, were strongly endorsed by staff. At the Board level, we remain committed to working collaboratively with our municipal partners, supporting our school councils, and capturing students' voices to help inform our decision-making.

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 contained in this AERR will help inform our 2025-28 Education Plan, which we look forward to sharing with stakeholders in May 2025.



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 emphasized 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 2024-24 Annual Education Results Report, is based on the Priorities, Outcomes, Goals and Performance Measures identified within the 2023-26 Education Plan.

## Accountability Statement

The Annual Education Results Report for The Aspen View Public School Division for the 2023-2024 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 2023-2024 was approved by the Board on November 21, 2024.



Candy Nikipelo, Chair  
Board of Trustees  
Aspen View Public Schools



## Division Profile

### Board of Trustees



Candyce  
Nikipelo (C)  
North East



Anne  
Karczmarczyk (V)  
North Central



April  
Bauer  
South West



Donna  
Cherniwchan  
South East



Elohne  
Chizawsky  
South Central



Brenda  
Fulmore  
North West



Dennis  
MacNeil  
North Central

### Senior Administration



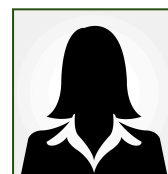
Constantine  
Kastrinos  
Superintendent



Kim Carson  
Assoc. Supt. - HR  
& Student Services



Katherine Mann  
Assoc. Supt. -  
Curriculum &  
Technology



Amber Oko  
Secretary-  
Treasurer

### Communities & Schools



<u>Athabasca</u>	<u>2024-25</u>
Whispering Hills	<u>Enrolment</u>
Primary School (PreK-3)	304



<u>Smoky Lake</u>	<u>2024-25</u>
H.A. Kostash School	<u>Enrolment</u>
	359



Landing Trail	
Intermediate School (4-6)	262



<u>Thorhild</u>	
Thorhild Central School	
(PreK-12)	310



Edwin Parr	
Composite School (7-12)	710



<u>Vilna</u>	
Vilna School	
(PreK-12)	121



<u>Boyle</u>	
Boyle School	
(PreK-12)	260



<u>Outreach/Virtual Schools</u>	
Centre for Alternative & Virtual Education (Athabasca)	32



<u>Grassland</u>	
Grassland School	
(K-9)	75



Vilna Off-Campus Achievement Academy	17
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<u>Rochester</u>	
Rochester School	
(K-9)	31



<u>Smith</u>	
Smith School	
(K-12)	48

#### Colony Schools

Athabasca Colony School	10
Deep Creek Colony School	13
New Pine Creek Colony School	24
Smoky Lake Colony School	9



## Required Alberta Education Assurance Measures - Overall Summary

### Fall 2024

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	<a href="#">Student Learning Engagement</a>	80.9	83.2	82.4	83.7	84.4	84.8	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	76.0	75.6	77.0	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	<a href="#">3-year High School Completion</a>	67.8	74.7	78.4	80.4	80.7	82.4	Low	Declined Significantly	Concern
	<a href="#">5-year High School Completion</a>	82.6	87.5	82.9	88.1	88.6	87.3	Intermediate	Maintained	Acceptable
	<a href="#">PAT6: Acceptable</a>	71.8	69.8	69.8	68.5	66.2	66.2	Intermediate	Maintained	Acceptable
	<a href="#">PAT6: Excellence</a>	17.0	18.0	18.0	19.8	18.0	18.0	Intermediate	Maintained	Acceptable
	<a href="#">PAT9: Acceptable</a>	61.8	65.7	65.7	62.5	62.6	62.6	Very Low	Maintained	Concern
	<a href="#">PAT9: Excellence</a>	10.2	15.5	15.5	15.4	15.5	15.5	Low	Declined	Issue
	<a href="#">Diploma: Acceptable</a>	73.1	67.4	67.4	81.5	80.3	80.3	Low	Improved	Acceptable
	<a href="#">Diploma: Excellence</a>	11.2	10.1	10.1	22.6	21.2	21.2	Low	Maintained	Issue
Teaching & Leading	<a href="#">Education Quality</a>	84.7	85.7	86.5	87.6	88.1	88.6	Intermediate	Declined	Issue
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCERSLE)</a>	81.1	81.7	83.2	84.0	84.7	85.4	n/a	Declined	n/a
	<a href="#">Access to Supports and Services</a>	78.6	79.5	81.3	79.9	80.6	81.1	n/a	Declined	n/a
Governance	<a href="#">Parental Involvement</a>	75.2	77.7	78.2	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

#### 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 Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
5. Participation in the PATs 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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 2024

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
<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	38.7	0.0	n/a	52.7	3.5	n/a	Low	n/a	n/a
<a href="#">Drop Out Rate</a>	3.5	3.2	2.6	2.5	2.5	2.4	High	Declined	Acceptable
<a href="#">In-Service Jurisdiction Needs</a>	76.1	83.8	85.8	81.1	82.2	83.0	Very Low	Declined Significantly	Concern
<a href="#">Lifelong Learning</a>	74.1	76.7	77.6	79.9	80.4	80.7	Intermediate	Declined	Issue
<a href="#">Program of Studies</a>	75.4	77.0	77.8	82.8	82.9	82.9	Intermediate	Declined	Issue
<a href="#">Program of Studies - At Risk Students</a>	79.2	80.3	81.9	80.6	81.2	81.5	Very Low	Declined	Concern
<a href="#">Rutherford Scholarship Eligibility Rate</a>	54.3	58.0	56.3	70.7	71.9	70.0	Low	Maintained	Issue
<a href="#">Safe and Caring</a>	84.8	85.5	87.1	87.1	87.5	88.1	High	Declined	Acceptable
<a href="#">Satisfaction with Program Access</a>	74.6	78.5	79.0	71.9	72.9	72.7	Intermediate	Declined Significantly	Issue
<a href="#">School Improvement</a>	76.4	73.9	75.1	75.8	75.2	74.7	High	Maintained	Good
<a href="#">Transition Rate (6 yr)</a>	51.1	56.6	53.1	60.1	59.7	60.0	Intermediate	Maintained	Acceptable
<a href="#">Work Preparation</a>	76.6	78.4	79.2	82.8	83.1	84.0	Intermediate	Maintained	Acceptable

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 2022/23, 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 2024

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	<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>	46.0	51.7	60.0	58.6	57.0	59.5	Very Low	Declined	Concern
	<a href="#">5-year High School Completion</a>	69.7	76.9	75.6	69.4	71.3	69.1	Very Low	Maintained	Concern
	<a href="#">PAT6: Acceptable</a>	66.0	58.8	58.8	48.7	45.3	45.3	Low	Maintained	Issue
	<a href="#">PAT6: Excellence</a>	6.4	11.8	11.8	7.3	6.5	6.5	Very Low	Maintained	Concern
	<a href="#">PAT9: Acceptable</a>	40.8	46.5	46.5	41.4	39.4	39.4	Very Low	Maintained	Concern
	<a href="#">PAT9: Excellence</a>	2.0	5.3	5.3	6.1	5.3	5.3	Very Low	Maintained	Concern
	<a href="#">Diploma: Acceptable</a>	66.1	67.5	67.5	76.9	74.8	74.8	Very Low	Maintained	Concern
	<a href="#">Diploma: Excellence</a>	5.5	9.8	9.8	11.8	11.3	11.3	Very Low	Maintained	Concern
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

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 Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
5. Participation in the PATs 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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.

## Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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	<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>	n/a	n/a	n/a	72.0	72.8	76.7	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	*	*	n/a	88.1	88.7	87.2	*	n/a	n/a
	<a href="#">PAT6: Acceptable</a>	*	42.9	42.9	64.6	65.4	65.4	*	*	*
	<a href="#">PAT6: Excellence</a>	*	0.0	0.0	16.5	15.7	15.7	*	*	*
	<a href="#">PAT9: Acceptable</a>	*	*	n/a	52.7	55.3	55.3	*	n/a	n/a
	<a href="#">PAT9: Excellence</a>	*	*	n/a	10.1	11.0	11.0	*	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	*	n/a	n/a	66.3	67.1	67.1	*	n/a	n/a
	<a href="#">Diploma: Excellence</a>	*	n/a	n/a	14.0	13.8	13.8	*	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

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- 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.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
- Participation in the PATs 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.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma 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.

### Required Alberta Education Assurance Measures: 5-Year Data

Assurance Domain	Measure	Aspen View					Alberta				
		2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Student Growth and Achievement	Student Learning Engagement	na	86.1	81.6	83.2	80.9	na	85.6	85.1	84.4	83.7
	Citizenship	83.3	82.5	78.4	75.6	76.0	83.3	83.2	81.4	80.3	79.4
	PAT 6: Acceptable	na	na	75.8	69.8	71.8	na	na	67.8	66.2	68.5
	PAT 6: Excellent	na	na	22.8	18.0	17.0	na	na	20.1	18.0	19.8
	PAT 9: Acceptable	na	na	58.4	65.7	61.8	na	na	62.9	62.6	62.5
	PAT 9: Excellent	na	na	10.2	15.5	10.2	na	na	16.8	15.5	15.4
	Diploma: Acceptable	na	na	56.0	67.4	73.1	na	na	75.2	80.3	81.5
	Diploma: Excellent	na	na	6.7	10.1	11.2	na	na	18.2	21.2	22.6
Teaching & Leading	Education Quality	89.5	89.3	87.3	85.7	84.7	90.3	89.6	89.0	88.1	87.6
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments	na	87.5	84.6	81.7	81.1	na	87.8	86.1	84.7	84.0
	Access to Supports and Services	na	85.0	83.1	79.5	78.6	na	82.6	81.6	80.6	79.9
Governance	Parental Involvement	84.0	79.2	78.6	77.7	75.2	81.8	79.5	78.8	79.1	79.5

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

Grey shading indicates years in which data was not collected.



### Required Alberta Education Assurance Measures: 5-Year Data

Assurance Domain	Measure	Aspen View					Alberta				
		2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Student Growth and Achievement	3-year high school completion	74.0	84.8	75.9	74.7	67.8	80.3	83.4	83.2	80.7	80.4
	4-year high school completion	77.5	80.1	86.7	78.8	82.4	84.0	85.0	87.1	86.5	85.1
	5-year high School Completion	80.5	79.2	82.0	87.5	82.6	85.3	86.2	87.1	88.6	88.1

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

Grey shading indicates years in which data was not collected.



## 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:

- *Students are able to read fluently for meaning and enjoyment*
- *Students are able to express clear and interesting ideas through writing*
- *Students use math fact and procedural fluency to solve problems*
- *Students build knowledge and evaluate information to become independent thinkers*
- *Students complete a high school program and are connected to future career and post-secondary pathways*

June 2024 Provincial Achievement Tests (Standards Demonstrated by All Students)					
Subject	Number of Students	AVPS Acceptable (%)	Alberta Acceptable (%)	AVPS Excellent (%)	Alberta Excellent (%)
Gr 6 PAT Overall	188	71.8	68.5	17	19.8
Gr 9 PAT Overall	210	61.8	62.5	10.2	15.4
ELA 6	Not administered				
ELA 9	203	67.5	69.5	5.9	11.8
Math 6	Not administered				
Math 9	176	49.4	51.4	12.5	13.7
Mathématiques 9	14	92.9	72.5	57.1	18.9
Science 6	176	80.7	68.8	25	25.6
Science 9	168	67.9	66.8	9.5	20.9
Sciences 6	12	91.7	69.5	41.7	14.8
Sciences 9	14	100	79.6	42.9	19.3
Social Studies 6	176	69.9	68.7	15.3	20.4
Social Studies 9	178	53.4	60	9.6	15.9
Études Sociales 6	12	100	67.1	41.7	12.2
Études Sociales 9	14	71.4	67.9	28.6	14.5



June 2024 Provincial Achievement Tests (Standards Demonstrated by All Students)					
FLA 6	12	100	69.9	33.3	9.3
FLA 9	14	92.9	76.6	0	10.6
K&E ELA 9	4	*			
K&E Math 9	17	70	52	0	9.9
K&E Sci 9	25	60.7	52.3	3.6	9
K&E Social 9	15	61.1	50.4	5.6	11.3

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

Grey shading indicates years in which data was not collected.

\*Data values have been suppressed where the number of students is fewer than 6.



Provincial Achievement Test 5-Year Data											
		Aspen View Public Schools					Alberta				
Subject	Level of Achievement	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
FLA 6	Acceptable	na	na	93.8	95.5	100	na	na	76.9	77.6	69.9
	Excellence	na	na	31.3	40.9	33.3	na	na	10.6	12.5	9.3
Science 6	Acceptable	na	na	79.0	73.2	81.4	na	na	71.5	55.7	68.8
	Excellence	na	na	26.0	33.7	26.1	na	na	23.7	21.8	24.8
Social 6	Acceptable	na	na	75.8	69.8	71.8	na	na	67.8	66.2	68.5
	Excellence	na	na	22.9	18.0	17.0	na	na	20.1	18.0	19.8
ELA 9	Acceptable	na	na	65.4	72.0	67.5	na	na	69.6	71.4	69.5
	Excellence	na	na	3.3	9.8	5.9	na	na	12.9	13.4	11.8
FLA 9	Acceptable	na	na	57.1	80.0	92.9	na	na	73.5	76.1	76.6
	Excellence	na	na	0	0	0	na	na	9.9	10.9	10.6
Math 9	Acceptable	na	na	40.8	59.1	52.6	na	na	53.0	54.4	52.7
	Excellence	na	na	7.6	19.2	15.8	na	na	16.7	13.5	14.0
K&E Math 9	Acceptable	na	na	80.8	66.7	70.0	na	na	55.3	52.7	52.2
	Excellence	na	na	11.5	12.8	0	na	na	11.1	11.3	9.9
Sci 9	Acceptable	na	na	69.0	71.9	70.3	na	na	68.0	66.3	67.6
	Excellence	na	na	19.4	22.9	12.1	na	na	22.6	20.1	20.8
K&E Sci 9	Acceptable	na	na	90.5	63.6	60.7	na	na	57.8	52.9	52.3
	Excellence	na	na	14.3	9.1	3.6	na	na	11.0	10.9	8.9
SS 9	Acceptable	na	na	50.9	62.1	54.7	na	na	60.8	58.4	60.5
	Excellence	na	na	10.5	15.0	10.9	na	na	17.2	15.9	25.8
K&E SS 9	Acceptable	na	na	52.9	42.1	61.1	na	na	53.2	49.6	50.4
	Excellence	na	na	11.8	5.3	5.6	na	na	14.1	10.6	11.3

Diploma Exam 5-Year Data											
		Aspen View Public Schools					Alberta				
Subject	Level of Achievement	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Eng 30-1	Acceptable	na	na	70.0	72.2	85.2	na	na	78.8	83.7	84.2
	Excellence	na	na	5.0	2.8	2.3	na	na	9.4	10.5	10.1
Eng 30-2	Acceptable	na	na	71.8	78.4	78.6	na	na	80.8	86.2	85.7
	Excellence	na	na	10.3	8.2	4.9	na	na	12.3	12.7	12.9
Math 30-1	Acceptable	na	na	16.7	39.3	64.1	na	na	63.6	70.8	75.4
	Excellence	na	na	0	8.9	14.1	na	na	23.0	29.0	34.9
Math 30-2	Acceptable	na	na	25.0	25.6	37.5	na	na	61.5	71.1	70.9
	Excellence	na	na	0	2.6	1.8	na	na	11.8	15.2	15.4
SS 30-1	Acceptable	na	na	59.4	66.7	89.2	na	na	81.5	83.5	85.2
	Excellence	na	na	0	7.4	15.4	na	na	15.8	15.9	18.7
SS 30-2	Acceptable	na	na	53.7	71.1	69.7	na	na	72.5	78.1	77.6
	Excellence	na	na	0	2.1	1.6	na	na	13.2	12.3	12.7
Bio 30	Acceptable	na	na	64.3	83.1	80.9	na	na	74.3	82.7	83.1
	Excellence	na	na	21.4	29.6	35.1	na	na	25.2	32.8	33.7
Chem 30	Acceptable	na	na	54.1	75.6	69.7	na	na	77.1	80.5	82.9
	Excellence	na	na	13.5	17.8	23.7	na	na	31.1	37.0	38.0
Physics 30	Acceptable	na	na	78.6	69.6	78.9	na	na	78.5	82.3	85.1
	Excellence	na	na	21.4	17.4	0	na	na	34.6	39.9	43.1
Sci 30	Acceptable	na	na	41.7	65.6	64.9	na	na	75.7	79.4	81.3
	Excellence	na	na	8.3	12.5	2.7	na	na	17.2	23.1	24.6

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

Diploma Exam Participation Rates 5-yr										
	AVPS 2019- 2020	AB 2019- 2020	AVPS 2020- 2021	AB 2020- 2021	AVPS 2021- 2022	AB 2021- 2022	AVPS 2022- 2023	AB 2022- 2023	AVPS 2023- 2024	AB 2023- 2024
English 30-1	n/a	n/a	n/a	n/a	9.1	27.7	32.5	56.4	39.2	56.4
English 30-2	n/a	n/a	n/a	n/a	15.0	13.3	40.0	28.1	41.0	29.5
English 1 or more	n/a	n/a	n/a	n/a	24.1	40.6	71	81.3	78.8	82.8
Math 30-1	n/a	n/a	n/a	n/a	9.1	10.9	22.5	32.1	25.3	34.4
Math 30-2	n/a	n/a	n/a	n/a	4.3	12.1	16.0	24.6	22.6	25.2
Math 1 or more	n/a	n/a	n/a	n/a	13.4	22.9	38.0	54.8	47.5	57.7
Social 30-1	n/a	n/a	n/a	n/a	13.9	22.5	24.5	45.0	33.6	44.9
Social 30-2	n/a	n/a	n/a	n/a	17.1	17.4	45.0	36.2	45.6	38.3
Social 1 or more	n/a	n/a	n/a	n/a	31.0	39.9	69.0	80.6	78.3	82.5
Bio 30	n/a	n/a	n/a	n/a	5.9	18.0	26.0	38.1	34.6	41.2
Chemistry 30	n/a	n/a	n/a	n/a	10.2	15.6	29.0	32.5	31.8	33.6
Physics 30	n/a	n/a	n/a	n/a	6.4	8.9	9.0	16.7	11.1	17.2
Science 30	n/a	n/a	n/a	n/a	3.7	7.9	10.5	14.3	14.7	14.1
Science 1 or more	n/a	n/a	n/a	n/a	24.6	41.4	43.0	59.4	60.4	49.8

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

Grey shading indicates years in which data was not collected.



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## Provincial Achievement Tests and Diploma Exams: Observations and Next Steps

There is much to celebrate with Aspen View Public Schools' provincial assessment results. Aspen View continues to be above or comparable to the Province with the overall Grade 6 PAT results at both the Acceptable Standard and the Standard of Excellence. Aspen View also continues to be comparable to the Province with the overall Grade 9 PAT results at the Acceptable Standard.

Aspen View saw significant improvement with Diploma results at the Acceptable Standard, particularly with English 30-1, Social Studies 30-1, Physics 30, and Math 30-1. It is also important to note that Participation Rates in Diploma Exams improved significantly last year in almost all measures. The Division also showed an increase in the number of participation rate measures comparable to the Province.

While showing strong achievement overall, the Division recognizes there are areas for growth to be addressed. In particular, while the achievement levels with Math 9 are comparable to the Province, the percentage of students achieving the Acceptable Standard requires attention. This focus will also be necessary at the high school level, particularly with Math 30-2. Achievement in Grade 9 Social Studies, high school Science and Social 30-2 are also areas to be attended to. In particular, improving participation and achievement rates with Science 30 will be a point of discussion with High School Success Coaches.

For the 2024-2025 school year, Aspen View is implementing Division Wide Collaborative groups that are focused on K-6 Math, and subject area groupings in Grades 7-9 and Grades 10-12. The groups are facilitated by school administrators, coordinators and senior administration. The underlying focus of work in these groups is assessment. Group participants are working to achieve a common understanding of the criteria for achievement, and develop assessment tasks that are in alignment with that criteria. Where applicable, analysis of standardized or common test results is also a part of that process. Groups are meeting during the afternoons of professional development days and periodically after school.

With respect to Math, Aspen View has developed a common numeracy framework. The framework establishes a standard of using ongoing number sense routines, implementing a problem solving approach early in the learning progression, and a focused use of concrete and pictorial representations before moving to the symbolic. This framework will be a part of the conversation around the ongoing building of common assessments in the Math collaborative groups and will be modeled by central support staff in classrooms throughout the Division in K-9 classrooms. This framework has also been incorporated into the development and implementation of curriculum resources for K-6. Grades 4-6 Math teachers met multiple times throughout the year with central support staff to learn about the changes with the new curriculum and to walk through the resources.

Aspen View has also been developing common assessments in writing and mathematics. Common writing assessments were administered in September, January and June, using an open-ended prompt designed to encourage students to internalize concepts and respond with an appropriate writing structure. Multiple collaborative marking sessions for English and French were conducted to create exemplars and to ensure inter-rater reliability with the writing assessments. Mid-point and year-end assessments were also developed and piloted last year in Mathematics. These



assessments align closely with the Division criteria for levels of achievement. They are challenging and set the target for students to be conceptually aware and procedurally fluent.

## Literacy and Numeracy

Fountas and Pinnell Literacy Assessment June 2024				
Grade	Insufficient (%)	Satisfactory (%)	Proficient (%)	Excellent (%)
1	20	19	16	46
2	31	9	9	50
3	23	13	11	54
4	27	8	13	52
5	41	15	14	30
6	23	16	15	45
Gr.1-6	29	13	13	45

GB+ French Literacy Assessment June 2024				
Grade	Insufficient (%)	Satisfactory (%)	Proficient (%)	Excellent (%)
1	25	44	19	12.5
2	36	0	0	64
3	29	0	14	57
4	22	0	0	78
5	39	6	11	44
6	8	17	0	75
Gr. 1-6	27.5	12.5	9	51

Common Writing Assessment June 2024				
Grade Level	Insufficient (%)	Basic (%)	Proficient (%)	Excellent (%)
K	15	43	39	
1	8	46	35	9
2	28	40	22	8
3	24	44	23	7
4	25	41	29	3
5	14	52	27	3
6	12	34	25	11
7	25	26	41	7

8	15	26	49	8
Gr K-8	19	44	28	6

## Literacy and Numeracy: Observations and Next Steps

The literacy and numeracy progress monitoring data indicates that students receiving intervention with numeracy, phonological awareness, and phonics instruction are experiencing a high degree of success. This has not yet translated into closing the gap with respect to word reading assessments.

Intervention programs vary according to the context of the school.

Determining factors include grade configurations, class sizes and the availability of support staff or certificated teachers who are qualified to offer intervention support.

Programming could include 20-minute pull-out sessions for a period of 12-16 weeks, or classroom integrated support throughout the year.

Training for the 2023-2024 school year involved central support staff going into schools and working with interventionists as requested by the school administration. For the 2024-2025 school year, intervention

training has been centralized to provide consistent programming and collaborative support throughout the year. Literacy interventionists have now been provided with further training on emergent, mixed, and reading comprehension interventions to target student areas of need.

Letter Name-Sound Assessment (LeNS)			
	# Initially Assessed	# At Risk Initial Assessment	# At Risk Final Assessment
Grade 1	167	38	26
Grade 2	177	50	35

CC3 Word Reading Assessment					
	# Initially Assessed	# At Risk Initial Assessment	# At Risk Final Assessment	Average # Months Behind at Initial	Average # of Months Gained
Grade 1	157	15	14	5.1	-1.85
Grade 2	172	43	35	9	-2.1
Grade 3	189	59	43	13.5	-2.3

Numeracy Assessment					
	# Initially Assessed	# At Risk Initial Assessment	# At Risk Final Assessment	Average # Months Behind at Initial	Average # of Months Gained
Grade 1	167	25	23	8.2	2.8
Grade 2	172	56	29	9.7	3.9
Grade 3	175	39	27	10.9	2.2

It was also identified that communication channels needed to be improved between the classroom teacher, inclusive education lead and the interventionists. Expectations and alignment for intervention programming design include what the teacher is providing through universal strategies and small group instruction, alongside the support that the interventionist is providing.

Aspen View recognizes the need for intervention support to go beyond the K-6 years. This year, some schools are beginning to design intervention programming for their Grade 7-9 students. Central support will focus on working with teachers at these grade levels to support the differentiation of instruction at this level.

Overall, the decrease in the numbers of students who are flagging as requiring additional support and the numbers of students who no longer require intensive additional support as a result of intervention is very encouraging.

### High School Completion

High School Completion					
	AVPS 2023	AVPS Comparison to 2022 (+/-)	AVPS Comparison to Alberta 2023 (+/-)	AVPS 3 Year Average	Alberta 3 Year Average
3 Year Completion	67.8	-6.9	-12.6	72.8	81.4
4 Year Completion	82.4	+3.6	-2.7	82.6	86.2
5 Year Completion	82.6	-4.9	-5.5	84	87.9

Drop Out Rate					
	AVPS 2023	AVPS Comparison to 2022 (+/-)	AVPS Comparison to Alberta 2023 (+/-)	AVPS 3 Year Average	Alberta 3 Year Average
Drop Out Rate	3.5	+0.3	+1	3.1	2.4
Returning Rate	12.6	-8.4	-4	17	17

Student Learning Engagement						
	Number of Responses	AVPS 2024	AVPS Comparison to 2023 (+/-)	AVPS Comparison to Alberta 2024 (+/-)	AVPS 3 Year Average	Alberta 3 Year Average

Overall	1039	83.2	-2.3	-2.8	81.9	84.4
Parent	178	80.4	+0.4	-6.1	80.9	87.6
Student	693	67.7	-5	-1.6	69.9	70.5
Teacher	168	94.6	-1.8	-0.5	95	95.2

Citizenship						
	Number of Responses	AVPS 2024	AVPS Comparison to 2023 (+/-)	AVPS Comparison to Alberta 2024 (+/-)	AVPS 3 Year Average	Alberta 3 Year Average
Overall	1038	76	+0.4	-3.4	76.6	80.4
Parent	178	72.8	+0.2	-6.7	71.6	79.5
Student	692	69.8	+1.5	+0.2	70.8	71
Teacher	168	85.3	-0.7	-4.5	87.5	90.6

## Observations and Next Steps

Aspen View's 3-year and 5-year high school completion rates have declined, while the 4-year completion rates have increased. Schools that saw a decrease in their 3-year completion rates were tasked with investigating what the next steps were for those students. Discussion with High School Success coaches will occur to investigate which students did not graduate and the barriers to their program completion.

Student Learning Engagement saw a decline amongst students and teachers. In discussion with schools that saw this decline, school leaders identified the importance of stability and building positive relationships as an influencing factor. It is likely that the implementation of new curriculum in Gr 4-6 English Language Arts and Literature and Mathematics, which significantly increased the expectations for learning, may have been an influencing factor in the students' enjoyment of learning in those subject areas.

Perceptions of citizenship were overall maintained. Teachers in grades 7-12 expressed declining perceptions of students following the rules and showing respect for each other. Students also expressed declining perceptions of following rules in grades 7-12. However, high school students



improved in their perceptions of students helping each other and being encouraged to get involved in activities that help people in their communities.



## Priority Two: Wellness

Learning and working environments are inclusive, safe, welcoming and healthy.

Alberta Education Assurance Domain: Teaching and Leading, Learning Supports

### Outcomes:

- *Students and staff are able to resolve conflicts in a healthy manner and feel safe.*
- *Staff and students are well-regulated.*
- *Staff and students have equitable access to supports.*
- *Schools implement collaborative support processes to effectively address diverse learning needs.*

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

	Number of Responses	AVPS 2024	AVPS Comparison to 2023 (+/-)	AVPS Comparison to Alberta 2024 (+/-)	AVPS 3 Year Average	Alberta 3 Year Average
Overall	1039	84.7	-1	-2.9	85.9	88.2
Parent	178	77.8	+0.8	-6	78.5	84.8
Student	693	83.7	-1.2	-1.2	84.9	85.5
Teacher	168	92.5	-2.8	-1.4	94.3	94.5

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

	Number of Responses	AVPS 2024	AVPS Comparison to 2023 (+/-)	AVPS Comparison to Alberta 2024 (+/-)	AVPS 3 Year Average	Alberta 3 Year Average
Overall	1038	81.1	-0.6	-2.9	82.5	84.9
Parent	178	79.6	0.7	-5.7	79.3	85.9
Student	692	76.2	+1.1	+1	77.3	76.5
Teacher	168	87.4	-3.7	-4.2	90.8	92.4

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.						
	Number of Responses	AVPS 2024	AVPS Comparison to 2023 (+/-)	AVPS Comparison to Alberta 2024 (+/-)	AVPS 3 Year Average	Alberta 3 Year Average
Overall	1037	78.6	-0.9	-1.3	80.4	80.7
Parent	178	68.4	-1.8	-7	71	76.2
Student	691	79.9	+1.6	+1.2	80.8	79.6
Teacher	168	87.4	-2.7	+1.8	89.4	86.4

### Observations and Next Steps

Perceptions of the quality of education in schools was overall maintained, although some teachers expressed some decreasing satisfaction in this area. Interestingly, when looking at this data where this rating had declined in one of the schools, the achievement data reflected that there had been significant improvement in standardized testing results. One school, as a result of their follow-up with students on this item, indicated that this was influenced by changes in staffing that had impacted student perception of positive relationships. School leaders also shared their perception that stability and building relationships with administration may be influencing factors.

With respect to Welcoming, Caring, Respectful and Safe Learning Environments, students and parents maintained their perception while teachers have declined. This is largely due to their perceptions of how students treat each other with care and respect.

Parental and teacher satisfaction with Access to Supports and Services has declined while student perceptions have moved in a positive direction. Of the parent group, the parents of grades 4-6 students improved significantly, while the parents of grades 10-12 students expressed the greatest decline. High school teachers' satisfaction in this area was maintained while Junior High and Middle Years teachers declined.

Within the scope of the Wellness priority, Aspen View recognizes many students struggle to self-regulate, and this manifests as disruptive, disrespectful or uncaring behaviours. School staff are challenged on a daily basis to help students maintain their focus and build healthy

relationships. This year's Division Professional Development day was focused on Wellness. With the help of Dr. Greg Wells, staff were encouraged to refocus on strategies that support themselves and their students in self-regulation: better sleep, more movement, nutrition, and mindfulness practices. Schools will be working to implement an increased focus on wellness, possibly through increased movement breaks or breath work throughout the day. Aspen View is also implementing a new cell phone policy which restricts student access to personal devices during instructional time. There will be further follow-up to determine if this is having a positive impact on wellness. Alongside this, Aspen View is also beginning to explore how artificial intelligence can be incorporated into educational practices in a way that is safe and impactful for learning.

The decline in satisfaction with access to supports and services for teachers is related to their perception that students do not have access to support for their learning. Grades 4-6 teachers were challenged last year to implement new curriculum in English Language Arts and Literature and Mathematics. The increased academic expectations for students brought by the new curriculum, particularly in Mathematics, placed a great deal of stress on both staff and students, as many were still working to remediate the learning from previous grades. This will likely be exacerbated this year by the staff reductions that occurred this year due to budgetary constraints.

Lastly, within the scope of this priority, work continues to build inclusive learning environments where all members of the school community feel treated with respect and care by their peers, regardless of race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation. The Division PD Day on Wellness included some sessions involving issues of diversity, equity and inclusion. The Division will need to continue to explore learning in this area.

### AVPS Wellness Continuum of Supports

Aspen View continues to place an emphasis on providing a tiered approach of universal, targeted and individualized supports and services to students across the division. Universal supports begins with school staff providing welcoming, caring, respectful and safe learning environments (WCRSLE) for all students. Building positive relationships with students and caregivers is essential for fostering a WCRSLE. Targeted interventions focus on delivering small group sessions on social skill building, self regulation, solving conflict and problem solving. Some schools offer mentorship partnership with their local Family and Community Support Services (FCSS). Individualized counseling sessions for students are provided by the student services/school counselor, Family School Liaison Workers, and Mental Health Professionals.





The Mental Health In Schools Pilot enabled the division to hire an additional counselor, increasing individualized supports for students. The grant also provided a variety of mental health professional development sessions for staff and parents. In partnership with the various county FCSS, parental sessions were delivered in the school communities on topics including the impacts of social media on mental health and strategies for regulations. For the 2024-2025 school year, more parental sessions offerings will be provided across the division. Session topics will be developed in conjunction with school leaders, FCSS, and parental requests. Through the pilot, an Elder has been contracted to deliver targeted mental health supports for Indigenous students and share their knowledge with all students on Indigenous ways of knowing, being, and doing. Through this relationship, students and staff have benefited from the Elder's knowledge and guidance. Continued work on this relationship is necessary to help address racism in schools.

A school within the Division was selected by the Calgary Police Foundation to participate in the Integrated School Support Program. This initiative allowed the division to hire a full time Mental Health Professional for the school. This individual's key goals include increasing engagement with caregivers, staff, and community and supporting students with individualized counseling. Targeted strategies include increasing student social skills and self-regulation while bridging strategies used at school to the home environment.

The partnership with the four counties has enabled the division to access Family School Liaison Workers to develop prevention strategies for students through individual and small group sessions. Students develop personal goals to achieve through a series of sessions. This support network has allowed the division to expand targeted and universal levels of support.



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## Priority Three: Engagement

Students are interested and engaged in their learning, feel connected to their school, and have opportunities to pursue their passions.

### Alberta Education Assurance Domain: Governance, Local and Societal Context

#### Outcomes:

- *Positive community relations contribute towards student success*
- *Staff and students have a sense of belonging and are engaged in their learning*
- *Students and staff attend regularly*
- *Resources are effectively managed to ensure learning supports, quality teaching and leading and optimum learning for all*

Parental Involvement: Percentages of teachers and parents satisfied with parental involvement in decisions about their child's education.						
	Number of Responses	AVPS 2024	AVPS Comparison to 2023 (+/-)	AVPS Comparison to Alberta 2024 (+/-)	AVPS 3 Year Average	Alberta 3 Year Average
Overall	344	75.2	-2.5	-4.3	77.2	79.1
Parent	178	65.4	+1.2	-9	66.7	73.1
Teacher	166	85.1	-6.1	+0.5	87.6	85.2

#### Engagement: Observations and Next Steps

Aspen View continues to engage students with a wide variety of activities and opportunities. The participation in alternative and off-campus learning is strong, although High School Success coaches indicate they are challenged at times to find placements for their students. Last year saw the return of a Career Fair in Athabasca in an attempt to facilitate connections between employers and students. Aspen View is currently working with partners such as Portage College and Northern Lakes College to find ways to increase engagement in student areas of learning interest.

Alternative Programming					
	Work Experience	Registered Apprenticeship Program	Green Certificate	Dual Credit	Locally Developed Courses
Number of Students	105	12	22	4	81
Number of Credits	1158	380	193	130	285

Of significant concern is the ongoing challenges with chronic absenteeism. The benchmark of 90% attendance as the minimum for attendance means that any student

who misses more than one day every two weeks is considered chronically absent. School administrators and teachers note a strong correlation between students who are flagged for intervention and absenteeism. This is also likely connected to the declining teacher satisfaction with parental involvement.

Student Attendance Rates 2023 2024 (%)	<70	70 - 79	80 - 89	90+
Percentage of Students	10	11	34	45

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

	Number of Responses	AVPS 2024	AVPS Comparison to 2023 (+/-)	AVPS Comparison to Alberta 2024 (+/-)	AVPS 3 Year Average	Alberta 3 Year Average
Teachers	164	76.1	-7.7	-5	82.5	82.3

Teacher satisfaction with Jurisdiction In-Servicing also declined. The 2023-2024 school year focused on Education for Reconciliation during a Division-wide professional development day in October. K-6 teachers met multiple times throughout the year to support new curriculum implementation. Teachers in K-9 were also given the opportunity to collaboratively mark common writing assessments multiple times throughout the year. A survey was administered at the end of the year to determine the effectiveness of the Division Professional Development plan. 80-90% of teachers expressed satisfaction with and confidence as a result of the sessions. Staff expressed over 90% satisfaction with the last two Division professional development days.

This year, Aspen View is implementing collaborative professional development that will occur throughout the year, alongside in-servicing for the new Grade 4-6 Science and FILAL curriculum, and ongoing check-ins with Math and ELAL. Aspen View is also in the process of piloting Instructional Rounds where administrators and teachers learn to observe classroom practice and participate in a structured debriefing process.



## Stakeholder Engagement and Assurance Reporting: Observations and Next Steps

Aspen View continues to seek out opportunities to purposefully engage with key stakeholders and provide avenues for input and feedback. A key element of this engagement continues to be our focus on maintaining dialogue with our municipal partners. Senior administration and the local trustee meet at least annually with the eight municipal councils in our region to share information and identify areas of shared interest. This engagement helps to inform our ongoing advocacy efforts around rural sustainability.

Aspen View has increased its emphasis on engaging school councils. Principals experiment with meeting times, locations, in-person/virtual options and other arrangements, specific to their local context but with the common goal of increasing attendance and engagement. Agendas are constructed collaboratively between principals and school council chairs. Council of School Council meetings, held twice annually, provide opportunities for networking among school council representatives, and strengthen the connection between school council and the Board of Trustees and senior administration. We strive to involve school councils in the Assurance Framework. Principals involve school councils in the review of their school Annual Education Results Reports, and use their feedback and perspective to inform upcoming school Education Plans.

Capturing student perspectives in another area of emphasis. In 2023-24, our Board of Trustees began a new Student Voice initiative: when Board of Trustees meetings are held in schools (every two years for each school), student representatives are asked to make a presentation about what they love about their school, and what they would like to improve. These presentations have provided unique insights, such as students' perspectives that field trip and off-campus learning opportunities have diminished since the COVID-19 pandemic; both division and school administration have taken steps to address this. Looking forward, the Board of Trustees is re-engaging the current Grade 12 cohort; this group was the focus of engagement in 2022 regarding how their learning could best be supported as in-person learning resumed after the pandemic. The focus of this year's engagement will be their assessment on how well Aspen View met their expectations.

Aspen View has also built engagement processes into its focus on Wellness. Students, parents and staff are surveyed on their familiarity and perspectives with mental health, and in 2023-24 Aspen View implemented the Guarding Minds at Work survey to gain additional perspective on staff mental health.



## Strategic Priority: First Nations, Métis, and Inuit Student Success

### Outcomes:

- All staff and students experience learning that builds an understanding of Indigenous knowledge and perspectives
- First Nations, Métis and Inuit students experience learning that supports reclamation of cultural identity

Provincial Achievement Test (PAT) First Nations, Métis and Inuit 5-Year Data											
		Aspen View Public Schools					Alberta				
Subject	Level of Achievement	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
FLA 6	Acceptable	na	na	*	*	*	na	na	63.7	65.9	56.9
	Excellence	na	na	*	*	*	na	na	6.4	5.3	2.9
Science 6	Acceptable	na	na	65.1	60.8	78.7	na	na	78.8	75.4	76.9
	Excellence	na	na	9.5	27.5	10.6	na	na	9.7	9.0	12.3
Social 6	Acceptable	na	na	66.7	58.8	66.0	na	na	46.8	45.3	48.7
	Excellence	na	na	15.9	11.8	6.4	na	na	7.3	6.5	7.3
ELA 9	Acceptable	na	na	47.7	45.8	52.3	na	na	49.4	49.2	49.5
	Excellence	na	na	0	2.1	0	na	na	3.6	4.4	4.7
K&E ELA 9	Acceptable	na	na	60	41.7	*	na	na	46.7	43.8	42.8
	Excellence	na	na	0	0	*	na	na	5.0	3.7	4.9
FLA 9	Acceptable	na	na	*	*	*	na	na	53.3	65.4	63.8
	Excellence	na	na	*	*	*	na	na	5.2	4.4	5.6
Math 9	Acceptable	na	na	21.7	38.5	21.1	na	na	26.3	28.7	28.7
	Excellence	na	na	0	10.3	5.3	na	na	4.1	3.8	4.8
K&E Math 9	Acceptable	na	na	61.5	61.9	58.3	na	na	48.1	48.9	43.7
	Excellence	na	na	0	0	0	na	na	6.0	11.1	6.2

\*Data values have been suppressed where the number of students is fewer than 6.

Provincial Achievement Test (PAT) First Nations, Métis and Inuit 5-Year Data											
		Aspen View Public Schools					Alberta				
Subject	Level of Achievement	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Sci 9	Acceptable	na	na	38.0	47.8	51.5	na	na	49.3	42.1	46
	Excellence	na	na	6.0	8.7	6.1	na	na	8.5	7.1	8.5
K&E Sci 9	Acceptable	na	na	88.9	57.1	58.8	na	na	53.3	48.4	46.6
	Excellence	na	na	0	7.1	0	na	na	9.7	8.2	7.2
SS 9	Acceptable	na	na	31.4	40.8	23.1	na	na	34.7	34.1	39
	Excellence	na	na	2.0	4.1	0	na	na	4.1	4.9	6.3
K&E SS 9	Acceptable	na	na	25	50	54.5	na	na	41.3	45.4	46.2
	Excellence	na	na	0	8.3	0	na	na	9.1	7.3	9.4

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

Grey shading indicates years in which data was not collected.



Diploma Exam First Nations, Métis and Inuit Student 5-Year Data											
		Aspen View Public Schools					Alberta				
Subject	Level of Achievement	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Eng 30-1	Acceptable	na	na	*	62.5	73.3	na	na	73.5	78.3	81.7
	Excellence	na	na	*	0	0	na	na	4.4	6.1	6.9
Eng 30-2	Acceptable	na	na	*	84.0	60.0	na	na	82.1	86.5	86.0
	Excellence	na	na	*	20.0	0	na	na	9.2	9.9	10.8
Math 30-1	Acceptable	na	na	*	36.4	50.0	na	na	50.9	60.6	64.4
	Excellence	na	na	*	0	0	na	na	10.5	15.0	17.0
Math 30-2	Acceptable	na	na	*	*	33.3	na	na	55.2	65.8	64.8
	Excellence	na	na	*	*	0	na	na	7.3	12.1	10.1
SS 30-1	Acceptable	na	na	*	66.7	81.8	na	na	72.5	73.0	79.1
	Excellence	na	na	*	11.1	0	na	na	7.4	8.6	10.6
SS 30-2	Acceptable	na	na	35.7	70.8	68.2	na	na	66.0	72.3	72.9
	Excellence	na	na	0	4.2	4.5	na	na	5.4	5.4	6.6
Bio 30	Acceptable	na	na	na	81.8	81.8	na	na	58.9	72.5	72.8
	Excellence	na	na	na	27.3	18.2	na	na	11.5	19.1	17.0
Chem 30	Acceptable	na	na	*	80.0	80.0	na	na	62.5	70.0	78.2
	Excellence	na	na	*	10.0	30.0	na	na	15.4	24.0	23.5
Physics 30	Acceptable	na	na	*	*	*	na	na	68.6	72.0	80.4
	Excellence	na	na	*	*	*	na	na	25.2	26.8	23.2
Sci 30	Acceptable	na	na	*	62.5	*	na	na	70.0	75.3	78.1
	Excellence	na	na	*	0	*	na	na	7.2	18.7	18.5

\*Data values have been suppressed where the number of students is fewer than 6.

Diploma Exam Participation Rates 5-Year History (FNMI)										
	Aspen View (FNMI)					Alberta (FNMI)				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
N	44	64	44	41	59	3750	3814	3972	3943	4222
% Writing 0 Exams	39.3	na	na	63.1	45.4	38.3	na	na	44.3	35.7
% Writing 1+ Exams	60.7	na	na	36.9	54.6	61.7	na	na	55.7	64.3
% Writing 2+ Exams	56	na	na	17.2	44.3	56.7	na	na	31.1	59
% Writing 3+ Exams	32.7	na	na	2.5	30.7	33.8	na	na	8.8	33.2
% Writing 4+ Exams	23.4	na	na	0	23.9	24.4	na	na	1.3	23.5
% Writing 5+ Exams	18.7	na	na	0	15.3	12.6	na	na	0.1	11.2
% Writing 6+ Exams	4.7	na	na	0	3.4	3.4	na	na	0	2.8



Annual Education

Results Report

Diploma Exam Participation Rates 5-Year History Detail (FNMI)										
	Aspen View (FNMI)					Alberta (FNMI)				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Eng 30-1	20.5	na	na	7.3	23.7	26.0	na	na	14.5	27.3
Eng 30-2	36.4	na	na	12.2	30.5	33.4	na	na	17.1	34.4
1+ English	56.8	na	na	19.5	50.8	57.2	na	na	31.3	59.7
SS 30-1	15.9	na	na	7.3	10.2	20.7	na	na	11.7	22.0
SS 30-2	40.9	na	na	17.1	35.6	36.7	na	na	17.6	37.8
1+ Social	56.8	na	na	24.4	45.8	56.8	na	na	29.2	59.3
Math 30-1	13.6	na	na	4.9	25.4	26.0	na	na	11.6	26.0
Math 30-2	15.9	na	na	0	8.5	16.2	na	na	8.1	15.5
1+ Math	27.3	na	na	4.9	25.4	26.0	na	na	11.6	26.0
Bio 30	15.9	na	na	0	16.9	19.1	na	na	8.5	17.5
Chem 30	13.6	na	na	0	20.3	12.4	na	na	5.5	11.4
Physics 30	4.5	na	na	2.4	5.1	5.3	na	na	3.1	5.6
Sci 30	15.9	na	na	4.9	6.8	10.5	na	na	5.2	10.1
1+ Science	27.3	na	na	7.3	30.5	30.6	na	na	19.2	29.7

High School Completion (FNMI)					
	2019	2020	2021	2022	2023
3 Year Completion	63.1	71.3	56.9	51.7	46.0
4 Year Completion	59.6	76.0	74.1	62.5	64.8
5 Year Completion	72.3	68.9	81	76.9	69.7



Drop Out Rate (FNMI)					
	2019	2020	2021	2022	2023
Drop Out Rate	6.3	4.5	3.5	4.0	5.9
Returning Rate	0	20.5	22.9	15.4	13.2

### First Nations, Métis and Inuit Student Success Observations and Next Steps

Aspen View's First Nations, Métis and Inuit students achieve comparatively well to other First Nations, Métis and Inuit students across the province in their standardized testing. However, Aspen View recognizes that the results are not equitable in comparison to all students in the Division. Participation in Diploma exam writing increased this year. The 3-year completion rate for 2023 is of significant concern.

Last year, Aspen View implemented an Elder-in-Residence program through the Mental Health grant. An Elder from Saddle Lake Cree Nation visited four high schools on a regular basis. The purpose of the visits was to share cultural teachings, be a visible presence in the schools and build relationships with students. Aspen View recognizes that in order to dismantle racist stereotypes about Indigenous peoples, students need to see Indigenous people in positions of leadership, and experience positive interactions that also expose them to another world view. The Elder-in-Residence program will continue into the 2024-2025 school year.

This year, Aspen View hosted a week-long Indigenous Land-Based Learning camp for all Grade 10 students. Students came from across the Division to learn from a variety of Elders and Knowledge Keepers about hunting practices, tipi teachings, hand games, Indigenous outdoor cooking, smudging, and other cultural practices. The intent for the camp was, again, to build positive relationships and to attend to wellness in connecting with the land.

School leads will continue to meet on a bi-monthly basis, facilitated by Division Indigenous Education Leads. Schools are working to incorporate Indigenous perspectives into curriculum as well as daily cultural practices such as talking circles, smudging, and land-based learning.

Aspen View continues to access Jordan's Principle to support Indigenous students in their learning.

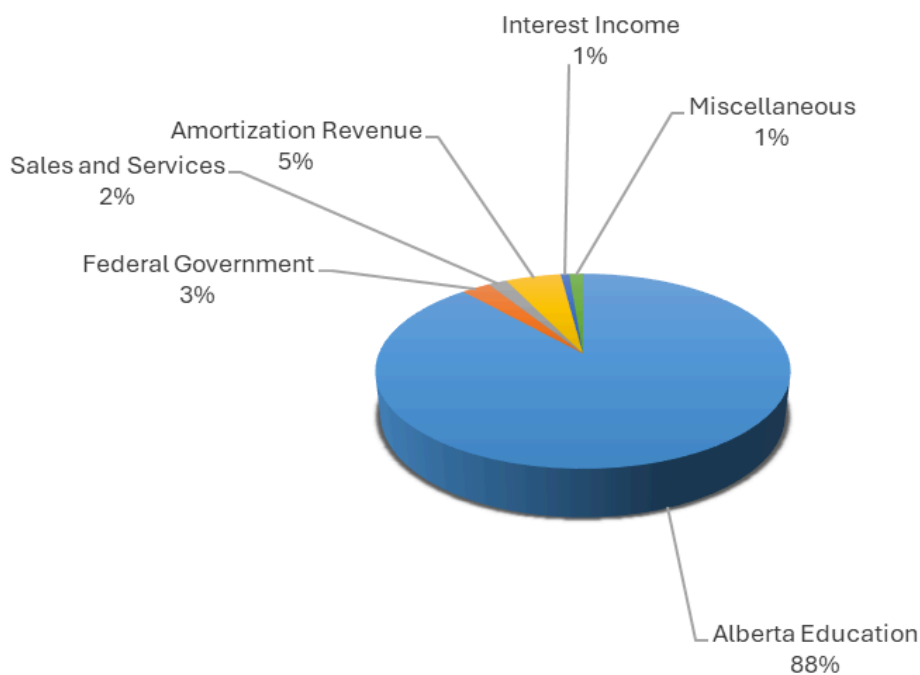


## Summary of Financial Results

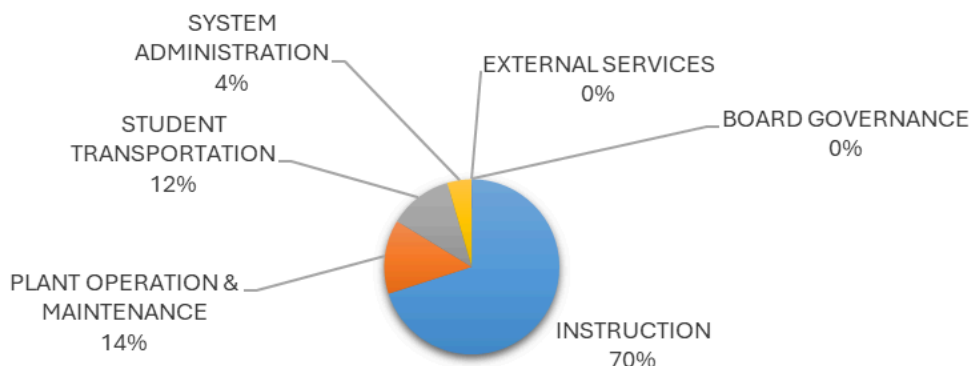
Aspen View Public Schools revenue for 2023/24 was \$46,884,824 which includes the Asset Retirement obligation revenue of \$929,100, and spending totaled \$45,968,292.

- 69.85% of expenses were for instruction
  - Salary and benefit costs increased \$966,492 to \$31,073,154
    - The number of positions in the organization decreased, but salary costs were still 2% higher than the prior year.
    - Benefit costs increased 8.3% from the previous year.
- Transportation costs for the Division were 11.72% of overall spending.

### 2023-2024 Revenue



## 2023-2024 Expenses



Revenue		
Instruction	\$32,691,195	69.73%
Operations & Maintenance	\$6,845,016	14.60%
Transportation	\$5,263,157	11.23%
System Administration	\$2,059,841	4.39%
External Services	\$25,615	0.05%
	<b>\$46,884,824</b>	
Expenses		
Instruction	\$32,109,472	69.85%
Operations and maintenance	\$6,394,279	13.91%
Transportation	\$5,385,628	11.72%
System Administration	\$2,053,298	4.47%
External services	\$25,615	0.06%
	<b>\$45,968,292</b>	

### Notes:

#### Revenue & Expenses:

- Total revenues have increased from \$43,676,828 to \$46,884,824 which includes the funding received from the Government of Alberta for the asset retirement obligation (ARO)
  - ARO - The demolition and remediation of the old H.A Kostash building of 929,100.
- \$32,691,195 (69.73%) of total funding received was directed to classroom education

- Federal revenue decreased \$485,807 to \$1,244,729 due to a decline in enrolment.
- Total expenses have increased 3% to \$45,968,292
- 69.85% of total expenses were for Classroom Instruction
- Salary and benefit costs increased \$966,492 to \$31,073,154
  - Salaries increased 2% overall
  - Benefits increased 8.3% from prior year
- Reduction in services, contracts and supplies of \$108,905
- Transportation expenses are 11.7% of total operating expenses
- Costs to maintain facilities has increased to \$6,394,279 which was 13.9% of total expenses
- Board and System Administration costs were \$6,543 below funding at \$2,053,298

#### Assets:

- Capital assets increased \$2,715,501.
- Total Net Book Value of TCA is \$69,772,280

Aspen View Public Schools' Audited Financial Statements can be accessed online at: <https://www.aspenview.org/about-us/assurance-reporting>.

Provincial summaries of school divisions' Audited Financial Statement 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 2023-24 school year.

