

DATE: November 1, 2016

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Strategic Plan Update: Priority 1 Goal Three: Success Beyond Schooling

ORIGINATOR: Sandra Stoddard, Executive Director, Governance, Strategic Services and Support for Schools

RESOURCE

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REFERENCE: N/A

ISSUE

The purpose of this report is to provide the Board of Trustees with an update of the District's Strategic Plan for Priority 1 Goal Three: Success Beyond Schooling. Using information and data from Alberta Education's Accountability Pillar and from the 2015 District's Feedback Survey, this report focuses on areas of success and areas for growth, and is part of Administration's commitment to providing the Board of Trustees with ongoing updates on progress relative to the District Strategic Plan. This analysis will also help to inform the District's direction for the 2016-2017 operational year.

BACKGROUND

In 2014, Edmonton Public Schools formally launched its District Strategic Plan for the 2014-2018 term. The District Strategic Plan has three priorities with 10 supporting goals and outcomes. The plan serves to provide common direction and alignment between the work of the Board of Trustees, the Superintendent and District staff. The plan provides the foundation for a District culture of evidence-based decision-making, assurance, and accountability.

In 2015, the District joined Alberta Education's Assurance Pilot Project. The Assurance Model provides a framework for the District to report directly on how we are doing relative to the goals and outcomes in its 2014-2018 Strategic Plan, rather than reporting on Alberta Education's Business Plan. This is foundational to creating clarity and congruence across the District relative to our local priorities.

CURRENT SITUATION

Each year, Alberta Education requires school jurisdictions to submit a Three-Year Education Plan (3YEP) and an Annual Education Results Report (AERR) by November 30. The 3YEP/AERR reports the results from all 10 of the goals and outcomes in the District's Strategic Plan from the previous school year, and highlights the District's strategies to advance its strategic priorities over the next three years. This year, with the flexibility afforded through the Assurance Pilot, the District has established a new Assurance and Public Board Reporting Cycle in support of completing the AERR/3YEP. For the 2016-2017 school year, at each public board meeting, a high level overview and an analysis of results for one or two District Strategic Plan goals and outcomes will be presented. Trustees felt that reporting on one or two goals versus the entire Strategic Plan, would allow them to engage in more meaningful dialogue on

results and strategies for moving forward thus demonstrating greater assurance and transparency to the public. As such, a monthly reporting cycle, with links to the AERR report was developed to achieve the following outcomes:

- To establish a planning and reporting cycle that considers when local and provincial data is available for analysis and to inform timely decisions.
- To use evidence to inform programming decisions that promote success for all students.
- To support a cycle of continuous improvement and reinforce how results and data drive District planning and reporting.
- To interpret and report on results in a manner that demonstrates assurance and transparency.

For this report, data has been gathered from two key sources: the Accountability Pillar and the 2015 District Feedback Survey. Results are provided for the District overall. Additionally, where possible, the data is further disaggregated to enable the examination of achievement for First Nations, Métis and Inuit students, English language learners (ELL), and students requiring specialized supports and services.

KEY POINTS

- The Strategic Plan Update: Success Beyond Schooling report (Attachment I) provides information, data and descriptions of initiatives highlighting areas of success and growth relevant to the District Strategic Plan.
- The Strategic Plan Update: Success Beyond Schooling report contains data gathered from two key sources: the Accountability Pillar and the 2015 District Feedback Survey.

ATTACHMENTS and APPENDICES

ATTACHMENT I Strategic Plan Update: Success Beyond Schooling

Strategic Plan Update: Success Beyond Schooling

Introduction

Completing high school is a critical step for students in creating a positive future for themselves. Among the key priorities of education is to support all of our students in being successful both in school and life. Young people are facing increasingly complex decisions as they build their awareness, understanding and readiness to pursue a variety of potential life pathways. The District has a role to play in providing opportunities for students to develop the foundational knowledge, competencies and attitudes necessary for a life of dignity and fulfillment.

High school completion provides a strong foundation essential to career success, further study and in life. As such, Edmonton Public School Board (EPSB) has identified Success Beyond Schooling as a key goal in the District Strategic Plan, with the targeted outcome that more students complete high school and are connected to career pathways that support their transition to post-secondary studies or the world of work.

To meet this goal and outcome in our Strategic Plan, starting in Kindergarten and extending through high school, the District is focusing its efforts on providing students with opportunities to learn about themselves, explore multiple possibilities as well as set goals and make plans. Through this work, the District is focusing on developing confident, well-rounded citizens and is supporting students to achieve their personal goals and become competent, successful, and contributing members of society. This is being accomplished through the delivery of instruction and student-centred learning activities and experiences that connect to the Programs of Study.

The purpose of this report is to provide the Board of Trustees with an update on the progress the District is making in achieving this outcome. Alberta Education has a number of measures in its Accountability Pillar that provides the District with a range of data to monitor progress in relationship to student achievement and growth, and includes data in support of measuring students' preparation for lifelong learning, the world of work, and citizenship. As such, this data has been used to identify Key Performance Indicators (KPI) to measure growth towards the achievement of the goal of Success Beyond Schooling.

As such, the first section of this report highlights the results of the KPI data including:

- High School Completion rates within three, four and five years of entering Grade 10
- Dropout rates of students aged 14 to 18
- Four or more diploma exams being written by students within three years of entering Grade 10
- Transition to post-secondary (including apprenticeship) rates within six years of entering Grade 10
- Accountability Pillar Survey results
- 2015 District Feedback Survey results

The second section of this report provides an analysis of the results of each of the KPIs. It begins with background information including the context of today's classrooms, followed by an analysis of the data to highlight strengths and potential opportunities for growth. The third section highlights strategies that were implemented in the 2015-2016 school year that may account for the growth. The report concludes with a summary of Priority Strategies for 2016-2017 school year to address potential areas for improvement.

SECTION ONE: KEY PERFORMANCE INDICATORS (KPIs) FOR PRIORITY I GOAL THREE: SUCCESS BEYOND SCHOOLING

Outlined below is a summary of the data for the KPIs identified for this goal and outcome. The results highlight data for the past five years in order to support the District in conducting a trend analysis.

Additionally, where possible, the data is further disaggregated to enable the examination of achievement for First Nations, Métis and Inuit students, English language learners (ELLs), and students requiring specialized supports and services. It is important to note that a more detailed analysis of achievement data with respect to closing the achievement gap for our First Nations, Métis and Inuit students will be coming as a Strategic Plan Update report to public board at a future date.

Key Performance Indicator			Results (in percentages)						Evaluation
			2011	2012	2013	2014	2015	2016	Improvement
HIGH SCHOOL COMPLETION									
Percentage of students who completed High School within three, four, and five years of entering Grade 10 (Source: Accountability Pillar)	3-yr	Overall	69.4	70.8	70.2	72.6	72.3		Improved Significantly
		ELL	63.2	62.1	62.6	63.5	68.9		+
		FNMI	31.7	31.7	30.2	39.8	38.3		-
		Specialized Supports	30.9	32.8	29.8	37.5	43.4		+
	4-yr	Overall	73.6	74.6	75.2	75.3	77.6		n/a
		ELL	67.7	72.4	71.5	72.6	70.1		n/a
		FNMI	34.2	36.8	37.1	37.0	46.8		n/a
		Specialized Supports	35.0	39.8	39.1	38.1	46.5		n/a
	5-yr	Overall	76.3	76.7	77.3	77.9	78.4		n/a
		ELL	65.6	72.1	75.4	77.2	78.4		n/a
		FNMI	40.1	39.0	42.5	41.8	43.3		n/a
		Specialized Supports	35.9	40.2	44.0	44.4	44.9		n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship (Source: Accountability Pillar)	Overall	n/a	n/a	n/a	n/a	59.3		Baseline	
	ELL	n/a	n/a	n/a	n/a	44.2		Baseline	
	FNMI	n/a	n/a	n/a	n/a	32.7		Baseline	
	Specialized Supports	n/a	n/a	n/a	n/a	20.8		Baseline	
Annual dropout rate of students aged 14 to 18. (Source: Accountability Pillar)	Overall	4.8	3.8	3.2	3.0	3.0		Improved Significantly	
	ELL	6.3	3.6	4.6	2.5	1.5		-	
	FNMI	9.9	8.2	8.4	6.3	8.5		+	
	Specialized Supports	9.7	7.4	6.3	5.0	5.9		+	
Percentage of students writing four or more diploma exams within three years of entering Grade 10 (Source: Accountability Pillar)	Overall	58.7	61.0	59.0	59.2	60.1		Maintained +	
	ELL	59.8	62.5	55.8	53.2	61.1		+	
	FNMI	15.2	19.2	16.8	20.2	20.3		+	
	Specialized	8.5	11.3	10.9	10.4	13.3		+	

Key Performance Indicator		Results (in percentages)						Evaluation	
		2011	2012	2013	2014	2015	2016	Improvement	
Supports									
ESSENTIAL SKILLS FOR SUCCESS BEYOND SCHOOLING									
Percentage of students in Grades 7-12 who indicate they are confident or comfortable with the skills they possess that are essential for success beyond schooling (Source: District Feedback Survey roll up Q 19d, 19e, 19f, 19g, 20a, 20c, 20d, 20e, 20f, 20g, 20h, 20i, 21a, 21b, 21f, 21g)						86		Baseline	
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school (Source: Accountability Pillar)		81.0	80.6	82.1	82.3	83.4	84.0	Improved Significantly	
Percentage of Grade 7 and 10 students reporting that they get the help they need planning for a career (Source: Accountability Pillar)		68	69	68	n/a	67	66	-	
Percentage of parents and teachers satisfied their child or students demonstrate the knowledge, skills and attitudes necessary for lifelong learning (Source: Accountability Pillar)		67.9	68.1	68.8	69.1	70.5	70.8	+	
TRANSITIONS/CAREER PLANNING									
Percentage of High School students who transition to post-secondary (including apprenticeship) within six years of entering Grade 10 (Source: Accountability Pillar)	Overall	59.1	61.5	61.1	61.4	61.1		Maintained -	
	ELL	58.2	59.6	62.3	67.4	63.6		-	
	FNMI	27.1	25.3	25.0	26.6	26.3		-	
	Specialized Supports	21.6	21.5	23.8	24.3	22.8		-	
Percentage of staff, students, parents, and community that report Edmonton Public Schools prepares students to transition to the next level of education or the world of work (Source: District Feedback Survey roll up Q 9d, 22a, 22b, 25c, 28a, 28b, 7b, 14b)						83.1		Baseline	
STUDENT ACHIEVEMENT									
Overall percentage of students in Grade 6 and 9 who achieved the acceptable standard and the standard of excellence on Provincial Achievement Tests (Source: Accountability Pillar)	Acceptable Standard	Overall	n/a	76.6	77.2	76.5	76.4	77.4	Improved +
		ELL	n/a	62.0	64.4	67.7	68.9	73.6	+
		FNMI	n/a	51.1	55.9	52.5	52.0	55.0	+
		Specialized Supports	n/a	43.9	49.1	48.9	50.3	55.3	+
	Standard of Excellence	Overall	n/a	23.4	23.9	23.5	23.8	25.1	Improved Significantly +
		ELL	n/a	11.0	13.3	13.3	16.3	20.1	+
		FNMI	n/a	5.8	6.4	6.4	8.7	7.4	-
		Specialized Supports	n/a	9.5	14.3	16.3	18.2	25.7	+

Key Performance Indicator			Results (in percentages)						Evaluation
			2011	2012	2013	2014	2015	2016	Improvement
<u>Overall percentage of students who achieved the acceptable standard and the standard of excellence on diploma examinations (Source: Accountability Pillar)</u>	Acceptable Standard	Overall	n/a	81.6	82.1	83.2	82.5	83.6	Improved Significantly
		ELL	n/a	68.2	66.3	67.5	69.3	70.8	+
		FNMI	n/a	73.8	74.1	76.0	75.7	79.7	+
		Specialized Supports	n/a	64.8	66.8	65.1	64.7	69.2	+
	Standard of Excellence	Overall	n/a	19.7	21.7	22.0	22.4	23.4	Improved Significantly
		ELL	n/a	12.6	16.8	14.6	14.4	15.6	+
		FNMI	n/a	7.0	8.6	8.9	10.4	9.3	-
		Specialized Supports	n/a	5.9	5.2	6.0	6.2	7.0	+

SECTION TWO: ANALYSIS OF RESULTS

Context of Results

Preparing students for their futures and equipping them to be productive contributors to society, whether as post-secondary students, members of the workplace or citizens in the community, is one of the priority outcomes of public education. The fact that the District has identified in its Strategic plan the goal of Success Beyond Schooling, is an indicator that this is a priority for Edmonton Public Schools as well. In order to meet this goal, the District continues to provide students with opportunities to build their awareness, understanding and readiness to complete high school and live a life of dignity and fulfillment. Throughout K-12, students are provided opportunities that focus on the development of foundational knowledge, competencies and attitudes that will support them in being successful in school and enable them to transition into post-secondary and/or the world of work. Success beyond high school is a collective responsibility that requires at all levels, teachers getting to know students as individuals, helping every student develop their strengths and talents, recognizing areas for growth and developing appropriate programming that inspires and maximizes opportunities for students to succeed.

The following section provides an analysis of provincial data and local District data for each of the KPIs. Where possible, the data is further analyzed to enable the examination of achievement for First Nations, Métis and Inuit students, ELLs, and students requiring specialized supports and services. This level of information enables the District to further understand areas of strength and areas for growth to target improvement initiatives moving forward.

High School Completion

There are many paths students may take to completing their high school education. These include:

- a High School Diploma
- a Certificate of High School Achievement
- a Certificate of School Completion
- a High School Equivalency Diploma

Alberta Education tracks Grade 10 students for six years to determine the percentage of students who complete high school in three, four, or five years. The percentage reported includes these four types of accreditation.

Overall, the District's high school completion rate has increased over the past five years. The percentage of students who completed high school in three years increased from 69.4 per cent in 2010-2011 to 72.3 per cent in 2014-2015. Furthermore, over the same period, the four-year completion rate increased from 73.6 per cent to 77.6 per cent, and the five-year completion rate increased from 76.3 per cent to 78.4 per cent. While improving, the District's high school completion rate is slightly lower than the province, which had a 76.5 per cent three-year completion rate; 81.0 per cent four-year completion rate, and 82.1 per cent five-year completion rate in 2014-2015.

When the District high school achievement data is disaggregated to reflect the achievement of First Nations, Métis and Inuit students, ELLs and students requiring specialized supports and services, the results demonstrate that:

- While the First Nations, Métis, and Inuit students' three-year completion rate decreased 1.5 per cent from the previous year, the high school completion rates have increased over the past five years. First Nations, Métis, and Inuit students three-year completion rate increased 6.6 per cent from 31.7 per cent in 2010-2011 to 38.3 per cent in 2014-2015, the four-year completion rate increased 12.6 per cent from 34.2 per cent in 2010-2011 to 46.8 per cent in 2014-2015, and the five-year completion rate increased 3.2 per cent from 40.1 per cent in 2010-2011 to 43.3 per cent in 2014-2015.
- ELL three-year completion rate increased 5.4 per cent from the previous year, increasing from 63.5 per cent to 68.9 per cent. Of particular note, ELL student's five-year completion rate increased 12.8 per cent over the past five years from 65.6 per cent in 2010-2011 to 78.4 per cent in 2014-2015, and the four-year completion rate increased 2.4 per cent over the past five-years from 67.7 per cent in 2010-2011 to 70.1 per cent in 2014-2015.
- Students requiring specialized supports and services three-year completion rate increased 5.9 per cent from the previous year, increasing from 37.5 per cent to 43.4 per cent. Of particular note, over the past five years, high school completion rates have increased for students requiring specialized supports and services. The three-year high school completion rate increased from 12.5 per cent from 30.9 per cent in 2010-2011 to 43.4 per cent in 2014-2015, the four-year completion rate increased 11.5 per cent from 35 per cent in 2010-2011 to 46.5 per cent in 2014-2015, and the five-year completion rate increased 9.0 per cent from 35.9 per cent in 2010-11 to 44.9 per cent in 2014-2015.

Dropout Rate

While many factors can influence why a student may drop out of school, the student dropout rate can be an indicator of how well the needs of students at risk of not completing high school are being addressed in the K-12 system. The dropout rate shows student enrolment patterns and can enhance understanding of high school completion rates.

Overall, the District's dropout rate for students between the ages of 14 and 18 decreased 1.8 per cent from 4.8 per cent in 2010-2011 to 3.0 per cent in 2014-2015. The District slightly outperformed the provincial dropout rate of 3.2 per cent in 2014-2015.

When the District dropout rate data is disaggregated to reflect the achievement of First Nations, Métis and Inuit students, ELLs and students requiring specialized supports and services, the results demonstrate that:

- The First Nation, Métis and Inuit students' dropout rate increased 2.2 per cent over the previous year, but decreased 1.4 per cent over the past five years from 9.9 per cent in 2010-2011 to 8.5 per cent in 2014-2015. Despite the fact that we are making positive gains in our 5 year data related to high school completion and dropout rates, the 2015-2016 data signals a need to look further.
- ELL students' dropout rate decreased 1.0 per cent over the previous year, and decreased 4.8 per cent over the past five years from 6.3 per cent in 2010-2011 to 1.5 per cent in 2014-2015. This is positive when compared with the provincial dropout rate for ELL students at 2.4 per cent in 2015-2016.
- Students requiring specialized supports and services had a dropout rate that slightly increased 0.9 per cent over the previous year, but decreased 3.8 per cent over the past five years from 9.7 per cent in 2010-2011 to 5.9 per cent in 2014-2015.

High School Transition Rate

Alberta Education tracks Grade 10 students for six years after high school to determine if students entered a post-secondary level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program. Out-of-province enrolment is estimated. The high school to post-secondary transition rate is one measure that can demonstrate the effectiveness of the province's K-12 education system in ensuring students are ready for further education and training.

Overall, the District's six-year high school transition rate increased 2.0 per cent over the past five years from 59.1 per cent in 2010-2011 to 61.1 per cent in 2014-2015. The District slightly outperformed the provincial high school transition rate of 59.4 per cent in 2014-2015. Of particular note, approximately 40.0 per cent of students transition into post-secondary or apprenticeship program within four years of Grade 10, with approximately 20.0 per cent of students transitioning in the fifth or sixth year after Grade 10.

When the District high school transition rate data is disaggregated to reflect the achievement of First Nations, Métis and Inuit students, ELLs and students requiring specialized supports and services, the results demonstrate that:

- The First Nations, Métis and Inuit six-year high school transition rate remained fairly steady compared to the previous year, but decreased slightly by 0.8 per cent over the past five years from 27.1 per cent in 2010-2011 to 26.3 per cent in 2014-2015. The four-year transition rate has increased slightly from 10.4 per cent in 2010-2011 to 12.4 per cent in 2014-2015.
- ELLs six-year high school transition rate decreased 3.8 per cent from the previous year, but increased 5.4 per cent over the past five years from 58.2 per cent in 2010-2011 to 63.6 per cent in 2014-2015. This is higher than the provincial six-year transition rate for ELLs at 61.3 per cent in 2015-2016. Of particular note, more students are taking more time to transition into a post-secondary or apprenticeship program, as the 2010-2011 high school transition rate was 45.6 per cent compared to 29.1 per cent in 2014-2015.
- Students requiring specialized supports and services six-year high school transition rate decreased slightly by 1.5 per cent over the previous year, but increased 1.2 per cent over the past five years from 21.6 per cent in 2010-2011 to 22.8 per cent in 2014-2015. The four-year transition rate increased slightly by 0.6 per cent over the past five years from 10.7 per cent in 2010-2011 to 11.3 per cent in 2014-2015.

Accountability Pillar Survey and District Feedback Survey Results

Each year, Alberta Education delivers surveys to teachers, students and their parents to gather information on the quality of education provided by school authorities and their schools. Furthermore, the District delivers the District Feedback Survey to staff, students, parents, and community to gain perspective related to the District's Strategic Plan.

Related to the District's desired outcome that more students complete high school and are connected to career pathways that support their transition to post-secondary studies or the world of work, the District monitors several perception measures from Alberta Education's Accountability Pillar Survey:

- The percentage of parents and teachers who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school increased slightly by 0.6 per cent over the previous year, and increased 3.0 per cent over the past six years from 81.0 per cent in 2010-2011 to 84.0 per cent in 2015-2016. Provincially, the result was 82.6 per cent in 2015-2016.
- The percentage of parents and teachers satisfied their child or students demonstrate the knowledge, skills and attitudes necessary for lifelong learning increased slightly by 0.3 per cent over the previous year, and increased 2.9 per cent over the past six years from 67.9 per cent in 2010-2011 to 70.8 per cent in 2015-2016. Provincially, the result was 70.7 per cent in 2015-2016.
- The percentage of Grade 7 and 10 students reporting they get the help they need planning for a career was 68 per cent in 2010-2011 compared to 66 per cent in 2015-2016.

The District also conducted its own feedback survey in 2015:

- 86 per cent of students in Grades 7–12 indicated they are confident or comfortable with the skills they possess that are essential for success beyond schooling.
- 83.1 per cent of staff, students, parents and community indicated agreement that the District prepares students to transition to the next level of education or the world of work.

Rutherford Scholarship

The Rutherford Scholarship recognizes and rewards the academic achievements at the high school level and encourages students to pursue post-secondary studies. Eligibility of the scholarship is calculated by determining the percentage of Alberta Grade 12 students who have an average of 75 per cent or higher in eligible Grade 10, 11, or 12 courses.

Overall, 59.3 per cent of Grade 12 students were eligible for a Rutherford Scholarship in 2014-2015, compared to the provincial result of 60.8 percent.

When the Rutherford Scholarship data is disaggregated to reflect the achievement of First Nations, Métis and Inuit students, ELLs and students requiring specialized supports and services, the results demonstrate that:

- First Nations, Métis, and Inuit students who were eligible for a Rutherford Scholarship was 32.7 per cent in 2014-2015. Provincially, 31.9 per cent of First Nation, Métis, and Inuit Students were eligible for a Rutherford Scholarship in 2014-2015.
- ELL students who were eligible for a Rutherford Scholarship was 44.2 per cent in 2014-2015.
- The results for students requiring specialized supports and services who were eligible for a Rutherford Scholarship was 20.8 per cent in 2014-2015. This percentage reflects those students identified with a coding of academic challenge.

Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.

Link to Student Achievement and High School Completion

The results of research analyzing the link between student academic achievement at various grade levels and high school completion is well documented. The District's diploma and Provincial Achievement Test (PAT) results are trending upward as are high school completion rates. Creating a culture that engages students and promotes student growth is critical to achieving our goal of success beyond schooling.

Diploma Examinations

Overall, the District continues to show growth in achievement in Diploma exams (English Language Arts 30-1 and English Language Arts 30-2, French Language Arts 30-1, Mathematics 30-1, Mathematics 30-2, Social Studies 30-1, Social Studies 30-2, Biology 30, Chemistry 30, Physics 30, Science 30). The per cent of District students who achieved the acceptable standard on diploma exams increased by 1.1 per cent over the previous year, and 2.0 per cent over the past five years from 81.6 per cent in 2011-2012 to 83.6 per cent in 2015-2016. Provincially, 85.0 per cent of students achieved acceptable standard in 2015-2016. Furthermore, the per cent of District students who achieved standard of excellence on diploma exams increased by 1.0 per cent from the previous year, and 3.7 per cent over the past five years from 19.7 per cent in 2011-2012 to 23.4 per cent in 2015-2016. Provincially, 21.0 per cent of students achieved standard of excellence in 2015-2016. In particular, the District outperformed the provincial results in Math 30-1 and Math 30-2.

When diploma exams are disaggregated to reflect the achievement of First Nations, Métis, and Inuit students, ELLs and students requiring specialized supports and services the results demonstrate:

- For ELL students, the per cent of students who achieved acceptable standard increased 1.5 per cent from the previous year and increased by 2.6 per cent over the past five years from 68.2 per cent in 2011-2012 to 70.8 per cent in 2015-2016. The per cent of students who achieved standard of excellence increased by 1.2 per cent from the previous year, and increased by 3.0 per cent over the past five years from 12.6 per cent in 2011-2012 to 15.6 per cent in 2015-2016.
- For First Nations, Métis, and Inuit students, the per cent of students who achieved acceptable standard increased by 4.0 per cent from the previous year, and increased by 5.9 per cent over the past five years from 73.8 per cent in 2011-2012 to 79.7 per cent in 2015-2016. This is higher than the provincial results showing that 78.2 per cent of First Nations, Métis, and Inuit students achieved acceptable standard on diploma exams in 2015-2016. The per cent of students who achieved standard of excellence decreased by 1.1 per cent from the previous year and increased by 2.3 per cent over the past five years from 7.0 per cent in 2011-2012 to 9.3 per cent in 2015-2016.
- For students requiring specialized supports, the per cent of students who achieved acceptable standard increased 4.5 per cent from the previous year and increased by 4.4 per cent over the past five years from 64.8 per cent in 2011-2012 to 69.2 per cent in 2015-2016. The per cent of students who achieved standard of excellence increased by 0.8 per cent from the previous year, and increased by 4.4 per cent over the past five years from 5.9 per cent in 2011-12 to 7.0 per cent in 2015-2016.

Provincial Achievement Tests (PATS)

Overall, the per cent of District students who achieved the acceptable standard on diploma exams increased 1.0 per cent from the previous year, and increased 0.8 per cent over the past five years from 76.6 per cent in 2011-2012 to 77.4 per cent in 2015-2016. Provincially, 73.6 per cent of students achieved acceptable standard in 2015-2016. Furthermore, the per cent of District students who achieved standard of excellence on all PAT exams increased by 1.3 per cent from the previous year and

increased 1.7 per cent over the past five years from 23.4 per cent in 2011-2012 to 25.1 per cent in 2015-2016. Provincially, 19.4 per cent of students achieved standard of excellence in 2015-2016.

When PATs are disaggregated to reflect the achievement of First Nations, Métis, and Inuit students, ELLs and students requiring specialized supports and services the results demonstrate:

- For ELL students, the per cent of students who achieved acceptable standard increased by 4.7 per cent from the previous year, and increased by 11.6 per cent over the past five years from 62.0 per cent in 2011-2012 to 73.6 per cent in 2015-2016. The per cent of students who achieved standard of excellence increased by 3.8 per cent from the previous year, and increased by 9.1 per cent over the past five years from 11.0 per cent in 2011-2012 to 20.1 per cent in 2015-2016. Provincially, 68.7 per cent of ELL students achieved acceptable standard and 14.8 per cent of ELL students achieved standard of excellence.
- For First Nations, Métis, and Inuit students, the per cent of students who achieved acceptable standard increased by 3.0 per cent from the previous year and increased by 3.9 per cent over the past five years from 51.1 per cent in 2011-2012 to 55.0 per cent in 2015-2016. The per cent of students who achieved standard of excellence decreased by 1.3 per cent from the previous year and increased by 1.6 per cent over the past five years from 5.8 per cent in 2011-2012 to 7.4 per cent in 2015-2016. Provincially, 52.4 per cent First Nations, Métis, and Inuit students achieved acceptable standard on PATs, while 6.3 per cent achieved standard of excellence.
- For students requiring specialized supports and services, the per cent of students who achieved acceptable standard increased by 5.0 per cent from the previous year, and increased by 11.4 per cent over the past five years from 43.9 per cent in 2011-2012 to 55.3 per cent in 2015-2016. The per cent of students who achieved standard of excellence increased by 7.5 per cent from the previous year, and increased by 16.2 per cent over the past five years from 9.5 per cent in 2011-2012 to 18.2 per cent in 2015-2016. Provincially, 52.6 per cent of students requiring specialized supports achieved acceptable standard, and 14.6 achieved standard of excellence.

SECTION THREE: 2015-2016 STRATEGIES

The District's focus on promoting learning environments that engage, inspire, and encourage students to stay on course with their K–12 journey and see it through to completion has contributed to the positive results achieved during the 2015-2016 school year.

To assist Alberta School Jurisdictions in successfully increasing their high school completion rates, Alberta Education has designed a High School Completion Strategic Framework (HSC) around the following areas for action. For each area, the strategies implemented by the District have been highlighted below:

1. Successful Transitions

Students face a variety of challenges as they transition from grade to grade, from school to school, and from school to work and post-secondary. When schools work collaboratively, the probability of successful transitions is increased significantly and high school completion is positively impacted.

The District has intentionally organized school groupings based on high school catchment areas (feeder schools). This structure has supported and enabled the continuity of addressing student needs between elementary, junior high, and senior high and has created an environment of shared ownership of students on their K–12 journey. Resource and information sharing among schools around student/school needs; the sharing and exchange of knowledge, talents and innovations

among school staff through equity projects; and the provision of consistent central support including equity fund resources has supported teachers in having more opportunities to collaborate with their colleagues to identify best practices to enhance the success for students from K–12.

2. Tracking Progress

Monitoring student, school and jurisdiction data is at the core of the early identification of trends and factors that may contribute to a student not completing high school. The District is committed to evidence-based decision-making that assesses results to inform planning and action that will systematically see all schools show improvement over time.

In support of an evidence-based decision-making culture, each fall, as District schools work to develop their school improvement plans, they review their results, highlight trends, and identify strategies for the coming year. This process allows schools to critically look at and analyze their school's data and determine areas of strength and opportunities for growth as they respond to their local school context and aim to meet the needs of their unique communities. In the 2015-2016 school year, this same work was conducted at the catchment level. Catchments examined their data and based on the results of their catchment, established goals and identified strategies in support of achieving those goals to support improvement.

Student growth and achievement is monitored at the school and catchment level to identify programming needs and implement interventions. Beginning in the 2015-2016 school year the District embarked on a journey to develop a Dashboard that would provide school leaders with key, meaningful data in support of data analysis as they plan and support student growth and success. The dashboard is intended to allow District leaders to monitor and measure student growth to inform practice and support action. It was designed to allow school leaders to see multi-year data about their students. In addition, school leaders will have the ability to view their school's results in relationship to their catchment, the District, and the Province (where applicable) and will also have the option to filter their data by a variety of attributes, e.g., grade, subject. The ability to drill down to a student level also exists to see information about individual students specific to a school. Flags have also been built into the Dashboard around key predictors of students being at risk of not completing high school. This real time data will assist schools in targeting early, those students who will require additional supports to keep on track for high school completion.

3. Student Engagement and Partnerships

Foundational to strong academic achievement and student success is an education system that values student engagement and fosters a culture of learning that is relevant and meaningful to the students it serves. Through the flexibility of such things as Dual Credit, locally developed courses, and high school redesign the system has set the foundation that enables schools to create learning opportunities that are responsive and relevant to the students they serve. Examples include the following:

- amiskwacy Academy entered into a dual credit opportunity with Grant MacEwan University. Students registered in the Aboriginal Studies 30 course earned their high school credits, experienced learning on campus at a post-secondary institution and also received credit at the post-secondary level. In this example the post-secondary institution also benefited from our teachers' expertise and knowledge specific to the content area and students were able to experience academic success in the post-secondary environment. This approach to learning assisted many students in seeing themselves on an educational path beyond high school. Many other schools also have provided dual credit opportunities for their students,

- partnership between Terra Centre and Braemar School—by leveraging Terra Centre’s knowledge and capacity to provide child care and parenting supports to young parents directly into the school community, Braemar has created an environment that is responsive to the unique needs of the students it serves. Having a school that enables young parents to balance and address the needs of their children within their own learning experience is critical to enabling many young parents to continue with their educational journey. Without the supports and services provided at school by Terra Centre, many of the students of Braemar School would not currently be pursuing their own learning.

These are just two of the examples representing the various ways that schools across the District are providing learning opportunities that are meaningful and supportive to the success of their students and many more exist. However, this work is not done in isolation. As demonstrated in both of these examples, the ability to engage students in a tailored or unique learning experience was made possible through partnership with a key community stakeholder. Collaborative partnerships are an essential component in supporting successful high school completion. Below are additional ways the District has supported student engagement, as well as ways it has partnered with industry and other organizations to create these unique and flexible learning experiences for students:

- Increased Certification and Accreditation: Many opportunities exist for students to access certification and accreditation to better prepare them to transition beyond high school. For example, in 2015-2016:
 - 1,690 District students achieved lifelong international credentialing for their second language proficiency. Opportunities were provided for students in Chinese (Mandarin), French, German, Japanese, and Spanish.
 - Eight High Schools offered the Advanced Placement Program (AP) to 2,204 students. AP is an internationally recognized program that prepares students to experience college or university-level courses while enrolled in high school. Additionally nine Junior High Schools offered Pre-Advanced Placement.
 - Eight high schools offered the International Baccalaureate Program (IB) to 3,826 students. IB is a program that challenges students to be successful in school and prepares them for post-secondary education and to be an active lifelong learner in a global society. Additionally two Elementary Schools and two Junior High Schools offered the IB Primary and Middle Years Program.
 - 165 District students participated in the Registered Apprenticeship Program (RAP) that allowed high school students to begin their apprenticeship training while going to high school. The Registered Apprenticeship Program is a program for high school students in Grade 10, 11 or 12 throughout Alberta. Students receive five CTS credits for every 125 hours worked (to a maximum of 40 credits), receive an hourly wage (at least minimum wage), become a registered apprentice with Alberta, and get a jumpstart on a possible career.
 - three District Students participated in the Green Certificate Program which like the RAP program offers certificate specializations in the agriculture sector and provides students with access to the first level of an agricultural apprenticeship.
 - The District offers programming supports for students in gaining real-world experience with hands-on career courses through CTS modules.
- Career Planning Portfolio Tool: As part of the Career Pathways project, the District implemented the career planning portfolio, MyBlueprint, to enable students to identify their learning competencies and skills. This is a goal setting tool that engages students in planning and making informed

decisions about their future. Three of the District's 13 catchments participated in the first phase of implementation, with over 30,000 students in 53 schools using the program.

- Learning through Experiences: The new Ministerial Order on student learning calls for cross curricular integration of learning into real world experiences. District schools embrace project-based learning as an approach to creating learning environments that provide students with real-world experiences. In addition, Career Pathways has broadened competency development by providing opportunities for students to connect their learning to real-world experiences. District students are provided with various experiences and hands-on learning opportunities to help them discover their interests, see the connection between school and real life, and to make informed choices about their schooling and to build critical skills for success beyond school. This was accomplished through some of the following opportunities:
 - 2008 District students participated in Work Experience programs that enabled students 15 years or older to become involved in a new learning experience off-campus. After completing the prerequisite "Workplace Safety Systems," students were able to use a paid or volunteer position to explore a future career and receive practical on-the-job training; all while earning high school credits. Students developed work search strategies and tools to access a registry of employers partnered with the District or use local, provincial, and national job banks to seek employment. Students who were employed by an approved worksite earned between 3 and 30 credits, 15 of which may be used towards their high school diploma.
 - Expanded three experiential learning programs to provide students with opportunities to discover their interests and to make informed choices about their schooling:
 - Entrepreneurial Adventure (EA) was expanded from 13 to 28 Grade 3 and 4 classes
 - Financial Literacy linked to school curriculum and mentored new schools involved with the Junior ATB program.
 - Investigate! Invent! Innovate (I³) had an increased participation rate of 67 per cent and created a Google+ community to foster collaboration and communication between participating teachers
 - Piloted an online Workplace Safety Systems course (HSC 3000) to enable more students to access the required course before participating in off-campus experiences. Between February and June 2016, 209 evaluations were completed by students from 15 District schools, who achieved an average of 79.21 per cent. Revised the online program with July 2016 summer students. The revised version was officially launched in September 2016.
 - Supported implementation of Alberta Education's Career and Technology Foundations (CTF) curriculum by identifying school leads to support teachers through building resources and establishing parameters to assess the CTF outcomes. For example, a database of projects has been created and additional resources are being shared.
- Alternative way of reaching the students: There are many options for completing high school if a three year plan does not work for students. Centre High Campus is a dynamic high school for fourth and fifth year students wanting to upgrade and explore post-secondary and career pathways. The Campus provides programming for students to complete or upgrade their high school diploma requirements, but more importantly, it allows any student a 'gap year' to explore and experience opportunities that help to inform their future choices, and help them to build self-awareness, and develop key community, collaboration and leadership skills. Centre High's post-secondary, business, and government partnerships provide ladder opportunities to support student career plans. Their Career Centre assists students to identify career goals and provides career and post-secondary advice while the Academic Support and Online Centre provides a multitude of print and electronic

resources to improve achievement in core subjects. The online resources and teaching staff provide flexible and continuous access to all Centre High Campus programs. One on one assistance is available throughout the day to all students to address academic, career, and personal needs.

- Centre High is one example of how the District offers alternative ways of engaging with students in support of their individual success and the goal of success beyond schooling. Other examples of sites that provide learning environments and programming flexibility include but are not limited to:
 - Argyll Centre—a distributed learning school, offering students a variety of ways to learn across distance. Programs include home education, where parents design the student’s program according to the Home Education Regulation, and a blended program that includes some teacher-led subjects and some parent-directed subjects. Argyll also offers teacher-directed short-term instruction in the home. Another option offered is LearnNet and LiveOnline, which give students a variety of resources and technologies to connect with teachers and peers. Parents can choose to work in partnership with the teacher if students are using LearnNet and LiveOnline. Argyll Centre also offers teacher-led programs for students with special needs and severe special needs, and the Caraway Program—on-site, project-based learning for Kindergarten to Grade 9. In addition, high school students up to the age of 20 can take summer school through correspondence or online.
 - Metro Continuing Education provides flexible and diverse learning opportunities for students of all ages. They deliver a broad range of classes in neighbourhood schools to help people explore their interests and achieve their goals, including courses for District staff to help them enhance their performance. Offerings include academic success programming, English language services, personalized business and computer training, and diverse leisure and recreation courses.
 - Braemar supports students who are pregnant or parenting and works in partnership with Terra Centre to provide basic needs assistance and parenting resources. At Braemar, students are engaged with a full range of academic and career and technology studies, have access to flexible scheduling, self-directed learning and work experience programs.
 - Learning Stores, which offer an educational alternative for students who find that the traditional High School setting does not meet their learning needs. Learning Store programs fit the life and learning styles of students who are returning to school, who enjoy learning independently, who are employed, who are ‘upgrading’ their course marks or just need flexibility in their schedules. Students work on individualized courses and are also encouraged to participate in work experience programs which are a key component of Learning Stores programming.
 - Specialized Programs, which offer programming supports for students unable to complete their studies at school due to medical conditions, emotional or behavioural challenges, or young offender status. These programs are delivered in partnership with community agencies, government or hospitals. Students are assessed for program eligibility and placed into an appropriate programming reflective of their needs or circumstances. Participating students receive support in building their academic, social and independent living skills. These specialized programs enable children and youth facing challenging life circumstances to continue with their learning.
- Student Voice and Governance: Youth engagement facilitates competency development (e.g., critical thinking, information management, innovation, communication, etc.), and also promotes the development of students as engaged thinkers and ethical citizens with an entrepreneurial spirit as described within the Ministerial Order for Student Learning.

Youth engagement in public education reflects our District's cornerstone values and supports the District's Strategic Plan. The District aims to provide a voice for youth within the school system and to provide a means for students across all District high schools to actively learn about and participate in democratic governance, gain a stronger understanding of the role of public education, and voice their perspectives about relevant educational issues.

In the 2015-2016 school year, the District implemented the District Legacy learning cohort in support of youth engagement. Thirty-three students from across District high schools were registered and one of Legacy's key initiatives was to conceptualize a District model of youth governance. Students from the course brought forward the recommendation for a Student Senate model to the April 5, 2016 Board meeting and this passed by the Board of Trustees for implementation in the 2016-2017 school year.

- High School Redesign : Through the District's involvement in Alberta Education's High School Redesign, school leaders have been encouraged and supported to rethink and redesign high schools to become increasingly student centred. This work is critical as students are being prepared to be active, engaged and successful participants in an increasingly knowledge-based and globalized society.

High School Redesign encompasses nine foundational principles:

- Mastery Learning
- Rigorous and Relevant Curriculum
- Personalization
- Flexible Learning Environments
- Educator Roles and Professional Development
- Meaningful Relationships
- Home & Community Involvement
- Assessment
- Welcoming, Caring, Respectful & Safe

High schools reported how the flexible learning environments, personalization, and meaningful relationships have all contributed to increasing student engagement in school. This foundational principle is an essential component of student engagement and emphasizes a collective responsibility and a team approach to a student's success. Learning occurs in a safe and caring environment where the student connects with the teacher and the material being taught. Personalized and flexible programming provides a targeted support system and a structure in which to best meet the student's needs.

4. Positive Connections

For students to experience success, positive connections must be created and maintained between the school staff, the student and their family. The District supports student growth and development academically, socially, and emotionally by providing classroom and school environments that give students a sense of safety, acceptance, and belonging. This allows students to focus on their learning, prepares them for their futures in post-secondary studies and/or the world of work, and helps them gain a strong sense of citizenship and social responsibility. Access to success coaches, school liaisons, safe contacts and resource officer's, career counsellors, and mentorship programs are some of the ways the District provides supports that students need in order to thrive.

During the 2015-2016 school year, various professional learning opportunities and resources were developed in support of the strategies implemented above. These included:

- seventeen All About Me (K-6) and myBlueprint (7-12) training sessions
- nine Career Pathways presentations at school, catchment meetings, and District-wide meetings
- over 90 curricular resources from Kindergarten to Grade 12, developed by a team of principals, teachers and curriculum coordinators, to align curriculum with Alberta Education Competencies and Indicators, Alberta Programs of Study and the five Career Pathways

First Nations, Métis, and Inuit Students

The Accountability Pillar results show that, while the District's five year trends for First Nations, Métis, and Inuit students in high school completion has increased and dropout rates have decreased, compared to the previous year, the reverse holds true. As such, the District is committed to increasing the high school completion rates and closing the gap for First Nations, Métis, and Inuit students. Many High School principals, liaisons and school staff are tracking the number of high school credits attained by First Nations, Métis and Inuit students. The data is used to encourage First Nations, Métis and Inuit students to increase their credits through engagement in summer programs, regular programming, special projects, and the Alberta Distance Learning Centre.

Work continues with First Nations communities, along with Métis and Inuit organizations, and post-secondary institutes to enhance mentorship opportunities for FNMI students. Participation in summer transition programs and camps helps students to increase leadership and literacy skills, learn about various careers, and earn high school credits. Summer transition programs with First Nations, Métis and Inuit content include:

- CALM 20: An Indigenous Experiential Journey
- Norquest First Nations, Métis, and Inuit Student Leadership Program
- Oskayak Police Academy
- Frontier College Summer Literacy Camps

The goal of summer courses, for both elementary and high school students, is to build on the gains students have made in the school year by enabling them access to programming that will further promote success in the upcoming school year. This is especially true for elementary students who directly benefit from programs like those offered by Frontier College since they foster the building of literacy and numeracy skills and prevent the loss of the skills that students gained in the regular academic school year. Fundamentally, summer credit courses address high school students' need to earn credits which directly contributes to students' progress in obtaining their high school credit requirements. The hope is that due to this effort, First Nations, Métis and Inuit students will experience higher rates of either diploma attainment or high school completion. The First Nations, Métis, and Inuit Career Pathways sub-council continues to work towards increasing opportunities and collaboration for summer programs.

High school liaisons support First Nations, Métis, and Inuit student success and achievement by increasing their sense of belonging through leadership opportunities, cultural inclusion and creating a gathering space for students. Many liaisons support transitions from elementary through junior high to high school and beyond through school visits, attending upcoming school events, and hosting lunch and learn opportunities. The First Nations, Métis, and Inuit Education Unit continues to provide ongoing support for liaisons through collaborative opportunities and regular communication.

The 9th Annual First Nations, Métis, and Inuit Honouring Celebration was held at J. Percy Page High School on Wednesday, June 8, 2016. The celebration continues to be a barrier-free event that recognizes the educational and life pathways of First Nations, Métis, and Inuit graduates.

SECTION FOUR: PRIORITY STRATEGIES MOVING FORWARD

To advance the outcome that more students complete high school and are connected to career pathways that support their transition to post-secondary studies and the world of work, the District will pursue the following strategies.

Continue to implement Career Pathways to enable students to discover their interests, understand opportunities available to them, and prepare for a pathway that helps them find dignity and fulfillment in life in partnership with parents and community. In particular, over the next three years the District will:

- Expand use of MyBlueprint to more District catchments and schools. MyBlueprint is an electronic career planning portfolio for students to document their learning competencies and skills from Kindergarten to Grade 12.
- Continue to support implementation of the provincial Career and Technology Foundations curriculum that enables students to explore their interests, passions and skills while making personal connections to career possibilities through meaningful learning experiences.
- In February 2017, pilot ways for students to transfer between high schools that offer specialized Career Pathways programming, giving them the ability to earn credentials while still in high school.
- Beginning September 2017, students from multiple high schools will also be given an opportunity to participate in courses that offer Dual Credits. These courses will provide students with both the credits they need to complete high school as well as count as credits toward a post-secondary program.
- Continue to strengthen connections of the five career pathways to school curriculum, including hosting a professional learning day in February 2017 to explore integrating the career pathways into classroom teaching and learning.

High School Redesign: Expand to include two more high schools in the 2016–2017 school year and build upon High School Redesign with the implementation of strategies that reflect across the following themes:

- flexible course scheduling and timetables to promote alternate student learning styles and opportunities
- provide opportunities for teacher collaboration to support curriculum planning and student programming
- use strategic communication strategies to proactively engage with students
- share best practices and lessons learned through a central contact to work collaboratively with all high schools

First Nations, Métis, and Inuit Students: To support the success of First Nations, Métis, and Inuit Students, the District will:

- conduct a case study to examine elements that factor into positive change for First Nations, Métis, and Inuit students in schools with the intent to support their success and achievement
- support and work towards increasing student attendance at summer transition programs and increasing mentorship opportunities in collaboration with key stakeholders
- develop and implement a comprehensive District model to eliminate the achievement gap and

improve high school completion results:

- conduct a literature review on the strategies identified in First Nations, Métis, and Inuit strategic plans completed by schools, and share those strategies that have been identified in literature as having the greatest impact on improving student learning
- implement high school entrance and exit surveys for Grade 10 and 12 students who self-identified as First Nations, Métis, and Inuit students to inform and refine current practice, such as programming supports, resources and information
- consult with First Nations, Métis, and Inuit key stakeholders to integrate these learnings
- to decrease dropout rates,
 - expand the number of First Nations, Métis, and Inuit liaisons
 - pilot high school completion coaches in two schools

English Language Learners: To support high school completion of ELL students and transition to post-secondary studies or the world of work, the District will:

- Continue to utilize English as a Second Language (ESL) Reception Centres to provide students and families who are new to Canada with information about the public school system and English language assessment.
- Conduct a pilot project with a reading specialist in one District high school to support ELL classrooms and teachers to assess students' reading levels and to develop strategies and supports for students.
- Assess students' reading and conversational levels and bridge students into classroom and experience programs based on their proficiency.

Students Requiring Specialized Supports and Services: To support high school completion of students requiring specialized supports and services and transition to post-secondary studies or the world of work:

- As part of the pyramid of intervention, school staff and central staff from inclusive education conduct meetings to discuss individual student needs, conduct assessments, and support applications to post-secondary education.
- Provide support to schools to monitor/track students who are on target to receive certificates for high school completion.
- Explore ways in which growth in the goals identified in Learner Support Plans can be measured and reported at a District level to demonstrate success for students requiring specialized supports and services.

Dropout rate strategies: The District will utilize its Dashboard which has the ability to monitor the five greatest predictors of high school dropout to enable schools to identify students at-risk of not completing high school, and provide targeted interventions to support students early and keep them on track to complete high school. Information about students at-risk of not completing complete high school will be provided to schools for their information.

Conclusion

Over the past five years, the District has seen positive trends in supporting students' success beyond schooling. More students are achieving acceptable standard or standard of excellence on both PATs and diploma exams, completing high school and transitioning to post-secondary or apprenticeship programs, and less students are dropping out of high school. The District slightly outperformed the provincial PAT in the category of acceptable standard and standard of excellence, diploma standard of excellence, dropout rate, and high school transition rate.

As part of Alberta Education's High School Completion Framework, the District has pursued a number of strategies to help more students complete high school, including:

- supporting successful student transitions from grade to grade, school to school, and school to work and post-secondary through the District's catchment structure and resource/information sharing
- tracking student progress to identify trends and factors that may contribute to a student not completing high school
- creating a culture of student engagement and partnerships through working with industry and other organizations to create real-life experiences for students through their educational journey, increasing access to certification and accreditation, implementing a career planning portfolio tool, introducing a student senate and providing alternative ways of reaching students to complete high school (e.g., Centre High Campus)
- participating on Alberta Education's High School Redesign project
- creating positive connections for students to support their growth and development academically, socially, and emotionally.
- pursuing initiatives to support the high school completion of First Nations, Métis, and Inuit students through tracking high school credits, providing mentorship opportunities and summer transition programs and camps, and introducing high school liaisons to support students.

Moving forward, the District will continue to implement Career Pathways, advance Alberta Education's High School Redesign, identify ways to support the success of First Nations, Métis, and Inuit students, ELLs, and students requiring specialized supports and services, and pursuing strategies to identify why students drop out of high school to support their return.