

LTIS Annual Education Results Report For The Year 2022-23



Engage Learning. Ignite Potential.

Engage Learning. Ignite Potential. Inspire Success.

“Aspen View Public Schools is committed to preparing our students to achieve success and reach their unique potential through the provision of meaningful learning opportunities.”

Introduction

Alberta Education’s Assurance Framework came into effect on September 1, 2020. The 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 2022-23 Annual Education Results Report, is based on the Priorities, Outcomes, Goals and Performance Measures identified within the 2022-25 Education Plan.



Priority One	Student Success and Completion
Alberta Education Assurance Area	Student Growth and Achievement
Students are successful from the time they enter school until high school completion, and beyond.	
Outcomes	<p>Every student is proficient in reading, writing, speaking and listening.</p> <p>Every student is proficient in mathematical reasoning, and applying mathematical concepts</p> <p>More students complete high school and are connected to career pathways for future success</p> <p>Increased First Nations, Metis & Inuit student success</p>

Provincial Achievement Tests				
Subject	LTIS Acceptable (%)	Alberta Acceptable (%)	LTIS Excellent (%)	Alberta Excellent (%)
English Language Arts 6	93.3	76.2	22.9	18.4
French Immersion Math 6	90.9	78	50	17.6
English Math 6	88.1	64.4	20.2	15.8
French Immersion Science 6	90.9	67.3	63.6	12.8
English Science 6	92.9	66.7	42.9	22.5
French Immersion Social Studies 6	90.9	64.3	50	11.6
English Social Studies 6	84.5	66.3	17.9	18.5
French Language Arts 6	95.5	77.6	40.9	12.5



Fountas and Pinnell Reading Level: Diagnostic of reading fluency, accuracy and comprehension.			
	At Risk	Acceptable	Excellent
Grade 4, 5, & 6 English and French Immersion 2022-2023	29% below grade level (English)	32% at grade level (English)	39% above grade level (English)
	37% below grade level (French)	22% at grade level (French)	41% above grade level (French)

Words Their Way (June 2023): Phonics, Spelling and Vocabulary			
	Insufficient	Basic	Proficient
Grade 4, 5, & 6 English and French Immersion	34%	15%	51%

Early Years Numeracy Assessments (Number and Proportional Reasoning Skills)			Early Years Literacy Assessments (Word-Reading)		
Grades	# At Risk Initial Assessment	# At Risk Final Assessment	Grades	# At Risk Initial Assessment	# At Risk Final Assessment
4	37	10	4CC3	30	16

Internal LTIS Part A Writing Assessment (June 2023): Narrative Writing				
Grade Level	Number of responses	At Risk= < 50%	Acceptable= 51-79%	Excellent= 80-100%
Grade 4 English	107	19%	66%	15%
Grade 4 French	19	47%	37%	16%
Grade 5 English	64	8%	58%	34%
Grade 5 French	13	8%	62%	23%



Internal LTIS Math Part A (June 2023) - 15 question basic calculation assessment				
Grade Level	Number of responses	At Risk= < 60 %	Acceptable= 60-86%	Excellent= 87-100%
Grade 4	99	28%	30%	42%
Grade 5	66	18%	33%	49%

Internal LTIS Math Part B (June 2023): Multiple choice and long answer questions				
Grade Level	Number of responses	At Risk= <50	Acceptable= 51-79%	Excellent= 80-100%
Grade 4	102	25%	48%	27%
Grade 5	64	14%	50%	36%

Student Learning Engagement: Percentage of teachers, parents and students who agree that students are engaged in their learning at school.						
	Number of Responses	LTIS 2023	LTIS Comparison to 2022 (+/-)	LTIS Comparison to Alberta 2023 (+/-)	LTIS 3 Year Average (2021-2023)	Alberta 3 Year Average (2021-2023)
Overall	163	90.2%	-0.50%	+5.8%	90.5%	84.8%
Parent	37	88.3%	-8.2%	+1%	92.4%	88%
Student	107	84.1%	+8.5%	+13.1%	79.8%	71.1%
Teacher	19	98.2%	-1.8%	+3.1%	99.1%	95.3%



Citizenship: Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Number of Responses	LTIS 2023	LTIS Comparison to 2022 (+/-)	LTIS Comparison to Alberta 2023 (+/-)	LTIS 3 Year Average (2021-2023)	Alberta 3 Year Average (2021-2023)
Overall	163	91.9%	-2.3%	+11.6%	93.1%	80.9%
Parent	37	88.6%	+2.6%	+9.2%	87.3%	79.9%
Student	107	97.7%	+1.1%	+26.4%	97.1%	71.7%
Teacher	19	89.5%	-10.5%	-0.8%	94.7%	91%

Reflections and Next Steps

External measures show that LTIS students achieve at a very high level compared to students around the province with regards to Provincial Achievement Tests (PATs). This is true in both the acceptable and excellence standards.

LTIS Indigenous students achieve the same standard as non-Indigenous students. Compared to provincial averages of FNMI students, LTIS Indigenous students do extremely well. Achievement levels for acceptable standards and excellence standards are more than double the provincial average. As an act of reconciliation and cultural understanding, we will continue to highlight aspects of Indigenous cultures at major school events (Orange Shirt Day, Remembrance Ceremony, Outdoor Pursuit Days) and infuse First Nations cultural understanding in classroom settings.

An academic area that we will focus on is in the Social Studies standard of excellence, where we are slightly below provincial average, specifically working on reading comprehension skills. Last year we set the goal of improving in our ELA writing standard of excellence. We are now slightly above the provincial average in this area which indicates good improvement. We will continue to emphasize writing at all grade levels with increased writing frequency:

- Grade 4 students are placed in small groups twice weekly with the focus on writing stamina and techniques to improve clarity and stamina in writing.
- All students have a dedicated weekly writing block (Drop Everything And Write) to focus on writing techniques.



LTIS will continue with its internal assessments of achievement which provide information on how to proceed with teaching and assessing. This also helps us understand our students' learning profiles, as well as when our students are capable of transitioning from basic learning to deeper learning.

Our internal achievement measures show that LTIS students grow significantly during their three year tenure. LTIS has a twice yearly math basics test for all students. The first test is in January and is primarily formative; the second Part A is in June and is both a formative and summative assessment with the mark being reported in report cards.

Although external results for reading comprehension are high, we feel this is an area of need and we have adjusted programming this year to work on the various aspects of reading. During professional learning days, staff review what small group reading instruction pedagogy entails, as well as reviewing reading comprehension strategies that help students understand texts: predicting, inferring, making connections, summarizing, synthesizing and evaluating.

When students cannot read fluently, they will work on phonological awareness and phonics. Phonological awareness and phonics lessons will serve as guided reading lessons for these students.

Although student *Learning Engagement* (external measures) is high at LTIS compared to the province, it dropped significantly from the previous year. Our internal survey, where our questioning is fairly precise, shows good student learning engagement. We have adapted our internal survey to get even more precise information regarding learning engagement.

We will continue to pursue citizenship opportunities for students with the focus on purposefulness and service to others. Students have a wide range of activities, during school and after school, in which they can participate.

Priority Two	Well-being
Alberta Education Assurance Area	Teaching and Leading Learning Supports
Success and well-being is a priority in Aspen View Public Schools. Learning and working environments are inclusive, safe, welcoming and healthy.	
Outcomes	Greater success and well-being for all



	<p>Provide quality instruction and learning opportunities for all students</p> <p>Provide appropriate supports to ensure student success for all</p>
--	--



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

	Number of Responses	LTIS 2023	LTIS Comparison to 2022 (+/-)	LTIS Comparison to Alberta 2023 (+/-)	LTIS 3 Year Average (2021-2023)	Alberta 3 Year Average (2021-2023)
Overall	163	92.3%	-4.2%	+4.2%	94.4%	88.6%
Parent	37	81.4%	-5.8%	-3%	85.8%	85.2%
Student	107	100%	+0.8%	+14.3%	99.6%	85.8%
Teacher	19	95.6%	-4.4%	+1.2%	97.8%	94.7%

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	LTIS 2023	LTIS Comparison to 2022 (+/-)	LTIS Comparison to Alberta 2023 (+/-)	LTIS 3 Year Average (2021-2023)	Alberta 3 Year Average (2021-2023)
Overall	163	94.1%	-1.9%	+9.4%	95%	85.4%



Parent	37	89.4%	-0.7%	+3.8%	89.7%	86.2%
Student	107	98%	0%	+21.4%	98%	77.2%
Teacher	19	94.7%	-5.3%	+2.7%	97.4%	92.8%



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	LTIS 2023	LTIS Comparison to 2022 (+/-)	LTIS Comparison to Alberta 2023 (+/-)	LTIS 3 Year Average (2021-2023)	Alberta 3 Year Average (2021-2023)
Overall	163	88%	-5.2%	+7.4%	90.6%	81.1%
Parent	37	79.2%	-15.4%	+3.5%	82.7%	76.5%
Student	107	94.7%	-0.8%	+14.8%	95.1%	80%
Teacher	19	90.1%	-7.7%	+3.9%	94%	86.8%

LTIS Professional Development

Results for LTIS in the areas of *Welcoming, Caring, Respectful and Safe Learning Environment, Overall Education Quality* and *Access to Support Services* indicate high satisfaction from students, teachers and parents. There was a significant drop in parental satisfaction regarding access to support and services at school. We will continue to solicit parental feedback with regards to programming at the school. We are renewing our communication with parents regarding the various supports offered at school.

Below are systems and programs we have in place that contribute to our success in the *Well-being* category.



- Citizenship projects provide opportunities for students to shoulder responsibility, to feel purposeful, and to provide service to others thus increasing the sense of belonging. LTIS has a wide range of citizenship projects in place, with the possibility of having more.
- Extra-curricular opportunities help students to learn new skills, to build resilience, to engage socially with peers in non-classroom settings, and to engage in physical activities. Many extra-curricular activities take place outdoors. LTIS extra-curricular activities are varied in three key areas: physical activities, academic activities and fine arts activities. They take place both after school and during school hours and are free of charge.
- Teacher credibility continues to be of paramount importance. Professional development at LTIS, as well as staff growth and supervision, are based on educational research (primarily John Hattie and Robert Marzano), and teaching practices that have a high impact on learning. Key components of teacher credibility are:
 - Do students feel they can trust their teacher?
 - Do students feel their teacher cares about them?
 - Do students feel their teacher understands what and how to teach them?
- Targeted academic supports for students include:
 - Leveled Literacy Intervention
 - Remedial literacy and numeracy
 - Standardized assessments for all students at all grade levels
 - Differentiated teaching and assessment
 - Provincial Achievement Test preparation and study skills
 - A focus on resilience
 - A focus on attendance
- Targeted teaching supports for teachers include:
 - Staff supervision: staff are supervised regularly. School administration gives feedback to help improve instruction, assessment, communication, classroom management, and on how to most effectively use instructional minutes.
 - Assessment meetings occur 3-4 times per year with the focus on
 - Improving teacher understanding and practices of assessment
 - Learning to differentiate assessments
 - Student profile meetings occur twice yearly, and focus on:
 - Understanding student learner needs
 - Focussing on key issues (*Collaborative Response* model)
- Professional Development this past year focussed on:
 - Teacher credibility (how students and parents perceive the quality of care



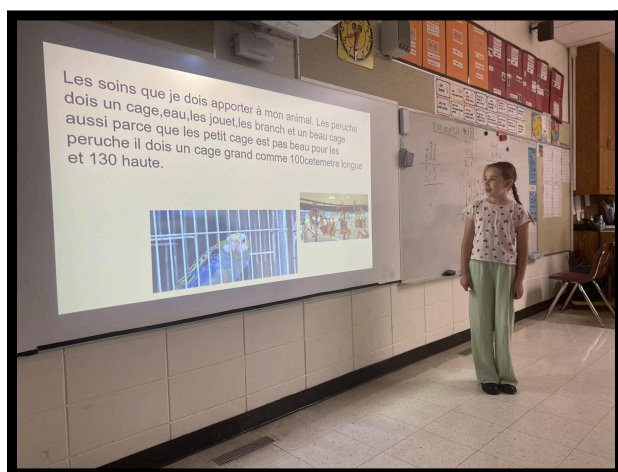
given to the child)

- Instructional and assessment practices for certain outcomes in math (how to go from surface to deeper learning). This will continue.
- Instructional and assessment practices to improve student writing, specifically providing relevant feedback.
- We will renew our focus on instructional and assessment practices to improve student reading comprehension.

LTIS has a Comprehensive School Health Plan (CSHP) that supports students in reaching their full potential as learners and as healthy, productive members of the school and greater community. The CSHP is based on three pillars of wellness:

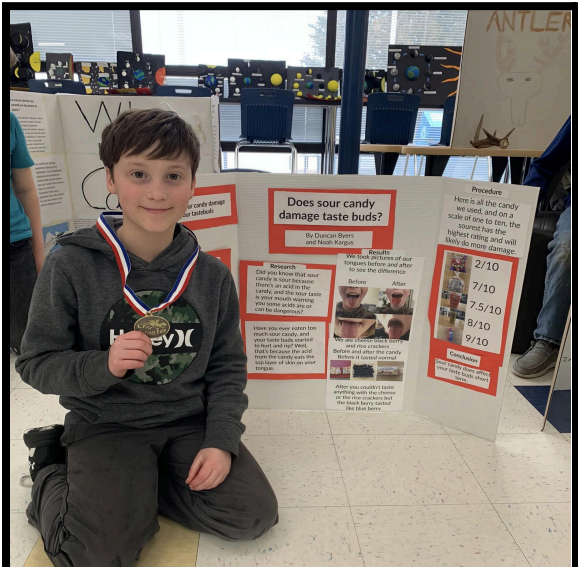
- Physical Health: daily outdoor physical activity is programmed and there is a wide variety of indoor and outdoor activities in which to participate.
- Nutritional Health: all students have daily access to healthy snacks and meals (when needed) at the school.
- Mental Health: students are learning to identify, and maintain, their mental health, as well as learning to understand its importance in one's overall health.

Our CSHP is supported internally with counseling services, staff fellowship, a *Multi-Sensory Environment* room and a fitness room. Our CSHP is supported externally through Family and Community Support Services (FCSS), the Mentorship Program, and through fellowship with parent/community volunteers.



Priority Three	Engagement
Alberta Education Assurance Area	Governance: Local and Societal Context
Decision making and assurance are based on a commitment to ongoing engagement, efficiencies and communication	
Outcomes	<p>Educational partners contribute towards student success</p> <p>Resources are effectively managed to ensure learning supports, quality teaching and leading and optimum learning for all</p> <p>The district is grounded in effective, transparent, equitable and evidence-based practices.</p>

Parental Involvement: Percentages of teachers and parents satisfied with parental involvement in decisions about their child’s education.						
	Number of Responses	LTIS 2023	LTIS Comparison to 2022 (+/-)	LTIS Comparison to Alberta 2023 (+/-)	LTIS 3 Year Average (2021 2023)	Alberta 3 Year Average (2021 2023)
Overall	56	77.7%	-10.4%	-1.4%	82.9%	78.9%
Parent	37	66.7%	-1.1%	-5.8%	73%	72.4%
Teacher	19	88.8%	-7.2%	+3.1%	92.8%	85.5%



Engagement Opportunities and Learnings

LTIS engages parents most frequently through its social media platforms and through email. Teachers email parent groups weekly to explain curricular outcomes being covered and to explain classroom learning systems, and other important classroom and school events.

LTIS admin sends regular emails to clarify and inform parents of decisions regarding programming, assessment, school events, and regarding other important school based decisions. Our school council meetings and fundraising committee meetings were accessible through two mediums: in person and through Zoom. Parents are pleased with communication at LTIS. Parents' preferred method of communication from the school is email. LTIS admin calls parents to solicit opinions of school programming and other decisions. We have a student survey that is given in May which gives important information to the school admin:

- Students appreciate the many outdoor activities, curricular activities and extracurricular activities offered at LTIS.
- Students enjoy learning.
- Students believe the LTIS staff works hard to help them learn.

LTIS sends reporting updates regarding academic progress (paper copies) to parents six times per year. Our internal data over the years indicated poor engagement with electronic reporting thus the decision to increase reporting frequency and to send home paper copies in addition to electronic copies. Informal data suggests sending paper copies significantly increases engagement.

Although we are in line with the provincial average, this past year there was a significant decline in our parental satisfaction related to parental involvement in decisions about their child. We have started implementing new engagement opportunities for parents such as:

- The establishment of a formal school council
- Family lunches followed by a quick parent feedback meeting

Prior to Covid, we had parent and community volunteers, on site, reading with students on a regular basis. We are still finding it difficult to find parent/community volunteers, but we will continue to recruit to continue with this program.

LTIS students, staff, families and community members engage in fundraising efforts during our annual Terry Fox run-a-thon, with our Break-A-Rule day, and every second year with the LTIS art auction. We have found that two fundraisers throughout the year is the right amount.

