



Aspen Grove School

Principal: Mike Humbke

Annual Education Results Report

2021-2022



**Grande Prairie
Public School
Division**
Every Student Succeeds



**ASPEN
GROVE
SCHOOL**

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   **GPPSD2357**

Aspen Grove School

Fall 2022 Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Aspen Grove School			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	90.1	88.1	n/a	85.1	85.6	n/a
	Citizenship	77.7	84.1	84.3	81.4	83.2	83.1
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6
	PAT: Acceptable	58.0	n/a	80.7	67.3	n/a	73.8
	PAT: Excellence	6.3	n/a	24.3	18.0	n/a	20.6
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0
	Education Quality	94.3	90.0	92.6	89.0	89.6	90.3
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.1	90.3	n/a	86.1	87.8	n/a
	Access to Supports and Services	82.8	80.7	n/a	81.6	82.6	n/a
Governance	Parental Involvement	80.5	81.6	78.9	78.8	79.5	81.5

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 and 2020/21 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. Participation in the Provincial Achievement Tests and 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. 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. 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.
6. 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.

Alberta Education Assurance Measures Results		Aspen Grove School				
Overall Multi Year Summary		2018	2019	2020	2021	2022
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	88.1	90.1
	Citizenship	75.6	84	84.7	84.1	77.7
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a
	PAT: Acceptable	80.6	80.7	n/a	n/a	58
	PAT: Excellence	34.4	24.3	n/a	n/a	6.3
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a
	Education Quality	87	90.8	94.3	90.0	94.3
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	90.3	86.1
	Access to Supports and Services	n/a	n/a	n/a	80.7	82.8
Governance	Parental Involvement	64.1	76.9	80.9	81.6	80.5

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

Our Education Plan is focused on:

Priority 1: Teaching and Learning

Outcome: Teachers engage in authentic assessment practices to gather rich data and develop deeper understanding of individual learners.

Evidence:

Figure 1 - 2021-2022 F&P Year End Results K-6

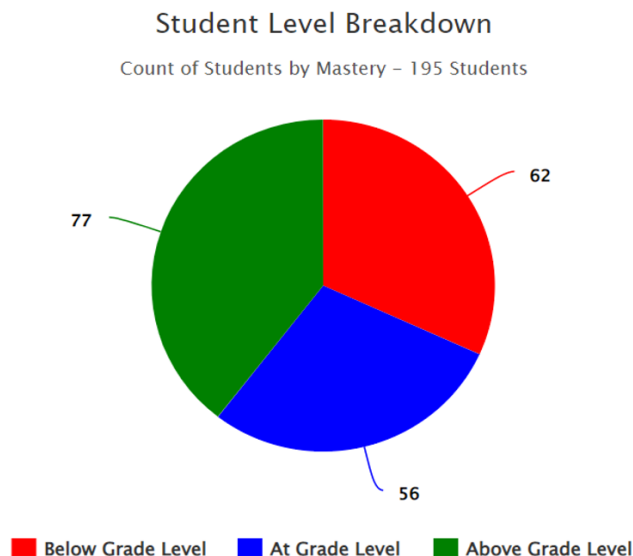
Figure 2 - Trend F&P Independent Results

Figure 3 - F&P Levels (Beginning and End of Year)

Figure 4 - PAT Trends 2017-2019

Figure 5 - 2022 MIPI Fall Data Results Grades 2-8

Figure 1 **2021-2022 F&P Year End Results K-6**

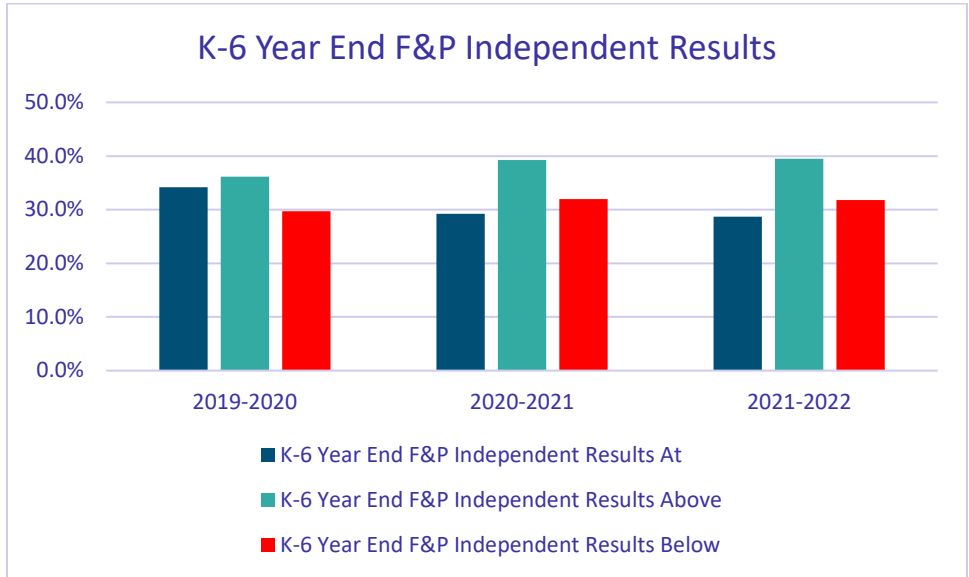


Our 2021-2022 F&P Year End Results (K-6) demonstrate:

- **29% of our students who were AT GRADE LEVEL,**
- **39% of our students who were ABOVE GRADE LEVEL, and**
- **32% of our students who were BELOW GRADE LEVEL.**

Previous years suggest similar percentages which emphasize the importance of including these F&P assessment results in future reports, so we can track and determine areas of growth and improvement (see Figures 1 and 2). Analyzing this data more in depth allows us opportunities to realize and visually represent our students progress.

Figure 2 Three Year Trend F&P Independent Results



Examining our 3-year F&P trend data, we discovered that our end of 2021 school year and 2022 school year results were nearly identical. Both years have 68% of students achieving AT or ABOVE grade level and 32% of the students scored BELOW grade level (See Fig. 2). This is an area we are targeting for improvement, and we will use this data to track continuous growth. We know we have students who are below grade level and our Grade 1-3 literacy intervention programs, as well as our classroom structures that support small group interventions, will positively impact these students. New this year is that we are including our Grade 4 students who have been identified as needing intervention in our Grade 1-3 groupings.

Figure 3 F&P Levels Grade Levels (Beginning and End of Year) AT, ABOVE, & BELOW

2021 - 2022 F&P Beginning <u>ABOVE</u> Grade Level Start of the Year				
Grade Level	Number of Students <u>ABOVE</u> at the start of year	End of the Year Remain Above	End of Year Dropped	End of Year Increased
Grade 1	11	11/11	0/11	
Grade 2	16	16/16	0/16	
Grade 3	8	7/8	1/8	
Grade 4	18	16/18	2/18	
Grade 5	18	12/18	6/18	
Grade 6	6	5/6	1/6	
TOTAL	77	67/77	10/77	

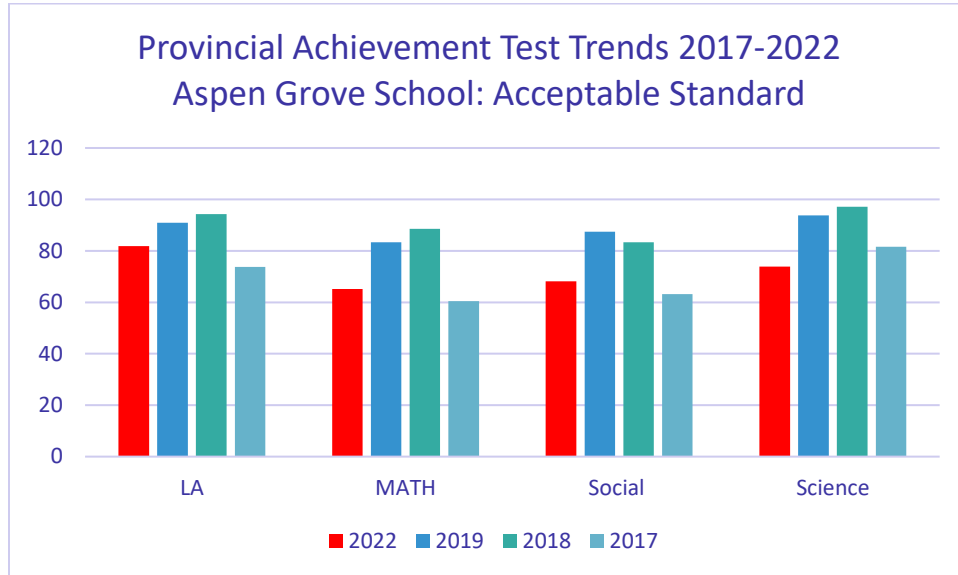
2021 - 2022 F&P Beginning <u>AT</u> Grade Level Start of the Year				
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Grade Level	Number of Students <u>AT</u> Grade Level at the start of year	End of the Year Remain At	End of Year Dropped	End of Year Increased
Grade 1	15	10/15	2/15	3/15
Grade 2	1	0/1	0/1	1/1
Grade 3	16	13/16	0/16	3/16
Grade 4	10	6/10	1/10	3/10
Grade 5	13	8/13	5/13	0/13
Grade 6	7	4/7	3/7	0/7
TOTAL	62	41/62	11/62	10/62

2021 - 2022 F&P Beginning <u>BELOW</u> Grade Level Start of the Year				
Grade Level	Number of Students <u>BELOW</u> Grade Level at the start of year	End of the Year Remain Below	End of Year Dropped	End of Year Increased
Grade 1	13	11/13		2/13
Grade 2	6	4/6		2/6
Grade 3	10	9/10		1/10
Grade 4	10	9/10		1/10
Grade 5	2	2/2		0/2
Grade 6	15	15/15		0/15
TOTAL	56	50/56		6/56

Figure 3 illustrates the number of students who have moved in their overall F & P level (BELOW, AT, ABOVE) over the course of the 2021 – 2022 school year. We know that literacy is the foundation to which all other learning occurs and this piece gives us insight into the potential areas of consideration when planning for student growth. We can celebrate that of the 139 students who started the year achieving AT or ABOVE grade level, 108 (77.7% of these students) were still achieving at these levels by the end of the year and did not lose ground. Further, we had another 16 students who increased their grade level of achievement from either AT to ABOVE or from BELOW to ABOVE grade level. We can also look at this same data for areas of growth. Overall, out of the 118 students who started AT or BELOW, 91 students (77.1%) remained at the same grade level of achievement. This leads us to further question as to what we can do to improve helping these students attain next grade level of achievement to ABOVE or AT. It is important to note, however, that we did see improvement within the grade level they started at. We also discovered that we had 21 of 139 (15.1%) students who dropped a grade level of achievement from ABOVE to AT and AT to BELOW. We want to prioritize our planning and instruction to ensure that students can make the biggest gains they are capable of.

Figure 4 PAT Trends 2017-2022 (Acceptable Standard)



Our multi-year PAT trend data (Figure 4) suggests evidence that the strategies we had implemented prior to Covid-19 disruptions were working and students were improving. Our 2022 PAT results show a drop in all scores, which we anticipated and understand. These lower scores are the result of both post-pandemic factors, as well as our Grade 6 class composition. In addition, this classroom experienced multiple teachers throughout the year, due to unforeseen circumstances, which unfortunately cause disrupted structures and learning.

Moving forward, we will be implementing strategies, structures, and time for teachers to collaboratively analyze the PAT results and make connections to curriculum. This will allow teachers to share information with our entire school staff, as some of the PAT questions build upon the understanding of curriculum and skills taught prior to Grade 6. Teachers will continue collaboratively planning and reflecting on their unit plans and assessments. This allows for comparisons, connections, and the sharing of effective instructional methods. In addition to this, having new curriculum introduced will enable teachers to key in on learner outcomes and be intentional in their lesson design and assessments for learning. All these key strategies support overall student growth and achievement.

Figure 5 2021 and 2022 MIPI Fall Data Results Grades 2-8

Summary	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
Possible Score	20		23		25		30		31		26		29	
YEAR	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022
Average Score	18 90%	16 80%	16 70%	15 65%	16 64%	18 75%	20 67%	19 64%	19 61%	20 67%	16 62%	17 64%	16 55%	17 58%
High Score	20 100%	20 100%	23 100%	21 91%	23 92%	24 96%	25 83%	29 97%	28 90%	30 97%	24 92%	25 96%	24 83%	29 100%
Low Score	12 60%	5 25%	6 26%	3 13%	11 44%	10 40%	11 37%	5 17%	3 10%	7 23%	3 11%	7 27%	6 21%	6 21%
Counted Submissions	21	44	31	34	38	34	33	39	26	38	52	35	45	44
Number of Low Scoring Questions	1	6	5	9	11	8	9	10	17	9	11	10	15	15

Our 2021 and 2022 MIPI results (see Figure. 5) serves as our comparable baseline data for supporting numeracy planning and instruction. The MIPI assesses the previous year’s numeracy outcomes, which assists teachers in understanding their students with regards to their competency of those mathematical outcomes. This initial data demonstrates that students, on average, are still missing approximately 30-40% of the previous year’s numeracy outcomes. Even further, we discovered that the percentage of students missing outcomes increases slightly from grade to grade, with our current Grade 8 students unfortunately missing 42% of the Grade 7 curricular outcomes. Overall, the Numbers strand is the area that we determined as the priority area for initial targeted improvement. This is followed by the Patterns and Relations strand. Together, these two mathematical strands will serve as the areas that teachers will be intentionally planning and purposefully instructing for targeted student growth and achievement.

Summary

Assessment is vital to ensuring student learning. Teachers use a variety of assessment tools to determine with accuracy where student understanding is, with respect to the curricular outcomes, at that given point in time. Assessment is proven to be the foundation piece for quality planning, necessary for instruction – be it individual, cohorts, or an entire class.

Through our review of this data, our school staff collectively agreed that including assessment as an outcome in our 3-Year Plan was necessary. This prioritizes assessment as a focus for our school and helps teachers plan with assessment at the forefront. They ensure specific strategies will be tailored to meet the needs of the students in their classroom. We have teachers who are genuinely interested in improving their assessment practices and who have made this their focus for their Inquiry-Based Professional Growth Plan. Our assessment strategies will be adjusted as needed over the next three years, so we can demonstrate continual improvement in this area and the engagement in this learning will positively impact student success.

Outcome: Quality planning and instruction for optimal achievement and increased motivation for all students.

Evidence

Figure 6 – Education Quality: Alberta Education Assurance Survey AND GPPSD Assurance Survey

Figure 7 – GPPSD Division Assurance Survey – Teacher Responses Professional Learning

Figure 6 Education Quality: Alberta Education Assurance Survey AND GPPSD Assurance Survey

Percentage of Parents, Students, and Staff agree:	Parents	Students	Staff
Improvement			
PQ3 – Improvement in Academic Growth and Achievement STQ3 – Improved as a Student SFQ5- We use Professional Learning Fridays to Support Growth that Focuses on Student Achievement			
2021	90.5	92.7	100
2022	94.6	94.3	100
Engagement			
PQ6 – Child Engaged in Learning STQ5 – Curious About the Things I am Learning			
2021	85.3	84.2	
2022	94.6	80.9	
Quality of Education			
PQ7 – Satisfied with the Quality of Education STQ14– Teachers Use What They Know About Me to Help me Learn			
2021	90.5	88.7	
2022	93.3	89.8	
PQ8 – Quality of Education Continues to Improve STQ12 – Teachers Support my Learning SFQ11 – Quality of Education Continues to Improve at our School			
2021	87.9	97.2	100
2022	92	95.5	100
High Expectations			
PQ10 – School has High Academic Expectations STQ8 – Teachers Expect me to do my Best SFFQ11 – School has High Expectations for all Students About their Behavior and Academics			
2021	93.1	92.7	100
2022	96	98.3	100

We arrived at planning and instruction as an outcome for our 3-year school plan through an examination of our results from our Alberta Education Assurance (AEA) survey and our Division Assurance Survey (Figure 6). We maintain that the quality of education that the students receive each day is directly influenced by teacher planning for quality lessons and overall instruction. This aligns with John Hattie’s research around Teacher Collective Efficacy, whereby the teachers understand that the decisions they make directly influence student learning. Our focus the past few years has been on instructional strategies, student engagement, and collaborative practices. Together, these have yielded above average satisfaction results by students, staff, and parents, as Figure 6 illustrates. We will build upon the successes we have been experiencing by targeting professional learning around evidence-based planning as our next step towards continued school improvement and improved student growth and achievement. Teachers will become more familiar with using student data to respond to the needs in the classroom. This in turn should result in improved student engagement, which unfortunately dropped in 2022 to 80.9% from 84.2% in 2021, as reported by students. Starting in February 2023, we will be creating student-based focus groups, giving them opportunity for input and voice around Aspen Grove School experience. Hearing directly from students in this capacity will allow us to adjust and include their ideas in our planning. Aligned with this should also be an improvement in how students report their teachers responding to their individual needs (STQ14), which increased slightly in 2022 to 89.8% from 88.7% in 2021.

Figure 7 GPPSD Division Assurance Survey – Teacher Responses Professional Learning

Division Assurance Survey – Percentage of teachers agree that	AG	GPPSD
At our school we use Professional Learning Fridays to support professional growth that focuses on student achievement		
2021	100	89
2022	100	94
At our school we use Professional Learning Fridays for collaboration related to our professional growth inquiry questions		
2021	100	90
2022	100	94
Administration provides feedback to staff on instructional practices using multiple strategies		
2021	100	86
2022	100	91

Our Professional Learning Fridays demonstrate our commitment to our 3-year plan. We continue to use proven research-based best practices (example: Robert Marzano, Tom Guskey, Adaptive Schools, Shelly Moore, Universal Design for Learning, etc.) to respond to students’ needs and ensure that we continue to improve as a school. What staff learn on our PL Fridays, they take into their classrooms to support individual student needs and plan lessons taking the student learning evidence that is

presented into account. In addition, we schedule individual teacher generative dialogue conversations to support their inquiry-based professional growth plan, which further strengthens their understanding and implementation of the shared PL Friday experiences. The leadership we intentionally provide our staff with is aimed at developing and improving the skills and capacity of our teachers. We are supporting our teachers to be better equipped, more knowledgeable, and better informed to plan for student learning needs in their classrooms.

Summary

Our commitment to communication and parental involvement in our school remains a priority. Our Facebook presence, our school newsletter, and our email communication all target involvement and sharing. We highlight various school celebrations, student experiences, key messaging, forward planning through “Gators at a Glance” (Week at a Glance) and showcasing school events to keep everyone informed and celebrate all we do at our school.

Sharing our 3-year plan with our school council and entire school community allows opportunities to highlight our outcomes and strategies that target continuous school improvement. This sharing allows for a better understanding of what we are doing on our Professional Learning Fridays, and as a staff every day, to ensure that students are improving their academic growth and achievement.

Priority 2: Inclusion

Outcome: Wellness - The emotional and physical well-being and mental health of all students and staff is supported.

Evidence

Figure 8: Division Assurance – Learning Environment

Figure 9: Alberta Education Assurance Survey – Five Year Trend Data Learning Environment/Citizenship

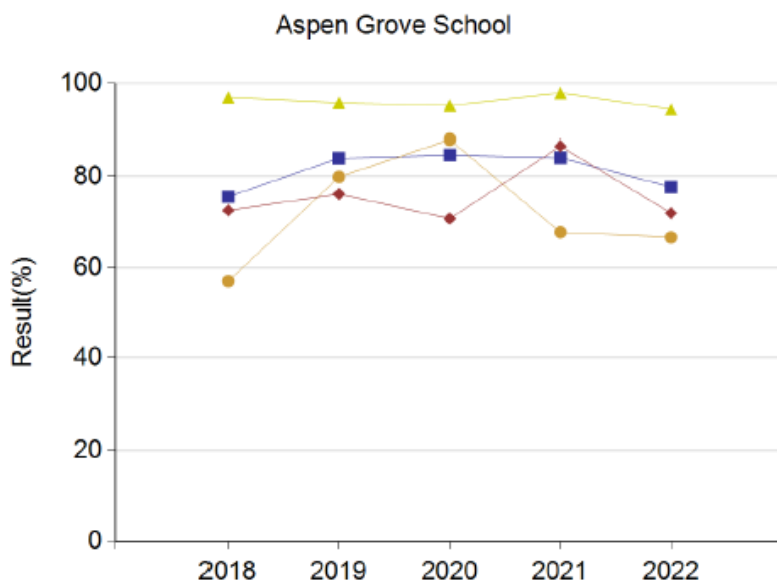
Figure 8 **Division Assurance Survey – Learning Environment / Citizenship**

	Parents	Students	Staff
School is Welcoming, Caring, Respectful and Safe Environment			
2021	93	93	99
2022	93	92	99
Student emotional, physical well-being and mental health is supported			
2021	93	89	100
2022	94	88	96
Child feels safe at school			
2021	96	92	100
2022	95	92	89
Students prepared and learning responsible citizenship			
2021	94	92	100
2022	96	95	100

Figure 9 Alberta Education Assurance Survey – Five Year Trend Data Learning Environment/Citizenship

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

	Aspen Grove School										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	103	75.6	150	84.0	118	84.7	123	84.1	163	77.7	High	Declined	Acceptable
Parent	7	57.1	30	79.9	20	88.0	18	67.8	17	66.7	Intermediate	Declined	Issue
Student	76	72.6	91	76.2	77	70.8	86	86.6	128	72.0	Very High	Maintained	Excellent
Teacher	20	97.0	29	95.8	21	95.2	19	97.9	18	94.4	High	Maintained	Good



Although the satisfaction level reported as high when referencing the data regarding Social Emotional/Physical Well-being and Mental Health (Figures 8 and 9), it is evident that students are reporting lower satisfaction levels than both staff and parents in both domains. Our 2022 AEA Survey yielded 66.7% for parent satisfaction and 72.0% for student satisfaction. Both are a drop of over 10%, which is concerning, but these are not in alignment with the 2022 Division Assurance Survey. Here, we see parents reporting 96% satisfaction and students reporting 95% satisfaction around students learning responsible citizenship. As a staff, we have discussed this and are responding to the lower AEA results. We are targeting this through things such as renaming our monthly Virtue Awards to Citizenship Awards. Staff are praising students and intentionally using the phrase, “active citizens” when giving back to our school. Our school and staff are committed to building responsible, caring citizens, while supporting all students in their social and emotional well-being in a safe, caring, and respectful environment. We know, however, that conflict can and will arise in any social setting where large numbers of diverse individuals come together. When we work through situations with students, we take a restorative approach with our goal being to teach and provide alternative responses when adverse behaviors are demonstrated. Our aim is to restore and promote positive relationships amongst

individuals moving forward. Our conversations surrounding resolution and next steps align with our virtue of the month for building character in kids and enhancing overall citizenship qualities. Over the past few years and continuing, we have placed a stronger emphasis on direct teaching of our Virtues of the Month at all grade levels, both within the classrooms and embedded into all school wide messaging and events. We also highlight the importance of being a GATOR and use our GATOR acronym widely:

G – Good person, A – positive Attitude, T – sets Targets, O – Outstanding student, R – Respectful and Responsible Citizen. This acronym is something that all staff and students can relate to, and it appeals to the greater sense of purpose in our expectations towards our mission, “striving for excellence in education and nurturing responsible, caring citizens.”

Summary

Our Wellness Outcome is far reaching and embedded in all areas of all classrooms. The emotional and physical well-being and mental health of all students and staff is supported through effective and positive relationships. As a staff, we use our Virtue of the Month program, and the PATHS and EMOZI resources to support understanding and establish baseline knowledge of social emotional learning.

A continuing practice to support our most at-risk students in this domain is our Support One Student “S.O.S.” initiative. Our S.O.S. program has Staff ‘adopting’ a student in our school that they believe will benefit from having an adult connect with them daily (beyond their classroom teachers). These staff then make intentional connections and are invested in their S.O.S. students, with the goal being to make a positive difference in their lives both in and out of school. Often our SOS students struggle with social interactions with peers, and do not have a strong social network at school or community. Our 2022 GPPSD School Assurance Survey shares that 15% of students report not having at least one adult at school to connect with. Ideally, we would like this number to significantly decrease to where we have all students reporting they have a trusted adult to connect with. The premise behind all of this is to provide opportunity for those students to have this connection daily to help support their sense of belonging, build their self-esteem and self-worth, decrease stress and anxiety, and increase overall well-being.

We have hosted several school wide and community events with the intention of bringing our school community together. This was especially important this year, with the boundary adjustments and the addition of over 100 students who were new to our school. Events such as our Welcome Back BBQ, our Meet the Teacher evening, our school dances, our Winter Carnival Celebration, our Literacy Week events, and all our extra-curricular opportunities all target student engagement and building engaged, responsible, caring citizens.

Outcome: Diverse Needs/Differentiation - Teachers implement strategies to meet the needs of all students.

Evidence

Figure 10: Aspen Grove School Student Attendance Percentage

Figure 11: Aspen Grove School Demographics - 5 Year Trend

Figure 12: GPPSD Assurance Survey - Student Supports

Figure 10 Aspen Grove School Student Attendance Percentage (attending 75% - 100% of the time)

Student Attendance	AG			GPPSD		
	All	FNMI	ELL	All	FNMI	ELL
2021-2022	91	70	92	84	78	87
2020-2021	91	86	94	89	83	90
2019-2020	94	93	94	93	90	93
2018-2019	91	87	92	89	83	90

At Risk Attendance (attending 50% - 75% OR less than 50% of the time)

2018 –2019 Students attending 50% - 75% of the time

- Whole school – 6.57% (0.27% attending less than 50%)
- ELL – 7.41% (0 % attending less than 50%)
- FMNI – 13.58% (1.23% attending less than 50%)

2019 - 2020 Students attending 50% - 75% of the time

- Whole school - 1.06% (0 less attending less than 50%)
- ELL – 0%
- FMNI – 2.99% (0% attending less than 50%)

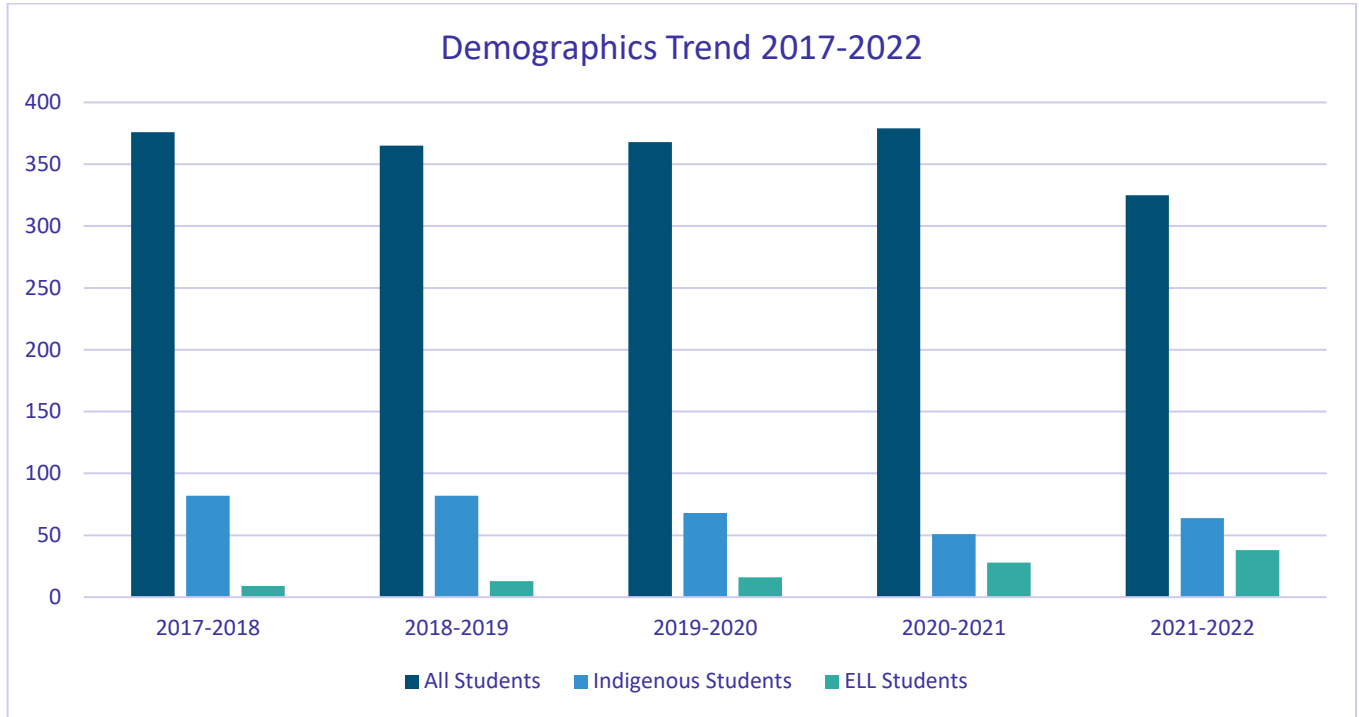
2020-2021 Students attending 50% - 75% of the time

- Whole school – 5.02% (0.8% attending less than 50%)
- ELL – 0%
- FMNI – 14% (2% attending less than 50%)

2021 - 2022 Students attending 50% - 75% of the time

- Whole school – 10.9% (2.4% (8 students) attending less than 50%) = 13.3% total
- ELL – 7.89% (0% (0 students) attending less than 50%) = 7.89% total
- Indigenous – 21.1% (8.4% (6 students) attending less than 50%) = 29.5% total

Figure 11: Aspen Grove School Demographics - 5 Year Trend



There is a positive relationship between regular school attendance and overall success at school. We know that when students are absent for any reason, they are missing out on valuable instruction and learning opportunities, which can have a negative impact on their overall academic achievement. Chronic absenteeism is defined as missing 10% of school or more. When we look at our entire student population in terms of attendance, our overall student average illustrates that our attendance does not present as one of concern re: chronic absenteeism (See Figure 10). We also discovered that our attendance data is similar to that of our Division over these years as presented in figure 10. We believe that our commitment and focus on improving attendance with the “Everyday Matters” communication made a positive difference, as we saw attendance improve across all demographics between the 2018/19 and the 2019/20 school years. However, these attendance rates declined in the 2020/21 and in 2021/22 school years to that of 2018/19 levels. Our assumption is that COVID 19 was a contributing factor. Also consistent with Division data is the comparison between the attendance rates appear show our FNMI student population with lower attendance rates overall (see Figure 10).

When we dig deeper into the data, we can further determine that at Aspen Grove School, our FNMI population is at an increased risk for all chronic absenteeism threshold points compared to other demographics of learners. This is of significant concern given that our FNMI students account for approximately 20% of our entire population, yet several FNMI students present as being our chronic non-attenders. In contrast, our ELL student population is our smallest demographic (Figure 11), yet our ELL students present as having the fewest concerns regarding attendance.

Developing strategies to support all students attending regularly, with specific targeted support for those highest at risk, remains our priority moving forward. To assist us towards this goal, we have contracted an Elder for our Elder-in-Residence Program for the 2022-2023 school year. This was accomplished with the help of our Indigenous Liaison in efforts to increase awareness of Indigenous culture and bring Indigenous teachings into the school. Formalizing this partnership is twofold - to support our school in our Indigenous foundational knowledge, and to support our Indigenous community in seeing themselves and their culture as an ingrained and important part of our school, that they can identify and connect with. This will re-engage some of our indigenous families to our school, to intern positively impact relationships and student attendance.

Figure 12 : GPPSD Assurance Survey - Student Supports

Number and Percentage of Parents agree:	Parents	
	#	%
PQ15 Satisfied with the opportunity to participate in development of IPP or IBSP		
2021	28	75
2022	11	73
PQ16 Quality of supports		
2021	28	61
2022	11	73
PQ17 Access to supports		
2021	28	61
2022	11	73
PQ18 Staff's ability to meet learning needs in IPP or IBSP		
2021	28	64
2022	11	82
PQ19 Staff's ability to meet medical, behavioral and/or social/emotional needs		
2021	28	68
2022	11	82

Summary

Overall, our entire Aspen Grove Staff are passionate and demonstrate daily care towards all students and families. We are proud of the work we do and see significant increases in measures related to our abilities to care for and support our students and families. We are committed to our families, and we will continue to provide the highest quality education possible to their children. Our 2022 Division

Assurance Survey results our staff reporting 94% satisfaction in their ability to access supports to effectively teach students with unique learning needs at our school. Yet, our parents reported 73% satisfaction rate on similar question, to which we will target communication and highlight our support and structures with parents and our school community for their awareness. Our intervention programs, our various supports in place for academic improvement, our small group classroom instruction, and our staff professional learning around planning for quality education for all diverse learners are all aimed at helping support students with unique learning needs. We will intentionally share our structures and successes in our newsletters, at our school council meetings, on our social media sharing, and in our day-to-day dialogue with our school community.

Our 2021-2022 school year has been informative in our data analysis. We have established several new baseline data that we will continue targeting and examining for ongoing improvement. Our results continue to inform our planning and indicate the positive impact our school structures have on students and staff. As we become more familiar with the data and programs that assist us in analyzing this data, we will be more informed to continue our planning and organization that help us meet our mission statement of **“striving for excellence in education and nurturing responsible, caring citizens”**.