

+ **Christ The Redeemer**
CATHOLIC SCHOOLS
2022-2023

**ANNUAL EDUCATION
RESULTS REPORT**



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MESSAGE FROM BOARD CHAIR



With the 2023-2024 school year in full swing, I want to acknowledge and thank all the teachers, administration, and support staff for their unwavering commitment to our division. I would also like to acknowledge all parents and stakeholders who continue to support publicly funded Catholic education. Not only does our entire unified community continue to provide safe and caring schools, quality learning, and an elevated level of academic excellence, together, we can have the courage to lead by example and infuse every corner of our schools with strong faith filled values.

As we move forward in this school year, let us continue to improve and renew the faith and minds of all our students in our care. We shall walk together in faith, as we have been entrusted with the hearts, minds, and dreams of all our students. Let us all remember: “Leave Not One Heart Behind”.

Andrea Keenan, Board Chair

ACCOUNTABILITY STATEMENT

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

The Board approved the Annual Education Results Report for 2022-2023 at their Regular Board Meeting held on November 30, 2023.



Andrea Keenan
Board Chair



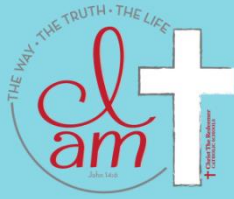
Dr. Andrea Holowka
Superintendent

CHRIST THE REDEEMER CATHOLIC SCHOOLS

Division Priorities



FAITH



**ACADEMIC
EXCELLENCE**

CTR Catholic prides
itself on our students'
academic
achievements.



**HEALTHY
SCHOOLS**



ACCESSING INDIVIDUAL SCHOOL PLANS

Each school develops an **Annual Education Results Report**. These reports are presented to each school's Ward Committee and School Council. They are also posted on the individual school's website, which can be accessed through our main website: www.redeemer.ab.ca. Electronic links to these locations may be accessed below. Once on the school website please click on "Education Plan + Results" to view.

ASSUMPTION ROMAN CATHOLIC SCHOOL	Oyen
HOLY FAMILY ACADEMY	Brooks
ST. JOSEPH'S COLLEGIATE	Brooks
CHRIST THE KING ACADEMY	Brooks
ST. ANTHONY'S SCHOOL	Drumheller
SACRED HEART ACADEMY	Strathmore
HOLY CROSS COLLEGIATE	Strathmore
HOLY SPIRIT ACADEMY	High River
NOTRE DAME COLLEGIATE	High River
THE CENTRE FOR LEARNING@HOME	Okotoks
HOLY TRINITY ACADEMY	Okotoks
ST. FRANCIS OF ASSISI ACADEMY	DeWinton
ST. JOHN PAUL II COLLEGIATE	Okotoks
ÉCOLE GOOD SHEPHERD SCHOOL	Okotoks
ST. LUKE'S OUTREACH CENTRE	Okotoks
ST. LUKE'S OUTREACH CENTRE	Brooks
ST. LUKE'S OUTREACH CENTRE	High River
ST. MARY'S SCHOOL	Okotoks
OUR LADY OF THE SNOWS CATHOLIC ACADEMY	Canmore

ALBERTA EDUCATION ASSURANCE MEASURES - OVERALL SUMMARY

Assurance Domain	Measure	Christ the Redeemer Catholic Schools			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	88.6	88.3	88.3	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	89.0	87.6	89.4	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	87.1	91.8	89.5	80.7	83.2	82.3	High	Declined	Acceptable
	5-year High School Completion	94.0	94.8	91.9	88.6	87.1	86.2	Very High	Improved	Excellent
	PAT: Acceptable	76.6	68.2	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	20.8	19.6	n/a	16.0	17.7	n/a	High	n/a	n/a
	Diploma: Acceptable	84.2	77.2	n/a	80.3	75.2	n/a	Intermediate	n/a	n/a
	Diploma: Excellence	21.9	19.3	n/a	21.2	18.2	n/a	High	n/a	n/a
Teaching & Leading	Education Quality	93.0	92.1	93.2	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.5	91.1	91.1	84.7	86.1	86.1	n/a	Improved	n/a
	Access to Supports and Services	89.1	89.1	89.1	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	85.7	86.0	87.0	79.1	78.8	80.3	Very High	Maintained	Excellent

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.
9. The 3-year high school completion rate has been adjusted to reflect updated data, as provided by Alberta Education.

ALBERTA EDUCATION ASSURANCE FIRST NATIONS, METIS, AND INUIT MEASURES

Assurance Domain	Measure	Christ the Redeemer Catholic Schools (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	88.5	87.8	85.1	57.0	59.5	59.1	High	Maintained	Good
	5-year High School Completion	92.2	97.3	88.3	71.3	68.0	67.0	Very High	Maintained	Excellent
	PAT: Acceptable	79.5	63.0	n/a	40.5	43.3	n/a	High	n/a	n/a
	PAT: Excellence	7.5	19.5	n/a	5.5	5.9	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	87.7	76.7	n/a	74.8	68.7	n/a	High	n/a	n/a
	Diploma: Excellence	12.3	14.0	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

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.
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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.
9. The 3-year high school completion rate has been adjusted to reflect updated data, as provided by Alberta Education.

MEASURE EVALUATION REFERENCE

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 62.15	62.15 - 67.21	67.21 - 77.26	77.26 - 82.01	82.01 - 100.00
PAT: Excellence	0.00 - 10.15	10.15 - 13.39	13.39 - 17.84	17.84 - 23.74	23.74 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

- For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

PROVINCIAL MEASURES

PAT ACCEPTABLE

Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on the test (overall cohort results).						
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	82.9	N/A	N/A	68.2	76.6	85
ESL	N/A	N/A	N/A	71.2	67.2	N/A

Comment on Results:

The aggregated acceptable rate was 76.6%, outperforming the provincial rate of 63.3% by 13.3% and increased from the previous year's CTR results by 8.4%. Students within our large cohort participating in online education who wrote the exam performed well. However, many students in online settings do not participate, and these students often choose online education to avoid congregated settings. The overall participation rate for online students was approximately 65%, increased from the previous year, but considerably lower than the traditional school settings. For all of CTR's acceptable results, Math 9 was the weakest subject and English and French Language Arts in grades 6 and 9 were the strongest subjects.

PAT EXCELLENCE

Overall percentage of students in Grades 6 and 9 who achieved the excellence standard on the test (overall cohort results).						
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	28.7	N/A	N/A	19.6	20.8	30
ESL	N/A	N/A	N/A	13.5	10.3	N/A

Comment on Results:

The aggregated excellence rate was 20.8%, outperforming the provincial rate of 16.0% by 2.8% and increased from the previous year's CTR results by 1.2%. Students within our large cohort participating in online education who wrote the exam performed well. However, many students in online settings do not participate, and these students often choose online education to avoid congregated settings. The overall participation rate for online students was approximately 65%, increased from the previous year, but considerably lower than the traditional school settings. For all of CTR's excellence results, French Language Arts in grade 6 was the weakest subject and Science and English Language Arts in grade 6 and Science in grade 9 were the strongest subjects.

Authority: 4208 The Christ the Redeemer Catholic Separate School Division

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	86.5	27.4	n/a	n/a	n/a	n/a	79.5	26.0	86.2	27.8	87	28
	Province	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4		
French Language Arts 6 année	Authority	100.0	36.2	n/a	n/a	n/a	n/a	94.3	15.1	94.2	11.5	95	13
	Province	87.7	15.7	n/a	n/a	n/a	n/a	76.9	10.6	77.6	12.5		
Français 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	90.3	24.6	n/a	n/a	n/a	n/a	83.0	20.2	78.9	19.4		
Mathematics 6	Authority	83.6	22.5	n/a	n/a	n/a	n/a	72.1	17.2	*	*	72	17
	Province	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9		
Science 6	Authority	88.3	39.9	n/a	n/a	n/a	n/a	78.2	33.7	79.4	29.6	80	30
	Province	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8		
Social Studies 6	Authority	86.9	35.6	n/a	n/a	n/a	n/a	76.6	27.0	77.7	24.9	78	25
	Province	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0		
English Language Arts 9	Authority	83.5	22.4	n/a	n/a	n/a	n/a	72.5	15.2	84.9	17.7	85	18
	Province	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4		
K&E English Language Arts 9	Authority	40.0	5.0	n/a	n/a	n/a	n/a	37.5	0.0	70.0	10.0	70	10
	Province	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0	50.2	5.7		
French Language Arts 9 année	Authority	88.2	8.8	n/a	n/a	n/a	n/a	92.7	12.7	83.3	12.2	84	13
	Province	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9	76.1	10.9		
Français 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	88.6	26.0	n/a	n/a	n/a	n/a	80.0	25.0	81.6	22.3		
Mathematics 9	Authority	72.9	22.2	n/a	n/a	n/a	n/a	55.5	13.1	69.7	16.1	70	17
	Province	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5		
K&E Mathematics 9	Authority	30.0	5.0	n/a	n/a	n/a	n/a	50.0	0.0	22.2	0.0	53	12
	Province	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1	52.7	11.3		
Science 9	Authority	86.6	34.8	n/a	n/a	n/a	n/a	73.4	29.4	79.9	25.7	80	26
	Province	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1		
K&E Science 9	Authority	50.0	5.0	n/a	n/a	n/a	n/a	42.9	0.0	70.0	20.0	71	21
	Province	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0	52.9	10.9		
Social Studies 9	Authority	78.2	28.8	n/a	n/a	n/a	n/a	64.3	15.7	71.2	21.7	72	22
	Province	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9		
K&E Social Studies 9	Authority	42.9	4.8	n/a	n/a	n/a	n/a	50.0	16.7	*	*	50	17
	Province	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1	49.6	10.6		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests 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.
5. 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.
6. 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.

Authority: 4208 The Christ the Redeemer Catholic Separate School Division

PAT Results Course by Course Summary by Enrolled with Measure Evaluation (EAL)		Christ the Redeemer Catholic Schools (EAL)							Alberta (EAL)			
		Achievement	Improvement	Overall	2023		Prev 3 Yr. Aver.		2023		Prev 3 Yr. Aver.	
					N	%	N	%	N	%	N	%
Course	Measure											
English Language Arts 6	Acceptable Standard	Intermediate	n/a	n/a	102	84.3	n/a	n/a	9,044	73.9	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	102	23.5	n/a	n/a	9,044	13.9	n/a	n/a
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	188	75.5	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	188	13.8	n/a	n/a
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	65.8	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	10.1	n/a	n/a
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,076	64.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,076	15.2	n/a	n/a
Science 6	Acceptable Standard	Intermediate	n/a	n/a	102	83.3	n/a	n/a	9,728	64.7	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	102	22.5	n/a	n/a	9,728	17.2	n/a	n/a
Social Studies 6	Acceptable Standard	High	n/a	n/a	102	82.4	n/a	n/a	10,098	65.4	n/a	n/a
	Standard of Excellence	High	n/a	n/a	102	19.6	n/a	n/a	10,098	15.7	n/a	n/a
English Language Arts 9	Acceptable Standard	Low	n/a	n/a	106	70.8	n/a	n/a	6,969	62.2	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	106	3.8	n/a	n/a	6,969	6.6	n/a	n/a
K&E English Language Arts 9	Acceptable Standard	*	*	*	4	*	n/a	n/a	149	34.9	n/a	n/a
	Standard of Excellence	*	*	*	4	*	n/a	n/a	149	1.3	n/a	n/a
French Language Arts 9 année	Acceptable Standard	*	*	*	1	*	n/a	n/a	194	71.1	n/a	n/a
	Standard of Excellence	*	*	*	1	*	n/a	n/a	194	11.3	n/a	n/a
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84	64.3	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84	11.9	n/a	n/a
Mathematics 9	Acceptable Standard	Low	n/a	n/a	107	56.1	n/a	n/a	6,930	50.1	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	107	7.5	n/a	n/a	6,930	12.0	n/a	n/a
K&E Mathematics 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	177	39.5	n/a	n/a
	Standard of Excellence	*	*	*	3	*	n/a	n/a	177	5.6	n/a	n/a
Science 9	Acceptable Standard	Intermediate	n/a	n/a	107	71.0	n/a	n/a	6,975	59.4	n/a	n/a
	Standard of Excellence	High	n/a	n/a	107	14.0	n/a	n/a	6,975	15.0	n/a	n/a
K&E Science 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	151	33.1	n/a	n/a
	Standard of Excellence	*	*	*	3	*	n/a	n/a	151	3.3	n/a	n/a

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Social Studies 9	Acceptable Standard	Low	n/a	n/a	108	57.4	n/a	n/a	6,983	50.4	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	108	7.4	n/a	n/a	6,983	11.0	n/a	n/a
K&E Social Studies 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	137	39.4	n/a	n/a
	Standard of Excellence	*	*	*	2	*	n/a	n/a	137	1.5	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. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests 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.
4. Participation in the Provincial Achievement Tests 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.
5. 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.
6. 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.

DIPLOMA ACCEPTABLE

Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).						
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	86.6	N/A	N/A	77.2	84.2	90
EAL	N/A	N/A	N/A	50.0	62.7	N/A

Comment on Results:

The aggregated acceptable rate was 84.2%, outperforming the provincial rate of 80.3% by 3.9%. This is increased from CTR’s previous year’s result by 7.0%. This is an appropriate result as it mirrors the provincial trend of slowly increasing back to pre-pandemic levels. Social 30-1 and 30-2 were the strongest subjects, both well over provincial averages, with a noteworthy result of 93.9% in Social 30-1. Math 30-1, 30-2, and Physics 30 were the weakest results. However, both Math results increased to above provincial levels, while Physics 30 was below the provincial average.

DIPLOMA EXCELLENCE

Overall percentage of students who achieved the excellence standard on diploma examinations (overall results).						
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	24.5	N/A	N/A	19.3	21.9	28
EAL	N/A	N/A	N/A	7.0	6.5	N/A

Comment on Results:

The aggregated excellence rate was 21.9%, outperforming the provincial rate of 21.2% by 0.7%. This is increased from CTR’s previous year’s result by 2.6%. This is an appropriate result as it mirrors the provincial trend of slowly increasing back to pre-pandemic levels. High division results were noted in the following subjects: Social 30-1, Social 30-2, Biology 30, and Chemistry 30, all of which had excellence levels in the 20-30% ranges. Subjects well above provincial average include Social 30-1 at 14% above provincial and Social 30-2 at 8.4% above provincial. However, English 30-2, Math 30-1, Biology 30, Chemistry 30, and Physics 30 were below provincial averages for excellence. Also noteworthy is the upward trend of students excelling in Science 30 within increased uptake in participation.

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Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	92.5	16.6	n/a	n/a	n/a	n/a	87.9	11.3	88.3	10.9	89	12
	Province	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5		
English Lang Arts 30-2	Authority	88.2	12.3	n/a	n/a	n/a	n/a	64.8	4.4	86.8	11.0	88	12
	Province	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7		
French Language Arts 30-1	Authority	100.0	0.0	n/a	n/a	n/a	n/a	*	*	*	*	*	*
	Province	91.5	10.1	n/a	n/a	n/a	n/a	91.9	6.8	93.1	6.1		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	98.6	29.5	n/a	n/a	n/a	n/a	98.8	44.2	99.2	30.7		
Mathematics 30-1	Authority	83.1	34.2	n/a	n/a	n/a	n/a	29.3	1.7	70.9	19.3	75	25
	Province	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0		
Mathematics 30-2	Authority	85.5	24.3	n/a	n/a	n/a	n/a	65.1	15.4	79.5	17.9	82	20
	Province	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2		
Social Studies 30-1	Authority	94.9	23.6	n/a	n/a	n/a	n/a	90.3	22.5	93.9	29.9	94	30
	Province	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9		
Social Studies 30-2	Authority	81.1	13.0	n/a	n/a	n/a	n/a	79.9	19.1	86.8	20.7	87	21
	Province	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3		
Biology 30	Authority	80.2	29.5	n/a	n/a	n/a	n/a	74.8	25.6	82.2	28.0	83	30
	Province	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8		
Chemistry 30	Authority	83.9	36.6	n/a	n/a	n/a	n/a	77.0	26.7	85.0	34.5	86	36
	Province	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0		
Physics 30	Authority	85.8	34.6	n/a	n/a	n/a	n/a	83.1	28.9	79.1	27.4	83	29
	Province	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9		
Science 30	Authority	100.0	33.3	n/a	n/a	n/a	n/a	n/a	n/a	86.1	27.8	87	30
	Province	85.7	31.2	n/a	n/a	n/a	n/a	75.7	17.2	79.4	23.1		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the 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.
4. Participation in the 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.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

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Diploma Exam Results Course by Course Summary with Measure Evaluations (EAL)		Christ the Redeemer Catholic Schools (EAL)							Alberta (EAL)			
		Achievement	Improvement	Overall	2023		Prev 3 Yr. Aver.		2023		Prev 3 Yr. Aver.	
					N	%	N	%	N	%	N	%
Course	Measure											
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	42	61.9	n/a	n/a	2,482	63.3	n/a	n/a
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	42	0.0	n/a	n/a	2,482	3.7	n/a	n/a
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Low	n/a	n/a	52	82.7	n/a	n/a	2,284	71.5	n/a	n/a
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	52	1.9	n/a	n/a	2,284	5.5	n/a	n/a
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	85.2	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	0.0	n/a	n/a
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11	100.0	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11	9.1	n/a	n/a
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	26	38.5	n/a	n/a	1,714	61.1	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	26	7.7	n/a	n/a	1,714	23.1	n/a	n/a
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	35	54.3	n/a	n/a	1,327	58.5	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	35	5.7	n/a	n/a	1,327	9.7	n/a	n/a
Social Studies 30-1	Diploma Examination Acceptable Standard	Intermediate	n/a	n/a	21	85.7	n/a	n/a	1,415	72.7	n/a	n/a
	Diploma Examination Standard of Excellence	Low	n/a	n/a	21	4.8	n/a	n/a	1,415	8.8	n/a	n/a
Social Studies 30-2	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	70	64.3	n/a	n/a	2,749	62.5	n/a	n/a
	Diploma Examination Standard of Excellence	Low	n/a	n/a	70	7.1	n/a	n/a	2,749	7.8	n/a	n/a
Biology 30	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	46	60.9	n/a	n/a	1,790	72.8	n/a	n/a
	Diploma Examination Standard of Excellence	Low	n/a	n/a	46	19.6	n/a	n/a	1,790	24.7	n/a	n/a
Chemistry 30	Diploma Examination Acceptable Standard	Low	n/a	n/a	22	59.1	n/a	n/a	1,479	73.5	n/a	n/a
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	22	9.1	n/a	n/a	1,479	29.9	n/a	n/a
Physics 30	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	14	28.6	n/a	n/a	715	75.7	n/a	n/a
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	14	0.0	n/a	n/a	715	32.3	n/a	n/a
Science 30	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	10	60.0	n/a	n/a	714	67.4	n/a	n/a
	Diploma Examination Standard of Excellence	Low	n/a	n/a	10	0.0	n/a	n/a	714	16.1	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. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

STUDENT LEARNING ENGAGEMENT

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																							
	Authority										Province												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	2,463	89.7	2,554	88.3	2,540	88.6	n/a	Maintained	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	
Parent	n/a	n/a	n/a	n/a	470	92.3	406	91.5	402	90.3	n/a	Maintained	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	
Student	n/a	n/a	n/a	n/a	1,571	80.3	1,691	76.3	1,716	77.6	n/a	Maintained	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	
Teacher	n/a	n/a	n/a	n/a	422	96.6	457	97.1	422	97.9	n/a	Maintained	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

These satisfaction rates are based on a response to the following questions: 1) The literacy skills your child is learning at school are useful; 2) the numeracy skills your child is learning at school are useful; and 3) your child is learning what they need to know.

Comment on Results:

CTR's overall student learning engagement rate of 88.6% was 4.2% higher than the provincial average, and slightly higher than the previous year's result of 88.3%. It is encouraging to observe an upward trend in CTR while the provincial trend is decreasing. Of note is the lower results reported by students, both within CTR and provincially, indicating a need to explore student interest in subject area involvement, particularly in secondary grades.

CITIZENSHIP

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Authority										Province												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	2,479	91.5	2,577	91.2	2,461	90.0	2,553	87.6	2,538	89.0	Very High	Maintained	Excellent	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	432	90.5	473	90.1	468	87.5	405	84.4	402	86.0	Very High	Maintained	Excellent	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	1,603	86.1	1,665	86.2	1,570	86.3	1,691	83.2	1,714	84.2	Very High	Maintained	Excellent	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	444	97.9	439	97.4	423	96.2	457	95.1	422	96.7	Very High	Maintained	Excellent	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

These satisfaction rates are based on a response to the following questions: 1) Students at your child's school follow the rules; 2) students at your child's school help each other when they can; 3) students at your child's school respect each other; 4) your child is encouraged at school to be involved in activities that help the community; and 5) your child is encouraged at school to try their best.

Comment on Results:

CTR's active citizenship rate of 89.0% was 8.7% higher than the provincial average, increased from CTR's previous year's result, and above the three-year rolling average of 88.3%. These results reflect the provincial trend reflecting a decrease in results compared with prior to pandemic levels. Differing from the province is CTR's recent improvement in results, while the province continues to demonstrate a decreasing trend.

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High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	668	84.9	720	86.6	698	90.0	671	91.8	841	87.1	High	Declined	Acceptable	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year Completion	705	90.3	652	88.2	722	93.7	703	93.1	673	93.7	Very High	Improved	Excellent	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5
5 Year Completion	606	90.0	685	91.7	651	89.3	723	94.8	702	94.0	Very High	Improved	Excellent	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6

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 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. Caution should be used when interpreting high school completion rate results over time.
3. The 3-year high school completion rate has been adjusted to reflect updated data, as provided by Alberta Education.

High School Completion Rate (EAL)	Christ the Redeemer Catholic School (EAL)										Measure Evaluation			Alberta (EAL)									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	72	86.7	88	91.3	108	97.7	88	96.6	109	88.9	High	Declined	Acceptable	3,388	75.1	3,307	74.1	3,654	78.7	3,646	78.5	3,805	72.8
4 Year Completion	65	92.1	70	90.1	85	94.4	105	97.2	85	98.2	Very High	Improved	Excellent	2,784	82.8	3,076	83.0	2,993	83.0	3,278	86.4	3,337	85.0
5 Year Completion	25	90.1	64	92.3	70	91.1	84	95.3	104	98.1	Very High	Improved	Excellent	2,410	86.0	2,664	85.0	2,960	86.9	2,874	86.1	3,151	88.7

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 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. Caution should be used when interpreting high school completion rate results over time.
3. The 3-year high school completion rate has been adjusted to reflect updated data, as provided by Alberta Education.

Comment on Results:

The three-year high school completion rate of 87.1% was 6.4% higher than the provincial average. However, the result has decreased from the previous year with a rate of decrease greater than the province. It is important to note that these results are indicative of graduations occurring at the end of the 2021-2022 school year which represented a three-year high school experience occurring largely during the pandemic. The four and five-year rates are significantly above provincial, indicating the greater success of students who required additional time to complete high school. This trend is also reflective of EAL results, likely indicating the need for additional learning time for EAL students as they gain language proficiency, compounded by pandemic learning challenges.

Fall 2023 Required Alberta Education Assurance Measures – Supplemental - Overall Summary

Measure	Christ the Redeemer Catholic S			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)	0.8	n/a	62.6	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	1.3	1.0	1.4	2.5	2.3	2.5	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	90.4	93.2	90.8	82.2	83.7	84.3	High	Maintained	Good
Lifelong Learning	88.7	86.7	83.8	80.4	81.0	76.8	Very High	Improved Significantly	Excellent
Program of Studies	88.9	88.0	88.4	82.9	82.9	82.6	Very High	Maintained	Excellent
Program of Studies - At Risk Students	88.7	89.1	90.2	81.2	81.9	83.4	High	Declined	Acceptable
Rutherford Scholarship Eligibility Rate	87.2	84.3	84.0	71.9	70.2	68.3	Very High	Improved	Excellent
Safe and Caring	94.2	93.1	93.9	87.5	88.8	89.1	Very High	Maintained	Excellent
Satisfaction with Program Access	83.5	82.8	83.5	72.9	72.6	73.9	Very High	Maintained	Excellent
School Improvement	88.8	84.9	87.6	75.2	74.2	77.9	Very High	Improved	Excellent
Transition Rate (6 yr)	64.8	64.1	60.5	59.7	60.3	60.2	High	Improved	Good
Work Preparation	89.7	88.7	89.5	83.1	84.9	84.5	Very High	Maintained	Excellent

- 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.

Comment on Results:

Supplemental measures have been included to provide a more robust review of CTR’s achievement. While the entirety of the supplemental measures demonstrates the strength within CTR, of note are results that are well above provincial: Rutherford Scholarship eligibility rate (15.3% above provincial), school improvement (13.6% above provincial), and program access (10.6% above provincial). These figures indicate the high achievement of students throughout their high school years, the perception of improvement within the school setting, and the availability of services for students to support their learning needs. The decline in results for students considered “at-risk” and requiring further supports, although situated above provincial, demonstrates a slight downward trend for the division.

EARLY YEARS LITERACY & NUMERACY ASSESSMENTS

Early Years Literacy Assessments - Literacy – CC3					
Grade	# of students assessed	Literacy At-Risk (Sept/Jan)	Average months behind	Literacy At-Risk (June)	Average months behind
1	589	101	5.5	57	5.3
2	578	71	8.5	43	13.7
3	634	114	13.8	66	14.5

Early Years Numeracy Assessments - Provincial Numeracy Screening Assessments					
Grade	# of students assessed	Numeracy At-Risk (Sept/Jan)	Average months behind	Numeracy At-Risk (June)	Average months behind
1	589	205	8.6	102	4.1
2	578	149	9.4	75	6.6
3	634	146	9.6	86	8.5

Comment on Results:

Literacy Supports:

Students identified at-risk in literacy were supported through targeted classroom instruction individually or in small groups, and pull-out individual or small group intervention based on student needs primarily for phonemic awareness. These interventions were provided 3-4 times per week by teachers and/or educational assistants with teacher supervision. School-based professional learning focused on building awareness and implementation of research based instructional strategies. Many students identified at-risk also received support through Early Reading Intervention, an individual or small group reading intervention program offered 3-4 times per week. Data gathered from the LeNS/CC3 assessment was used to inform student placement and determine intervention approaches, which included the Alberta Education reading intervention lessons and phonemic awareness/phonics programs.

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Numeracy Supports:

Students identified at-risk in numeracy were supported through targeted classroom instruction individually or in small groups, and pull-out individual or small group intervention based on student needs, mainly for number sense. These interventions were provided 3-4 times per week by teachers and/or educational assistants with teacher supervision. Professional development focused on universal strategies for numeracy instruction on number sense routines, and targeted intervention support within the classroom. Data gathered from the Provincial Numeracy Screening Assessments was used to inform student placement and determine intervention approaches, which included number sense routines and provincial numeracy intervention activities.

Overall Comment:

Initial literacy assessment results indicate an average of 16% of students in Grades 1 to 3 considered at-risk. Increased attention on the foundational reading skills through classroom instruction, along with targeted intervention supports, resulted in a 42% increase of students moving to the not-at-risk category. Addressing students who remained at-risk will continue to be a focus for intervention and classroom instruction. Initial numeracy assessment results indicate an average of 28% of students in Grades 1 to 3 to be considered at-risk. A multi-faceted approach was used to respond to students at-risk in numeracy. Divisional professional learning focused on understanding number sense, classroom instruction through number sense routines, universal supports, and targeted intervention instruction, resulting in a 47% increase of students moving to the not-at-risk category. Using data to track student growth and inform instruction and interventions has increased collaboration of teachers to address the needs of students. Professional learning and conversation will continue to address teacher efficacy and understanding of the literacy and numeracy assessments in relation to student learning, how classroom instruction can support student growth in both areas, and how to implement targeted intervention when required.

LOCAL MEASURES OF STUDENT GROWTH AND ACHIEVEMENT

- Strategies used to improve rates of PAT and Diploma success, high school completion, active citizenship, and academic engagement.

Local Measures for New Strategies	Target	Result
% of satisfaction of divisional team participants	90%	67%
% of eligible teachers involved in Mathology professional development	75%	51%
% of teachers' satisfaction with Mathology professional development	95%	96%
% of Kindergarten to Grade 3 teachers implementing Mathology resources	100%	88%
% of principals satisfied with team/department praxis plans	90%	94%
% of teachers satisfied with team/department praxis plans	90%	74%
Targeted professional development budget allocations designated for professional development	\$200,000	\$277,000
% of elementary teachers using the curriculum support documents for curriculum implementation	30%	92%
% of students involved in a Readers' and Writers' Workshop classroom	65%	82%
Targeted professional development budget allocations designated for professional development for Readers' and Writers' Workshop	\$30,000	\$45,800
% of eligible schools participating in the coding pilot	50%	76%

Comment on Results:

All of CTR's required and supplementary assurance measures are above provincial and most demonstrate improvement over the previous year. However, CTR did not reach its targets in many of the local measures related to promoting student growth and achievement. This indicates a slower increase in results than expected. Most of the local measures listed above involve the division's central office planning and coordinating of collaborative divisional professional development in areas such as new curriculum, mathematics instruction, and English language arts instruction. This is supplemented by embedded school-based professional learning through CTR's weekly professional learning community sessions, with 94% of principals and 74% of the participating teachers having expressed satisfaction with the work their teams engage in to improve learning. Lower results from teachers have led to the consideration of revising these learning sessions to become more responsive with shorter cyclical improvement cycles. Other areas of celebration include a higher increase than anticipated in schools participating in using the new curriculum support documents, participating in the coding pilot, as well as greater than predicted uptake in teachers participating in Readers' and Writers' Workshop.

PROVINCIAL DOMAIN: FIRST NATIONS, MÉTIS, AND INUIT (FNMI) STUDENT GROWTH AND ACHIEVEMENT

PROVINCIAL MEASURES

PAT ACCEPTABLE

Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on the test (overall cohort results).						
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	68.3	N/A	N/A	70.3	79.5	80

Comment on Results:

CTR's Indigenous students earned an acceptable rate of 79.5%. This is above CTR's overall acceptable rate of 76.6%, and above the provincial average of all students which stands at 63.3%

PAT EXCELLENCE

Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the excellence standard on the test (overall cohort results).						
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	22.3	N/A	N/A	23.4	7.5	28

Comment on Results:

CTR's Indigenous students earned an excellence rate of 7.5%. This is below CTR's overall excellence rate of 20.8%, and below the provincial average of all students which stands at 16%. This is also far below the target set previously, possibly indicating a lower-than-expected excellence response after the pandemic.

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PAT Results Course by Course Summary (FNMI)		Christ the Redeemer Catholic S (FNMI)						Alberta (FNMI)				
		Achievement	Improvement	Overall	2023		Prev 3 Yr. Aver.		2023		Prev 3 Yr. Aver.	
					N	%	N	%	N	%	N	%
Course	Measure											
English Language Arts 6	Acceptable Standard	Intermediate	n/a	n/a	27	85.2	n/a	n/a	3,891	60.6	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	27	37.0	n/a	n/a	3,891	7.1	n/a	n/a
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	132	65.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	132	5.3	n/a	n/a
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	81.3	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	31.3	n/a	n/a
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,907	42.0	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,907	5.6	n/a	n/a
Science 6	Acceptable Standard	Low	n/a	n/a	26	73.1	n/a	n/a	3,990	46.0	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	26	38.5	n/a	n/a	3,990	9.0	n/a	n/a
Social Studies 6	Acceptable Standard	Low	n/a	n/a	26	65.4	n/a	n/a	4,332	45.3	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	26	15.4	n/a	n/a	4,332	6.5	n/a	n/a
English Language Arts 9	Acceptable Standard	Very High	n/a	n/a	34	91.2	n/a	n/a	4,375	49.2	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	34	8.8	n/a	n/a	4,375	4.4	n/a	n/a
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	297	43.8	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	297	3.7	n/a	n/a
French Language Arts 9 année	Acceptable Standard	*	*	*	1	*	n/a	n/a	136	65.4	n/a	n/a
	Standard of Excellence	*	*	*	1	*	n/a	n/a	136	4.4	n/a	n/a
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	75.0	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	10.0	n/a	n/a
Mathematics 9	Acceptable Standard	Intermediate	n/a	n/a	34	73.5	n/a	n/a	4,197	28.7	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	34	0.0	n/a	n/a	4,197	3.8	n/a	n/a
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	440	48.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	440	11.1	n/a	n/a
Science 9	Acceptable Standard	Very High	n/a	n/a	33	81.8	n/a	n/a	4,380	42.1	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	33	6.1	n/a	n/a	4,380	7.1	n/a	n/a
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	281	48.4	n/a	n/a

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	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	281	8.2	n/a	n/a
Social Studies 9	Acceptable Standard	Very High	n/a	n/a	33	81.8	n/a	n/a	4,393	34.1	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	33	9.1	n/a	n/a	4,393	4.9	n/a	n/a
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	262	45.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	262	7.3	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. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests 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.
4. Participation in the Provincial Achievement Tests 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.
5. 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.
6. 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.*

DIPLOMA ACCEPTABLE

Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).						
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	85.6	N/A	N/A	76.7	87.7	88

Comment on Results:

CTR’s Indigenous students earned an acceptable rate of 87.7%. This is above CTR’s overall acceptable rate of 84.2%, and above the provincial average of all students which stands at 80.3%.

DIPLOMA EXCELLENCE

Overall percentage of self-identified FNMI students who achieved the excellence standard on diploma examinations (overall results).						
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	22.4	N/A	N/A	14.0	12.3	26

Comment on Results:

CTR’s Indigenous students earned an excellence rate of 12.3%. This is below CTR’s overall excellence rate of 21.9%, and also below the provincial average of all students which stands at 21.2%. This is also far below the target set previously, possibly indicating a lower-than-expected excellence response after the pandemic.

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Diploma Exam Results Course by Course Summary (FNMI)		Christ the Redeemer Catholic Schools (FNMI)						Alberta (FNMI)				
		Achievement	Improvement	Overall	2023		Prev 3 Yr Aver.		2023		Prev 3 Yr Aver.	
					N	%	N	%	N	%	N	%
Course	Measure											
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Very High	n/a	n/a	16	100.0	n/a	n/a	1,286	78.3	n/a	n/a
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	16	0.0	n/a	n/a	1,286	6.1	n/a	n/a
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Very High	n/a	n/a	16	100.0	n/a	n/a	1,833	86.5	n/a	n/a
	Diploma Examination Standard of Excellence	Intermediate	n/a	n/a	16	12.5	n/a	n/a	1,833	9.9	n/a	n/a
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	37	83.8	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	37	2.7	n/a	n/a
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2	*	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2	*	n/a	n/a
Mathematics 30-1	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	566	60.6	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	566	15.0	n/a	n/a
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	13	69.2	n/a	n/a	742	65.8	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	13	23.1	n/a	n/a	742	12.1	n/a	n/a
Social Studies 30-1	Diploma Examination Acceptable Standard	Very High	n/a	n/a	8	100.0	n/a	n/a	986	73.0	n/a	n/a
	Diploma Examination Standard of Excellence	Intermediate	n/a	n/a	8	12.5	n/a	n/a	986	8.6	n/a	n/a
Social Studies 30-2	Diploma Examination Acceptable Standard	High	n/a	n/a	28	89.3	n/a	n/a	1,933	72.3	n/a	n/a
	Diploma Examination Standard of Excellence	Low	n/a	n/a	28	7.1	n/a	n/a	1,933	5.4	n/a	n/a
Biology 30	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	12	66.7	n/a	n/a	902	72.5	n/a	n/a
	Diploma Examination Standard of Excellence	Low	n/a	n/a	12	16.7	n/a	n/a	902	19.1	n/a	n/a
Chemistry 30	Diploma Examination Acceptable Standard	Very High	n/a	n/a	7	85.7	n/a	n/a	550	70.0	n/a	n/a
	Diploma Examination Standard of Excellence	Intermediate	n/a	n/a	7	28.6	n/a	n/a	550	24.0	n/a	n/a
Physics 30	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	250	72.0	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	250	26.8	n/a	n/a
Science 30	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	470	75.3	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	470	18.7	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. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
 3. Participation in the 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.
 4. Participation in the 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.
 5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19."

High School Completion Rate (FNMI)	Christ the Redeemer Catholic S (FNMI)										Alberta (FNMI)												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	33	74.2	38	86.8	25	80.6	21	87.8	29	88.5	Intermediate	Maintained	Good	3,632	57.1	3,750	55.9	3,814	62.0	3,972	59.5	3,943	57.0
4 Year Completion	29	87.4	34	74.1	35	94.5	23	92.0	22	91.8	Very High	Maintained	Excellent	3,453	60.8	3,524	64.2	3,670	63.6	3,729	68.6	3,936	65.8
5 Year Completion	17	83.1	30	90.9	33	76.6	35	97.3	24	92.2	Very High	Maintained	Excellent	3,266	64.5	3,407	65.0	3,469	68.1	3,593	68.0	3,719	71.3

*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 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. Caution should be used when interpreting high school completion rate results over time."
 3. The 3-year high school completion rate has been adjusted to reflect updated data, as provided by Alberta Education.

Comment on Results:

CTR’s Indigenous students had a three-year high school completion rate of 88.5%, which is above the rate of all CTR students which stands at 87.1%. This three-year result is also above the rate for all Alberta’s students, which stands at 80.7%.

LOCAL MEASURES OF FIRST NATIONS, MÉTIS, AND INUIT STUDENT GROWTH AND ACHIEVEMENT

- Programs, services, strategies, and local measures/data to demonstrate that First Nations, Métis, and Inuit students have access to a continuum of supports and services, including inclusive education.

Local Measures for New Strategies	Target	Result
% of curriculum support documents that include First Nations, Métis, and Inuit content and resources	100%	100%
% of Many and One initiatives that are executed division wide	75%	To be determined November 2024
# of First Nations, Métis, and Inuit students involved in Success in Schools meetings	18	18
% of First Nations, Métis, and Inuit students meeting Success in Schools goals	90%	To be determined November 2024
# of First Nations, Métis and Inuit students completing profile for Success in Schools Plan	18	18
% of First Nations, Métis and Inuit students being served as per Administration Procedure STU #23	100%	100%

Comment on Results:

We are pleased with the initiatives we have with respect to the growth and achievement of CTR’s Indigenous students but will need to continue actioning and measuring many of CTR’s new initiatives.

PROVINCIAL DOMAIN: TEACHING AND LEADING

PROVINCIAL MEASURE

EDUCATION QUALITY

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																							
	Authority										Province												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	2,482	94.8	2,579	94.2	2,464	93.4	2,548	92.1	2,541	93.0	Very High	Maintained	Excellent	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	432	93.2	473	91.3	470	91.7	406	89.3	402	89.7	Very High	Maintained	Excellent	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	1,606	92.8	1,667	93.0	1,571	91.8	1,684	90.1	1,717	91.8	Very High	Maintained	Excellent	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	444	98.3	439	98.2	423	96.8	458	97.0	422	97.4	High	Maintained	Good	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

These satisfaction rates are based on a response to the following questions: 1) Your child clearly understands what they are expected to learn at school; 2) your child finds schoolwork challenging; 3) your child finds schoolwork interesting; 4) your child is learning what they need to know; and 5) how satisfied or dissatisfied are you with the quality of education your child is receiving at school.

Comment on Results:

CTR’s education quality was 93.0% which is 4.9% higher than the provincial rate of 88.1%. We are satisfied with this increase given the provincial decrease in this measure. Our rates have increased from and are above our three-year average of 92.5%.

LOCAL MEASURES OF TEACHING AND LEADING

- Processes, strategies, and local measures/data to demonstrate that the division supports teaching and leadership quality through professional learning, supervision, and evaluation processes.

Local Measures for New Strategies	Target	Result
Total number of professional development sessions for staff wellness initiative	5	5
Total number of consultation sessions for staff wellness initiative	2	2
% of the 13 factors that have an alignment with CTR Catholic priorities, practices, and processes	50%	50%
% of School Councils receiving a presentation on CTR's Teacher Supervision, Growth, and Evaluation (TSGE) policy	100%	100%
% of the Leadership Quality Standards infused into the Aspiring Leaders Program plan	100%	100%
% of participant satisfaction with the professional growth experience in the Aspiring Leaders Program	95%	100%
Total number of professional development sessions for the New Leader Mentorship Program	5	5
% of schools that have a teaching director or coordinator supporting Enhanced Supervision in schools	25%	35%

Comment on Results:

Most of these local measures of teaching and leading have returned to normal, allowing these initiatives to continue and grow over the course of the past school year. We were very pleased with the continued impact from the rigor of CTR's teacher supervision, evaluation, and growth policy. In addition, we are very pleased with our progress on aligning CTR's priorities, practices, and processes with the *13 Factors of Staff Wellness* research as a means to promote the mental health of our staff.

PROVINCIAL DOMAIN: LEARNING SUPPORTS

PROVINCIAL MEASURES

WELCOMING, CARING, RESPECTFUL, AND SAFE LEARNING ENVIRONMENTS (WCRSLE)

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																								
	Authority										Measure Evaluation			Province										
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	2,462	93.1	2,554	91.1	2,538	92.5	n/a	Improved	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	469	92.1	406	90.0	402	91.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	1,570	89.6	1,691	87.1	1,714	88.1	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	423	97.5	457	96.3	422	97.6	n/a	Improved	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

These satisfaction rates are based on a response to the following questions: 1) Students at your child's school care about each other; 2) students at your child's school respect each other; 3) students treat each other well at your child's school; 4) teachers care about your child; 5) your child is safe at school; 6) your child is safe on the way to and from school; 7) your child is treated fairly by adults at your school; and 8) your child's school is a welcoming place to be.

Comment on Results:

CTR's welcoming, caring, respectful, and safe learning environment satisfaction rate was 92.5%, which is 7.8% higher than the provincial rate of 84.7%. CTR's satisfaction rate in this area is now above the three-year average, demonstrating the continued increase in overall confidence in the caring and welcoming environments provided within our schools. Of note are the high student results compared to that of the province.

ACCESS TO SUPPORTS AND SERVICES

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																								
	Authority										Measure Evaluation			Province										
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	2,458	89.9	2,552	89.1	2,538	89.1	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	467	85.4	406	84.3	402	83.4	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	1,568	90.0	1,689	87.8	1,714	89.9	n/a	Improved	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	423	94.3	457	95.1	422	93.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

These satisfaction rates are based on a response to the following questions: 1) At school, there are appropriate supports and services available to your child to help with their learning; 2) when your child needs it, teachers at your child's school are available to help them; 3) you can get the support you need from the school to help your child be successful in their learning; 4) your child can easily access programs and services at school to get help with school work; and 5) your child can get help at school with problems that are not related to school work.

Comment on Results:

CTR's satisfaction rate with access to supports and services was 89.1%, which is higher than the provincial rate of 80.6%. CTR uses inclusion but also uses targeted part-time pull-out and push-in programs to respond to learning delays and behaviour disorders. CTR also provides support for secondary students requiring additional tutoring in core subjects. Our commitment to hiring and developing capacity within a strong team consisting of speech pathologists, occupational therapists, psychologists, and educational assistants is another reason for CTR's success in this area. Experts in the areas of English as an Additional Language, behaviour and learning strategies work with school staff to support student learning in all areas. Consistently strong results in this area indicate the ability for our schools to respond to the contextual needs of students present in each classroom and school community.

Christ the Redeemer offers a comprehensive continuum of student support, from universal strategies to targeted interventions and intensive assistance. Through this continuum, Christ the Redeemer ensures access to a wide array of supports, catering to every student's diverse social, emotional, and academic needs. This commitment to a multi-tiered approach aims to create an inclusive environment where all students receive the necessary resources and guidance.

LOCAL MEASURES OF LEARNING SUPPORTS

- Programs, services, strategies, and local measures/data used to demonstrate that the school authority is improving First Nations, Metis, and Inuit student success and ensuring all students, teachers, and school leaders learn about First Nations, Metis, and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.
- Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.

Local Measures for New Strategies	Target	Result
Teachers will identify and implement at least one strategy in each of the three areas – relationship, regulation, and safety, clearly linking each strategy to a specific area of mental health	+5	10
% of schools using movement and regulation circuits .	85%	88%
% of schools implementing 3 of the strategies designed by the Many and One Committee.	100%	To be determined in November 2024
# of individuals trained on eMental Health Platform .	6	To be determined in November 2024
% of students referred by school to eMental Health that access the platform.	75%	To be determined in November 2024
% of requests responded to using the request for support process .	100%	100%
# of students in a Registered Apprenticeship Program .	10	21
% of applicable students involved in Early Reading Intervention (ERI) and Enhanced Reading (ER)	75%	79%
Average effect size of $d = .50$ or higher, derived from comparison of pre-test and post-test results in Early Reading Intervention (ERI) and Enhanced Reading (ER)	$d = .50$	$d = 1.07$
% of schools using at least one educational assistant (EA) to deliver Attachment, Regulation, and Competency (ARC) lessons	85%	88%
% of schools with at least one EA trained in ARC through professional learning during 2022-2023 school year	90%	65%

Comment on Results:

CTR met or exceeded most of its targets for local measures to improve learning supports. One of the highlights is the effect size of the Early Reading Intervention and Enhanced Reading programs. According to Hattie (2023) an effect size of $d = .70$ is in the “very high” range and is evidence of producing “more” than one year’s growth over the year the students participated in one of the programs. The amount of students participating in the ERI and ER intervention strategies has increased from the previous year, and the effect size has also increased substantially. Additionally, more schools are supported by educational assistants trained in using CTR’s Attachment, Regulation, and Competency Framework, thereby providing a valuable service to dysregulated students and their classmates. Several of these measures require ongoing attention prior to effective measurement occurring.

PROVINCIAL DOMAIN: GOVERNANCE

PROVINCIAL MEASURE

PARENTAL INVOLVEMENT

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	874	90.2	908	87.9	888	85.9	862	86.0	821	85.7	Very High	Maintained	Excellent	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	430	85.0	469	80.1	468	78.5	405	77.4	400	77.3	Very High	Maintained	Excellent	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	444	95.3	439	95.7	420	93.3	457	94.6	421	94.1	Very High	Maintained	Excellent	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

These satisfaction rates are based on a response to the following questions: 1) To what extent are you involved in decisions about your child's education; 2) To what extent are you involved in decisions at your child's school; 3) how satisfied or dissatisfied are you that your input into decisions at your child's school is considered; 4) how satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's education; and 5) how satisfied or dissatisfied are you with the opportunity to be involved in decisions at your child's school.

Comment on Results:

Satisfaction with CTR's parental involvement was 85.7%, slightly decreased from the previous year, but 6.6% higher than the provincial satisfaction rate of 79.1%. Further opportunities for parental engagement should continue to be explored to leverage their vital role as primary educators of their children and important members of the Catholic school community.

LOCAL MEASURES OF GOVERNANCE

- Processes, strategies, and local measures/data to demonstrate that the school authority has effectively managed its resources including, collaboration with other school authorities, municipalities, and community agencies.
- Processes, strategies, and local measures/data to demonstrate that stakeholders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the School Councils Regulation, Section 12.

Local Measures for New Strategies	Target	Result
Total # of participants attending the World Cafés	255	283
% of Four-year Education Plan priorities identified via the Superchat process	75%	80%

Comment on Results:

Both CTR's school board and CTR's schools engaged with community influencers by hosting World Cafés. Superchats were also used to engage with staff. Superchats will continue to explore the needs of staff and ensure their voice is heard and their feedback implemented to the greatest degree possible. Ward meetings will be expanded during the 2023-2024 school year to provide additional voice for staff, parents, and students to influence our overall direction toward continuous improvement as a division.

LOCAL DOMAIN: FAITH COMMUNITY

LOCAL MEASURES

STUDENTS WILL DEVELOP A PERSONAL RELATIONSHIP WITH OUR TRIUNE GOD AND SHOW A COMMITMENT TO THEIR FAITH.

Percentage of students, parents, and teachers who are satisfied with how they have grown as a Christian as a result of their involvement in Catholic education.						
	2018/2019	2019/2020	2020/2021	2021/2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	94	93	93	92	92	95
Parents	97	96	97	91	94	
Students	88	85	85	87	91	
Teachers	97	97	98	98	96	

Comment on Results:

Although the overall target (95%) was not met, the results remain strong and relatively consistent with previous years. Parent satisfaction (94%) increased by 3% from the previous year. Student satisfaction (91%) increased by 4% from the previous year. Elementary student satisfaction rates (94%) remain the highest but secondary rates have shown the greatest increase of 6% from the previous year.

STUDENTS CAN EXPLAIN THE CORE TEACHING OF OUR FAITH AT AN AGE-APPROPRIATE LEVEL.

Percentage of students, Grades 4, 8, and 11, achieving an Acceptance Standard and an Excellence standard on assessment.							
		2018/2019	2019/2020	2020/2021	2021/2022	2022-2023	2023 Target
		%	%	%	%	%	%
Grade 4	Acceptable	N/A	N/A	N/A	N/A	N/A	98
	Excellence	N/A	N/A	N/A	N/A	N/A	98
Grade 8	Acceptable	97	96	N/A	N/A	N/A	98
	Excellence	35	34	N/A	N/A	N/A	98
Grade 11	Acceptable	98	97	N/A	N/A	N/A	98
	Excellence	33	30	N/A	N/A	N/A	98

Comment on Results:

Given the ongoing review and revision of our Religious Education assessments, the examination was not administered in the 2022-2023 school year and will require a re-norming process once the examinations have been revised and are administered again.

OUR STAKEHOLDERS RECOGNIZE US AS A CHRIST-CENTRED CATHOLIC SCHOOL DIVISION.

Percentage of parents, students, and teachers who indicate they are satisfied with the religious celebrations that are held at the school.						
	2018/2019	2019/2020	2020/2021	2021/2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	96	95	96	94	95	97
Parents	98	98	98	94	95	
Students	92	91	92	92	95	
Teachers	98	96	99	95	96	

Comment on Results:

The target for overall satisfaction (97%) was not met, however the overall result increased by 1% from the previous year. Parent satisfaction (95%) increased by 1%. The composite student satisfaction (95%) similarly increased from the previous year. Secondary student satisfaction was 92.5%,

Authority: 4208 The Christ the Redeemer Catholic Separate School Division

an increase of 2.5% from the previous year (90%). The elementary student satisfaction was 97%, increased from the previous year (by 1%) and meeting the target.

Percentage of parents, students, and teachers who indicate that the school is doing all things like Jesus would want them done.						
	2018/2019	2019/2020	2020/2021	2021/2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	95	94	94	94	93	96
Parents	97	97	96	92	94	
Students	91	90	91	92	93	
Teachers	96	85	96	98	96	

Comment on Results:

The target for overall satisfaction (96%) was not met and the satisfaction rate declined slightly (by 1%) from the composites from the previous year. Parent satisfaction (94%) increased by 2% and the composite student satisfaction (93%) showed a 1% increase. Elementary student satisfaction was 95%, similar to the previous year, whereas secondary student satisfaction rose from 88% to 91%.

Percentage of parents, students, and teachers who indicate they are satisfied with what is learned in religious education studies classes.						
	2018/2019	2019/2020	2020/2021	2021/2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	94	93	93	92	93	96
Parents	96	96	95	95	95	
Students	90	86	85	86	91	
Teachers	97	98	98	95	96	

Comment on Results:

The target overall (96%) was not met, however, the satisfaction rate increased by 1% from previous years. Composite scores for student satisfaction (91%) increased significantly by 5%. Secondary student satisfaction was 86.5%, a 4.5% increase over the previous year. Elementary student satisfaction was 93%, an increase of 3% from the previous year.

LOCAL MEASURES OF FAITH

Local Measures for New Strategies	Target	Result
% of applicable teachers using the New Fully Alive Resource	100%	100%
% of applicable teachers using the new Grade 8, Growing in Faith, Growing in Christ resource	100%	100%
# of editions per year of a Faith Formation monthly newsletter	10	9
# of standardized religious education assessments produced in 2021/2022	3	Deferred to 2023-2024
# of schools initiating/continuing a Champion Program	3	5
# of schools initiating a saint/Godhead project	3	10

Comment on Results:

All applicable teachers are using Fully Alive and Growing in Faith, Growing in Christ. Our newsletter changed focus to inspire teacher faith formation in the areas of human, spiritual, intellectual, and pastoral development. Celebration of our faith in the division is celebrated through social media. Standardized tests for our religious education classes will be produced for implementation in the 2023/2024 school year. Encouragement of school initiatives involving champions and saint/Godhead recognition will continue, as well as other faith permeation activities.

PARENTAL INVOLVEMENT STRATEGIES

The Board's actions to meet its obligations under Section 12(1-3) of the School Councils Regulation (Alberta Regulation 113/2007) to provide opportunity for school councils to be involved in updating school plans is as follows:

- Each principal reviews their annual education results with their School Council in October.
- Each principal shares their Four-Year Education Plan with their School Council in September.
- Each principal shares their Annual Education Results Report Highlights with School Council chairs and other parents during Ward meetings throughout the year.
- Feedback from the Council of School Council, Ward Meetings, and Superchats that influence the Education Plan will be summarized and reported in our upcoming Education Plan and Annual Education Results Report.

TIMELINES AND COMMUNICATION

This Plan was developed by, distributed to, and shared with the following stakeholders in our educational system:

Alberta Education: Alberta Education is involved in our plan development through meetings with our Field Services Manager. Our plan is distributed and shared with Alberta Education through meetings with our Field Services Manager.

Board of Trustees: The trustees are involved in the development of the plan as administration seeks the input of the trustees at multiple Board meetings. Items relating to Four-Year Education Plan are reviewed at every Board meeting.

Educational Administrators: Senior administration and site-based administrators are involved in the development of the plan by engaging in results analysis, identifying gaps, and developing strategies to address them. Items relating to our plan are shared with educational administrators, in whole or in part, at monthly administrators' meetings. A discrete data review day with school-based administrators has been developed to further communicate divisional results and allow for deeper analysis at the school level.

School Councils/Parents: Site-based administrators involve their School Councils in the development of their school plans, which then informs the jurisdiction's plan. The *Council of School Councils* is a committee consisting of all school council chairs and school principals. This committee will be provided with an overview of divisional results and asked to provide feedback to support the achievement of the Education Plan moving forward. The final division Education Plan will be distributed and shared at school council meetings and during *Council of School Councils* meetings.

Ward Committees: The plan is distributed and shared at Ward Committee meetings, which include principals, local trustees, school council chairs, additional school staff and parents, students, parish priests, and senior administration.

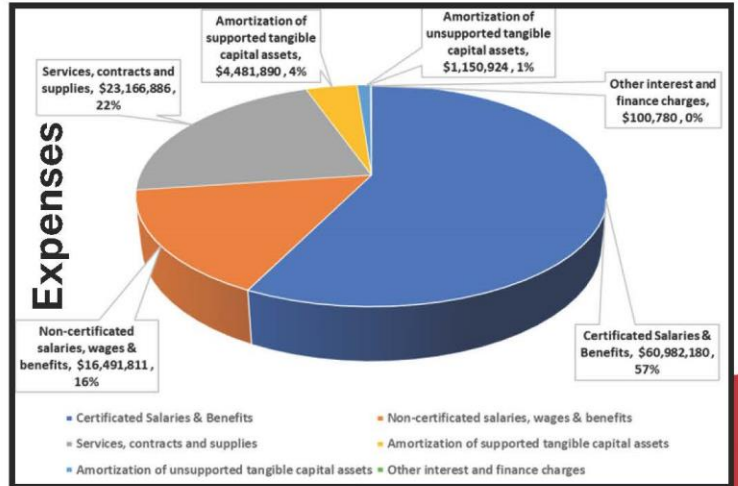
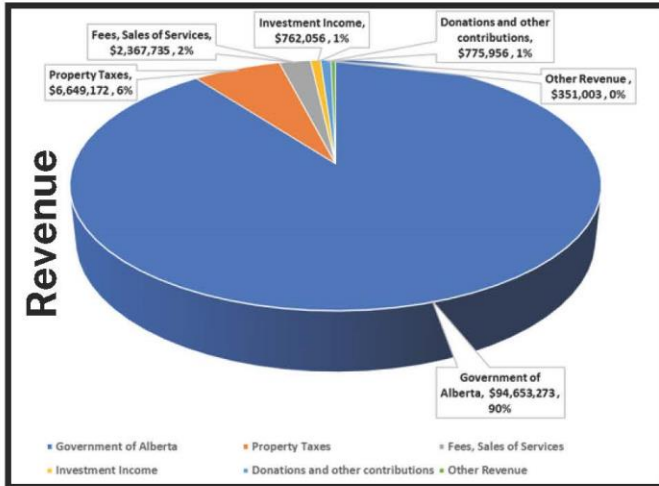
Schools: A copy of the plan is sent to each school. Teachers and parents are invited to view our plan by accessing our weblink to the plan. Highlights of the plan will also be included in school newsletters with the weblink included.

The plan has been posted on our division website and can be found at "Education Plan + Results".

Copies of this report may also be obtained by contacting Superintendent Dr. Andrea Holowka at Division Office, #301-23 Riverside Drive, Box 1318, Okotoks, AB T1S 1B3 or by calling 403-938-2659 or 1-800-737-9383.

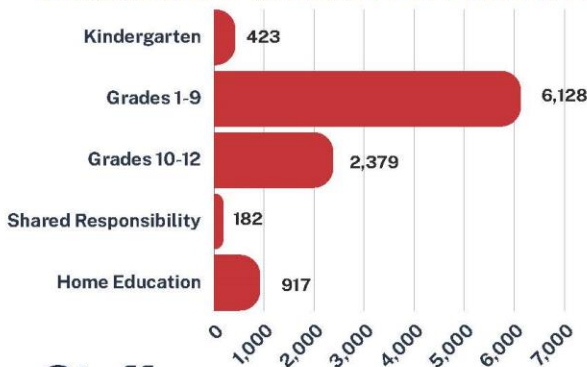
SUMMARY OF FINANCIAL RESULTS

2022-2023 Financial Statements

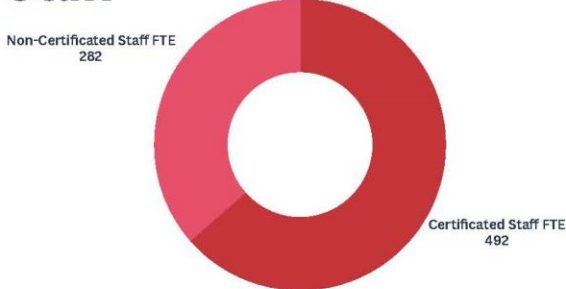


The Division ended the fiscal year with total revenues of \$105,599,195 and total expenses of \$106,374,471. The excess of expenses over revenues equated to an overall deficit position of \$815,276.

Student Funded Enrolment



Staff



For further details please refer to the links below:
 Click [here](#) to see the Audited Financial Statement, Budget and Capital Plan
 Click [here](#) for the provincial roll up of the Audited Financial Statement

VARIANCE ANALYSIS	Actual	Budget	Variance (\$)	Variance (%)
Instruction ECS	\$2,163,768	\$1,909,752	\$254,016	13%
Instruction Grades 1-12	\$79,609,210	\$78,678,757	\$930,453	1%
Operations & Maintenance	\$15,640,506	\$14,912,671	\$727,835	5%
Transportation	\$5,592,148	\$5,454,309	\$137,839	3%
System Administration	\$3,251,993	\$3,079,246	\$172,747	6%
External Services	\$116,846	\$37,500	\$79,346	212%
TOTAL EXPENSES	\$106,374,471	\$104,072,235	\$2,302,236	2%

Variance Explanation (Increase > 10% or \$500K; or lower than < -10% or -\$500K):

Total Expenditures

Instruction Grades K-12: CTR's budget submission did not include salary increases as per the new Collective Agreement as it was not ratified at the time of CTR's budget approval.

Operations and Maintenance: CTR saw a significant increase in service, utility and supplies costs due to inflationary pressures. This variance was also a result of an increase in non-certificated salaries.

External Services: Due to a secondment position.

For additional financial information, contact Superintendent Dr. Andrea Holowka at Division Office, #301-23 Riverside Drive, Box 1318, Okotoks, AB T1S 1B3 or by calling 403-938-2659 or 1-800-737-9383

PROVINCIAL DOMAIN: LOCAL AND SOCIETAL CONTEXT

CTR's Fundamental Beliefs



FAITH

WE EMBRACE THE MAGISTERIUM OF THE CHURCH. OUR CATHOLIC FAITH PERMEATES ALL THAT WE DO. OUR SCHOOLS BECOME FAITH COMMUNITIES WHEN STAFF AND STUDENTS GIVE WITNESS TO THEIR FAITH. JESUS IS THE SOURCE OF OUR MORALS AND VALUES. PRAYER IS ESSENTIAL. WE BELIEVE THAT PARENTS ARE THE PRIMARY EDUCATORS OF THEIR CHILDREN.



LEARNING

EDUCATORS IN OUR CATHOLIC SCHOOLS HAVE HIGH EXPECTATIONS AND HIGH CONFIDENCE THAT STUDENTS CAN LEARN AT HIGH LEVELS. WE WORK WITH PARENTS AS VALUED PARTNERS. WE EXPECT EXCELLENCE OF OUR STUDENTS AND OF OURSELVES AS EDUCATORS.



SAFE AND CARING

WE BELIEVE THAT THE INFINITE VALUE OF EACH PERSON IN GOD'S EYES MUST BE REFLECTED IN ALL THAT WE DO. THIS CALLS FOR RESPECT IN ALL RELATIONSHIPS.



STEWARDSHIP OF RESOURCES

WE ARE CALLED TO BE FAITHFUL STEWARDS OF GOD'S CREATION. THE BOARD OF TRUSTEES OF CTR CATHOLIC IS ACCOUNTABLE TO THE BISHOP OF THE DIOCESE OF CALGARY, THE MINISTER OF EDUCATION, AND OUR PARENTS, AND OUR SUPPORTERS.

ABOUT CTR CATHOLIC SCHOOL DIVISION

Mission: As an evangelizing school division, in partnership with the family, we will deliver an authentic Catholic learning experience by creating a foundation of faith and knowledge in a warm, caring environment to guide all students to appreciate the goodness of all creation and to meet the challenges of life with hope and confidence.

Vision: The truth of Christ and knowledge of God's creation will be experienced by and manifest in the students, staff, parents, and supporters of our Catholic school community.



• Christ The Redeemer (CTR) is **committed to excellence in Catholic education.**



• CTR infuses faith in all that we do to teach our students that every individual is created in the image of God. We welcome any student/family desiring a Catholic education.



• CTR has **17 schools** (15 traditional schools, one online and home school, and one outreach school with 3 campuses).



• CTR is the **4th largest Catholic school division** in the province.

• CTR is the 13th largest school division in Alberta.



• CTR educates **10,117 students** (8,010 traditional students and 2,107 online and home school students).



• CTR **transports 4,900 students** on a daily basis to and from their schools.



• CTR **serves 7 communities** (Brooks, Canmore, Drumheller, High River, Okotoks, Oyen, Strathmore).



• CTR represents a resident population of over 165,000.

• CTR includes over 8,568 square kilometres of land.



• CTR employs **500 teaching staff** and **300 support staff.**

PRIORITIES:

- Commitment to excellence in Catholic education
- Small class sizes
- Research-informed practice
- Supporting student mental health and complexity through counsellors and English as an Additional Language programs
- Funding prioritized to support classroom complexity

OPPORTUNITIES & CHALLENGES:

- Growth
 - Capital needs
 - Increased funding required
- Strong teachers
 - Support required to recruit and retain in rural areas
- Committed to Catholic education
 - Continued support needed to uphold charter rights and publicly-funded Catholic education throughout CTR.

BOARD OF TRUSTEES

Andrea Keenan, Chair, Foothills County

Andrew Gustafson, Vice Chair, Okotoks

Harry Salm, Strathmore

Mark MacDonald, High River

Mark Chung, Drumheller

John de Jong, Brooks

Michelle Rude-Volk, Oyen

John-David Bogdanowski, Canmore

SUPERINTENDENT

Dr. Andrea Holowka

ASSOCIATE SUPERINTENDENTS

Vincent Behm - Pat MacDonald - Michael Kilcommons

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WHISTLEBLOWER PROTECTION

The Public Interest Disclosure (Whistleblower Protection) Act requires that school boards have a policy regarding public interest disclosure and that the Chief Officer make an annual report on the number of disclosure and investigations. In this regard, Administration has established [Administration Policy PER #39 Public Interest Disclosure \(Whistleblower Protection\)](#). The Superintendent (Chief Officer) did not receive any disclosures under this policy in the 2022-2023 school year.