

Date: February 26, 2025 **Agenda Item:** 8.1

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Shawna Warren, Superintendent

Subject: **Alberta Education Assurance Survey Updates 2024-2025**

Background:

In December, the Sturgeon Public School Division Board of Trustees took a proactive step in advocating for improvements to Alberta’s provincial data collection and reporting processes. The Board sent a [formal advocacy letter](#) to Minister Nicolaides, aligning with concerns previously raised by Wolf Creek Public Schools. The letter emphasized the need for refinements to enhance the usefulness, accuracy, and timeliness of data collected through Provincial Achievement Tests (PATs), Diploma exams, and stakeholder surveys.

Key recommendations included:

- **Survey Design Improvements:** Addressing issues such as the misleading impact of “don’t know” responses in parental surveys and refining the ‘Parental Involvement’ measure to ensure more accurate feedback.
- **Survey Distribution & Accessibility:** Advocating for a modernized survey distribution process to increase parent participation.
- **Data Timeliness & Relevance:** Highlighting the challenges posed by the delayed release of PAT and Diploma data, which hinders school planning and Annual Education Results Reports (AERR) submissions.
- **Data Interpretation Clarity:** Calling for clearer thresholds for significance to prevent misinterpretations of minor statistical fluctuations.
- **Addressing Data Suppression:** Recommending strategies to ensure equitable representation in data collection, particularly for underrepresented groups such as Indigenous and English as an Additional Language (EAL) students.

In response to this advocacy, the Government of Alberta has implemented changes for the 2024/2025 school year, marking a significant step forward. A recent government email outlines improvements to the Alberta Education Assurance Survey, scheduled to run from February 18 to March 21, 2025. Notably, the government has introduced:

- **Online Distribution of Parent Survey Codes:** Schools can now access and distribute unique parent random access codes electronically through the Extranet, improving accessibility and participation rates.

- **Enhanced Access to Student and Teacher Survey Codes:** Schools can retrieve and request additional random access codes more efficiently via the Online Survey Admin application.
- **Continued Paper Survey Option:** To maintain inclusivity, paper surveys will still be available for school authorities that have requested them in previous years.

This development demonstrates progress in addressing the concerns raised by the Board, particularly in improving survey distribution and accessibility to enhance response rates and data reliability. These changes support more meaningful data collection, allowing school divisions to better assess educational outcomes and inform decision-making. Sturgeon Public School Division will continue to advocate for further refinements to ensure data collection and reporting processes provide the most accurate and useful insights for schools, students and families.

Status & Relationship to Superintendent Leadership Quality Standard (SLOS):

This report aligns with the [SLOS](#) in the following way:

COMPETENCY:	(1) Building Effective Relationships
INDICATORS:	a. collaborating with community and provincial agencies to address the needs of students and their families; e. establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations; and f. facilitating the meaningful participation of members of the school community and local community in decision-making.
COMPETENCY:	(3) Visionary Leadership
INDICATORS:	c. promoting in the school community a common understanding of and support for the school authority's goals, priorities and strategic initiatives.
COMPETENCY:	(4) Leading Learning
INDICATORS:	d. promoting collegial relations, collaboration, critical thinking and innovation in the school community; and g. ensuring school authority student assessment and evaluation procedures are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership.
COMPETENCY:	(6) School Authority Operations and Resources
INDICATORS:	e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.

COMPETENCY:	(7) Supporting Effective Governance
INDICATORS:	d. ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities; and l. facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities.

Governance Implications:Education Act

Board responsibilities

33(1) A board, as a partner in education, has the responsibility to
(b) be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes

Accountability of board

67(1) A board shall develop and implement a reporting and accountability system on any matter the Minister prescribes.

(2) A board shall disseminate any information in the reports and accounts produced under the reporting and accountability system it develops under subsection (1) to students, parents, electors or the Minister in the manner the Minister prescribes.

(3) A board shall use any information in the reports and accounts produced under the reporting and accountability system it develops under subsection (1) in the manner the Minister prescribes.

Policy 225: Role of the Board

Assurance and Accountability

The Board shall be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes [Education Act s. 33(1)(b)]. Specifically, the Board:

4. Develops and implements a reporting and accountability system on any matter the Minister prescribes; and
5. Disseminates any information, in the reports and accounts produced, under the reporting and accountability system to students, parents, electors and/or the Minister in the manner the Minister prescribes.

Stakeholder Engagement and Communication

The Board shall provide, where appropriate, for the engagement of parents, students, staff and the community, including municipalities and the local business community, in Board matters, including the Board's plans and the achievement of goals and targets within those plans.

Collaboration

22. Acts as an advocate for public education and the Division.
23. Identifies issues for advocacy on an ongoing basis.

[Policy 225: Appendix A - Advocacy Plan](#)

ENHANCE student participation and involvement in decisions that affect their education and school experience.

ENGAGE people in their communities to build value for and facilitate their participation in the public education of our students.

ESTABLISH relationships with external organizations to broaden support for schools, facilitate new opportunities for funding, and enhance student and community wellbeing.

ENCOURAGE innovation in Division projects that are directly related to enhancing student achievement and success.

[Policy 700: Superintendent of Schools](#)

The Superintendent of Schools provides the Board with information, advice, and support required for the fulfillment of its governance role. The Superintendent plays a critical and collaborative role in supporting the leadership of the Board by advising, informing, and supporting the Board to address current and emerging issues.

Administration is prepared to respond to questions at the February 26, 2025, Public Board meeting.

Attachment(s):

Not applicable.