

École Agnes Davidson



2021 /2022 Annual Education Results Report

Explore, Discover, Create!

Explorer, Découvrir, Créer!

Division Vision Statement: Learners are innovative thinkers who are successful, confident, respectful and caring.

Together, we cultivate une communauté française where life-long learners gain confidence, take risks, and persevere.



Division Mission Statement : Lethbridge School Division is inclusive, forward-thinking and accountable for engaging students in quality learn-

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Alberta Education Assurance Measures Overall Summary

Assurance Domain	Measure	Ecole Agnes Davidson School			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	82.6	84.6	n/a	n/a	n/a	n/a
	Citizenship	82.4	85.5	92.0	Very High	Declined Significantly	Acceptable
	3-year High School Completion	n/a	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	n/a
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.7	96.2	95.2	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.7	89.1	n/a	n/a	n/a	n/a
	Access to Supports and Services	69.9	82.5	n/a	n/a	n/a	n/a
Governance	Parental Involvement	74.7	78.2	79.5	Intermediate	Maintained	Acceptable

École Agnes Davidson is a French Immersion Single Track School serving students from across Lethbridge. It has a population of about 540 students ranging from Kindergarten up to Grade 5. French Immersion is intended to be an inclusive program of choice for students with varying physical and cognitive abilities or even English Language Learners. Students must begin the program in Kindergarten or Grade 1 and generally do not enter the program partway through the elementary years. Students entering French Immersion do not need to have any prior experience in French nor have a French speaking parent in the home. École Agnes Davidson is committed to creating a French milieu within the city of Lethbridge where students can flourish and experience the French language and culture while developing skills to be critical thinkers and contributing members of society.

Highlights

Looking at the assurance domains, École Agnes Davidson draws strength in Citizenship and Quality of Education. We have also shown growth and improvement in the measure of Creating a Welcoming, Caring, respectful, and Safe Learning Environment from the previous year.

Challenges to Address

École Agnes Davidson does have some challenges to be addressed in the coming year. It is very clear that we have made a significant decline in the perception of Student's Access to Supports and Services. We will be mindful of our language and addressing these supports with stakeholders. We are also low with the perception of Parental Involvement and again, our commitment is to be mindful to highlight parental opportunities to our community. The results also show us that the perception of Quality of Education is down from previous years. This will be of highlight for us to ensure all stakeholders feel as they we have a high quality program and are supporting students needs.

Assurance Measure: Citizenship

Teacher, parent and student agreement that students model the characteristics of active citizenship

	School												
	2018		2019		2020		2021		2022		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	117	88.6	117	90.3	113	93.7	96	85.5	131	82.4	Very High	Declined Significantly	Acceptable
Parent	14	82.6	19	84.2	17	85.9	20	92.0	30	84.7	Very High	Maintained	Excellent
Student	80	90.0	81	89.2	72	97.9	53	67.3	84	73.3	Very High	Declined Significantly	Acceptable
Teacher	23	93.0	17	97.6	24	97.4	23	97.3	17	89.3	Intermediate	Declined	Issue

Although students have an increased sense of citizenship from the previous year, there is a decline in the perception from both the parents and the teachers. It will be a focus to create and emphasize citizenship opportunities for our students. Opportunities include; book buddies, water drive for Sage clan, Toonies for Terry, lunch buddies, Grade 5 leadership group, foster child bake sale, Christmas toy drive, foodbank drive, lunch time helpers, student leadership with Feel Good Friday, and kindness notes to our community neighbors for some examples.

It is also a focus to increase our feelings of citizenship in continuing the work to bring two distinct school populations into one. Entering the second year of boundary changes, and no longer in pandemic restrictions, we will continue to build a milieu français. We will be hosting Grade level assemblies, clubs and activities, special presentations, and cultural opportunities, etc. all with the goal of building citizenship with our students.

DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Assurance Measure: Student Learning Engagement

Teacher, parent and student agreement that students are engaged in their learning at school.

	School												
	2018		2019		2020		2021		2022		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	n/a	n/a	96	84.6	131	82.6	n/a	n/a	n/a
Parent	n/a	n/a	n/a	n/a	n/a	n/a	20	96.7	30	87.6	n/a	n/a	n/a
Student	n/a	n/a	n/a	n/a	n/a	n/a	53	58.5	84	67.9	n/a	n/a	n/a
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	23	98.6	17	92.2	n/a	n/a	n/a

Student engagement is important to us as a learning community. The results show that the perception from parents and teachers is quite different than from the students. To support student engagement we will continue to work on best practices in teaching. Knowing we have diverse learners, our programming should reflect the learning needs. This year, to support our teaching, we are seeking French Immersion Professional Learning that meet the criteria of best practice in a French Immersion context. A focus will also be on being mindful of our teaching practices and that we are varying the learning opportunities for our students. We strive for authentic and engaging learning.

DOMAIN: TEACHING AND LEADING

Assurance Measure: Education Quality

Teacher, parent and student satisfaction with the overall quality of basic education.

	School												
	2018		2019		2020		2021		2022		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	117	91.6	117	94.6	113	95.7	96	96.2	131	91.7	Very High	Declined	Good
Parent	14	82.1	19	86.7	17	89.2	20	95.0	30	85.2	Very High	Maintained	Excellent
Student	80	100.0	81	98.1	72	100.0	53	97.1	84	93.8	Very High	Declined	Good
Teacher	23	92.8	17	99.0	24	97.9	23	96.4	17	96.1	High	Maintained	Good

Although we have declined in this area from last year, parents and teachers have maintained in satisfaction over the last three years. We believe that as Parental Involvement, perceived Access to Supports, and Student Citizenship increase, we will see a correlation in the Quality Teaching. It would also be assumed that as we access more quality and applicable Professional Learning to our school context, the Quality of Education would also increase. Administration is committed to hiring the best staff which supports quality teaching and best practice.

DOMAIN: LEARNING SUPPORTS

Assurance Measure: Welcoming, Caring, Respectful, and Safe Learning Environment

Teacher, parent and student agreement that learning environments are welcoming, caring, respectful and safe.

The percentage of teachers, parents and students who agree that their learning environments are													
	School										Measure Evaluation		
	2018		2019		2020		2021		2022				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	n/a	n/a	96	89.1	131	89.7	n/a	n/a	n/a
Parent	n/a	n/a	n/a	n/a	n/a	n/a	20	96.3	30	90.9	n/a	n/a	n/a
Student	n/a	n/a	n/a	n/a	n/a	n/a	53	78.0	84	82.4	n/a	n/a	n/a
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	23	93.1	17	95.7	n/a	n/a	n/a

Both teachers and students have increased with their feelings of safety whereas parents have somewhat declined. This is a question we addressed with parents in the fall of 2022 at School Council. The idea was to solicit ideas and suggestions to increase the feeling of safety. Parents contributed many ideas pertaining to school conversations around Pride, inclusion and diversity, and supporting truth and reconciliation. Although a polarized conversation amongst the parents in terms of viewpoints, it was well received by parents and thought provoking. We learned that from the perspectives of this parent group a Welcoming, Caring, Respectful, and Safe Learning Environment has its cornerstones in supporting diverse students.

DOMAIN: LEARNING SUPPORTS

Assurance Measure: Access to Supports and Services

Teacher, parent and student agreement that students have access to the appropriate supports and services at school.

	School										Measure Evaluation		
	2018		2019		2020		2021		2022				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	n/a	n/a	96	82.5	130	69.9	n/a	n/a	n/a
Parent	n/a	n/a	n/a	n/a	n/a	n/a	20	86.7	29	50.0	n/a	n/a	n/a
Student	n/a	n/a	n/a	n/a	n/a	n/a	53	75.2	84	81.3	n/a	n/a	n/a
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	23	85.7	17	78.3	n/a	n/a	n/a

Students indicated that they have access to the supports and services they require. However, parents have deep concerns with the access to supports with staff indicating some concerns. Work in the school will revolve around continuing to reframe what it means to support a student (it's not just an Educational Assistant) and to be explicit with parents and the language we use when discussing what supports are provided to the students. It is important that we emphasize with all stakeholders that students get what students truly need.

DOMAIN: LEARNING SUPPORTS

Assurance Measure: Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School													
	2018		2019		2020		2021		2022		Measure Evaluation			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	
Overall	37	76.4	36	73.4	41	85.6	43	78.2	46	74.7	Intermediate	Maintained	Acceptable	
Parent	14	68.6	19	56.4	17	75.3	20	69.5	29	62.6	Low	Maintained	Issue	
Teacher	23	84.2	17	90.5	24	95.8	23	86.8	17	86.9	Intermediate	Maintained	Acceptable	

Teachers indicate that Parental Involvement is acceptable. Parents, though, continue to demonstrate a concern in this domain. Parents, in the French Immersion community, are heavily involved and invested in their child's education. Reframing the language and highlighting how we have invited parents into the school community are strategies to support this discrepancy.

At Agnes Davidson, we value parental involvement. Parents have many occasions to volunteer either in the classroom reading or working on learning opportunities with students as well as for the whole school community through our hot lunch program , book fairs, sports days, and other School Council initiatives.

At Agnes Davidson, we also value creating a learning space which is welcoming for all. We are committed to having difficult conversations if needed and speaking the truth, in an age appropriate fashion, to our students about supporting all individuals in our school. There have been varying viewpoints from our parent community on speaking of Pride, diversity and Truth and Reconciliation.

SUPPLEMENTAL MEASURE: Program of Studies

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education

	School												
	2018		2019		2020		2021		2022		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	37	87.9	36	87.1	41	85.3	43	91.6	46	85.7	Very High	Maintained	Excellent
Parent	14	90.0	19	85.3	17	83.1	20	90.5	29	77.8	High	Maintained	Good
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Teacher	23	85.8	17	88.8	24	87.4	23	92.7	17	93.7	Very High	Maintained	Excellent

Agnes Davidson is committed to creating a school culture which encompasses a broad spectrum of studies. Being a French Immersion school, we by nature, create a unique learning opportunity for students. Within the regular classroom teaching, students have access to fine arts, technology, and physical education. In addition, we have a vibrant extra-curricular music program offering a variety of choirs servicing close to 300 students, a very strong handbell choir, yoga club, arts and crafts clubs, running club to name a few examples. Part of our struggles are that we have so many students wanting to access these opportunities, we have to be creative by making learning blocks for choir for example.

SUPPLEMENTAL MEASURE: Lifelong Learning

	School												
	2018		2019		2020		2021		2022		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	36	56.8	34	63.0	41	59.6	38	92.4	40	77.2	High	Improved	Good
Parent	13	50.0	17	53.3	17	48.4	17	90.9	24	58.1	Low	Maintained	Issue
Teacher	23	63.6	17	72.7	24	70.8	21	93.9	16	96.3	Very High	Improved	Excellent

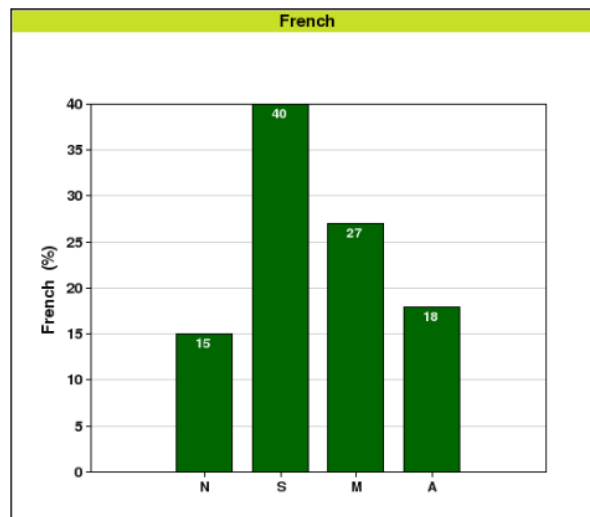
The development of life long learners is a priority for staff at Ecole Agnes Davidson School. Staff engagement in the creation of thinking classrooms is evident. Staff confidence in creating life long learners through the development of thinking schools, best practice, community engagement and social emotional competence is reflected in the teacher data. In contrast, parents perception of students as Life Long Learners remains an issue. Parent understanding of the skills required of our students to be competent, contributing citizens has changed. Efforts to raise awareness of the development of the whole child will remain an area of focus. Inviting parents into our school community to witness the development of inquisitive contributing citizens is important. As we work towards increasing Parent Involvement, we anticipate an increase in the perception of Students as Life Long Learners. Strategies to support the issue with parent perception of students as Life Long Learners include communication with parents through various media forms, sharing our WHY, inviting parents into their child's learning, living in our Mission and Vision and ongoing reflection of the skills required of our students to be passionate, curious life long learners.

School Priority: To what extent does the creation of a French Milieu support the acquisition of the French language, culture, and confidence in students in a French Immersion setting.

Performance Measures: Students are given the opportunity to practice French outside of the classroom to many different people.

Students were asked: "I have the opportunity to practice my French outside of the classroom to many different people."

- Never (N)
- Sometimes (S)
- Most of the Time (M)
- Always (A)



In building a French Immersion school within a single-track context, it is the endeavor to provide students with the opportunity to speak French as much as possible and not just within the walls of the classroom. This has been a priority since becoming a single-track school. It is the goal, to move the 15% indicating never having the opportunity to speak French outside of the classroom closer to 0. We are continually looking at ways to increase the amount of French through the visuals throughout the school, special presentations in French, the expectation of speaking in French in the halls and playground, and making it a commitment to hire staff, of varying school responsibilities, who will engage in French with the students. This is the first year of asking this question and as we build the culture of a single-track school, we are curious as to how this data shifts.