



Edmonton School District No. 7  
One Kingsway  
Edmonton, Alberta

McCauley Chambers  
Tuesday, November 1, 2016  
2:00 p.m.

Board Meeting #3


# AGENDA

**BOARD OF  
TRUSTEES**

**Michael Janz**  
Board Chair

**Michelle Draper**  
Board Vice-Chair

**Sherry Adams**  
**Orville Chubb**  
**Ken Gibson**  
**Nathan Ip**  
**Cheryl Johner**  
**Ray Martin**  
**Bridget Stirling**

- A. Roll Call
- B. Approval of the Agenda
- C. O Canada  - Vimy Ridge Academy
- D. Remembrance Ceremony
  - 1. Vimy Ridge Academy Remembrance Ceremony  
(The ceremony will take approximately 20 minutes)
- E. Communications from the Board Chair
- F. Communications from the Superintendent of Schools
- G. Minutes:
  - 2. DRAFT – Board Meeting #2 – October 18, 2016
- H. Comments from the Public and Staff Group Representatives  
*(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, October 31, 2016 to speak under this item.)*
- I. Reports:
  - 3. Strategic Plan Update – Success for All Students - Literacy  
(Information - Presentation)  
*Note: 30 minutes is required for this item.*
  - 4. Strategic Plan Update – Success Beyond Schooling  
(Information – Presentation)  
*Note: 30 minutes is required for this item.*
- J. Other Committee, Board Representative and Trustee Reports
- K. Trustee and Board Requests for Information
- L. Notices of Motion
- M. Meeting Dates
- N. Adjournment

**DATE:** November 1, 2016

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Vimy Ridge Academy Remembrance Ceremony

**ORIGINATOR:** Kent Pharis, Assistant Superintendent

**RESOURCE**

**STAFF:** Michael Chute, Bryan Radmanovich

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## BACKGROUND

Remembrance Day is set aside to remember all those who gave their lives for the freedoms and privileges we have in this country. Many Canadians have proudly served over the years to preserve peace and freedom. During the last century, Canadian soldiers have served in World War I, World War II, the Korean War, the Gulf War, and now the war in Afghanistan as well as in many peacekeeping operations around the world. More than 118,000 soldiers have paid the ultimate sacrifice for Canada in the name of peace and freedom.

## CURRENT SITUATION

This afternoon, the students from Vimy Ridge Academy would like to remember and pay tribute to all those who sacrificed their lives so that we could live in peace. We at Vimy Ridge Academy are continually reminded that the cost of freedom has been great. These students recognize and accept that they are the next generation of Canadians and that they must attend to their responsibilities and be committed to the betterment of society through the daily practice of goodwill.

The following words were taken from a speech that was found in John F. Kennedy's pocket on the day of his assassination---a speech that he never gave. He wrote:

*We...in this generation, are by destiny rather than by choice, the watchmen on the walls of world freedom. We ask, therefore, that we be worthy of our power and responsibility. That we may exercise our strength with wisdom and restraint. And, that we may achieve, in our time and for all time, the ancient vision of: Peace on Earth and goodwill toward all man.*

Our young people have been handed a legacy. They do remember. They will not forget.

## KEY POINTS

The following is the sequence of events that will be followed for this afternoon's Remembrance Service (approximate time of service—20 minutes):

- *Singing of O Canada (Teacher – Mr. Geoffrey Evans)*

- *Chairman calls meeting to order, conducts business and introduces Vimy Ridge Academy*
- *Importance of Remembrance (student)*
- *In Flanders Field (Video)*
- *Reply to Flanders Field (student)*
- *Dance students perform*
- *Pittance of Time - video*
- *Playing of Last Post (recording)*
- *Lament (recording)*
- *Two Minutes of Silence*
- *Playing of Reveille (recording)*
- *Singing of “God Save the Queen”(Teacher – Mr. Geoffrey Evans)*

BR:cgh

**MINUTE BOOK****Board Meeting #2**

Minutes of the Board Meeting of the Trustees of the Edmonton School District No. 7 of the Province of Alberta held in McCauley Chambers in the Centre for Education on Tuesday, October 18, 2016 at 2:00 p.m.

**Present:****Trustees**

Orville Chubb  
Michelle Draper  
Ken Gibson

Nathan Ip  
Michael Janz  
Cheryl Johner

Ray Martin  
Bridget Stirling

**Officials**

Angela Anderson  
Lisa Austin  
Laurie Barnstable  
Todd Burnstad  
Grace Cooke  
Ron MacNeil

Kathy Muhlethaler  
Lorne Parker  
Kent Pharis  
Madonna Proulx

Leona Morrison  
Darrel Robertson  
Mike Suderman

**Board Chair:** Michael Janz

**Recording Secretary:** Shirley Juneau

**Staff Group Representatives**

Edmonton Public Teachers – Nels Olsen, President  
CUPE Local 3550 – Linda Harris, Treasurer and Janis Zielke, Vice President

The Board Chair called the meeting to order with recognition that we are on Treaty 6 Territory, a traditional meeting grounds, gathering place, and travelling route to the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux. We acknowledge all the many First Nations, Métis, and Inuit whose footsteps have marked these lands for centuries.

The Board Chair advised that the firm alarm system at the Centre for Education is a Two Stage alarm system. Stage One is a single repeating alarm tone indicating a warning only and that evacuation is not required. Stage Two is a triple repeating alarm tone indicating that evacuation is required.

A. O Canada 

## **MINUTE BOOK**

### **B. Roll Call: (2:00 p.m.)**

The Superintendent advised that all Trustees were present.

### **C. Approval of the Agenda**

**MOVED BY Trustee Ip:**

**“That the agenda for the October 18, 2016 board meeting be approved as printed.”  
(UNANIMOUSLY CARRIED)**

### **D. Communications from the Board Chair**

The Board Chair stated that recently District schools have been receiving “Clown Threats”. He explained that Clown threats are a relatively recent trend in hoaxes and that the trend has evolved into social media threats (via Instagram, Twitter, for example) of violence against specific people or places (e.g., schools). Because these threats must be taken seriously by school administrators and law enforcement, they have resulted in lock downs in several schools in both Canada and the United States. He advised that District Support Services and the Communications department are working with Edmonton Police Service and Edmonton Catholic Schools on both the management and prevention of these threats.

On behalf of the Board of Trustees, the Board Chair thanked all staff for their exemplary handling of these situations.

The Board Chair thanked all those involved in organizing the Nellie Carlson School opening that was held on October 6, 2016. He shared that Ms Nellie Carlson sang the honor song with her family honoring five generations of family brought together.

The Board Chair advised that on October 20, 2016, the Roberta MacAdams School opening will be held.

### **E. Communications from the Superintendent of Schools**

The Superintendent congratulated the 2016 District Student Awards recipients. He shared that every year, the District recognizes outstanding student accomplishments, contributions and achievements and that this year, there are six award categories for students who were in Grade 12 during the 2015-2016 school year.

The six categories are:

- Academic Excellence Award
- Career and Life Pathways Award
- Fine Arts Award
- Health and Wellness Award
- Humanities Award
- Math/Science/Technologies Award

### **MINUTE BOOK**

The Superintendent advised that the District is celebrating 97 Grade 12 students from 18 different high schools. Certificates and congratulations letters were sent to high school principals to distribute to the students. He shared the District is also profiling recipients in an online recipient guide which has already been posted on epsb.ca and will be promoted by District social media channels starting later in the afternoon.

The Superintendent stated that the Michael A. Strembitsky Award of Excellence nominees and bronze, silver and gold recipients were recognized at the June 21, 2016 Board meeting and have their own online recipient guide.

#### **F. Minutes**

1. Organizational Board Meeting – October 4, 2016

#### **MOVED BY Trustee Draper:**

**“That the minutes of the Organizational Board meeting held October 4, 2016 be approved as printed.” (UNANIMOUSLY CARRIED)**

#### **G. Comments from the Public and Staff Group Representatives**

The Board of Trustees heard from Mr. Mahdi Qasqas regarding ensuring that there is sufficient support for Syrian refugee students.

The Board Chair thanked Mr. Qasqas and advised that the Administration would follow up with him in the near future.

#### **H. Reports**

2. Funds for 2017-2018 Clause 23 Professional Improvement Program

#### **MOVED BY Trustee Gibson:**

**“That, an allocation of \$1,100,000 from the 2017-2018 operating budget for the purpose of granting professional improvement leaves and/or tuition support for the 2017-2018 school year be approved.” (UNANIMOUSLY CARRIED)**

3. Funds for 2017-2018 Exempt Staff Professional Improvement Program

#### **MOVED BY Trustee Chubb:**

**“That, an allocation of \$150,000 from the 2017-2018 operating budget for a second pilot year of the Exempt Staff Professional Improvement Program be approved for the purpose of granting exempt staff professional improvement leaves and/or tuition support for the 2017-2018 school year.” (UNANIMOUSLY CARRIED)**

## **MINUTE BOOK**

### **4. Bereavement**

Vice-Chair Draper reported on the passing of Mr. Angelito Molino.

### **I. Comments from the Public and Staff Group Representatives – 5:00 p.m.**

There were no registered speakers for this item.

### **J. Other Committee, Board Representative and Trustee Reports**

Trustee Johner advised that Premier Rachael Notley, Education Minister David Eggen, Christina Gray Minister of Labour, and Marlin Schmidt, Minister of Advanced Education were at Queen Elizabeth High School to launch the public feedback survey on curriculum redesign. A video conference was held with a number of schools which allowed students to ask questions to of Minister Eggen regarding the redesign. Trustee Johner advised that the public feedback survey is accessible on the Alberta Education website for anyone wishing to share their opinions on curriculum redesign.

Trustee Stirling thanked the Public School Administrators Association for welcoming Trustee Ip and herself to the annual President's Reception on October 5, 2016. She stated that school administrators are an essential part of the work of the District, providing leadership and supporting staff, students, and families in learning and growing together.

Trustee Stirling thanked the King Edward, Julia Kiniski, Waverley, and Avonmore schools for welcoming her to read to classes during READ IN week. She also thanked the University of Alberta for hosting such an excellent kick-off event for the READ IN week.

### **K. Trustee and Board Requests for Information - None**

### **L. Notices of Motion - None**

### **M. Next Board Meeting Date: Tuesday, November 1, 2016 at 2:00 p.m.**

### **N. Adjournment (2:30 p.m.)**

The Board Chair adjourned the meeting.

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Michael Janz, Board Chair

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Dr. Sandra Stoddard, Executive Director  
Governance and Strategic Support  
Services/Corporate Secretary

**DATE:** November 1, 2016

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Strategic Plan Update: Priority 1 Goal Two: Success for Every Student - Literacy

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

**RESOURCE STAFF:** Janice Aubry, Sonia Boctor, Sherelyn Caderma, Pina Chiarello, Patti Christensen, Sanaa El-Hassany, Victoria Laidlaw, Greg McInulty, Leona Morrison, Bob Morter, Melissa Purcell

**REFERENCE:** N/A

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## 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 Two: Success for Every Student—with a focus on Literacy. Using information and data from Alberta Education's Accountability Pillar Provincial Achievement Tests (PATs), Provincial Diploma Examinations, District Highest Level of Achievement Tests (HLATs), Reading Levels and additional initiatives that support Priority 1 Goal Two, 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 of Schools 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 four key sources: PATs, Provincial Diploma Examinations, the Accountability Pillar and the District's HLATs. Results are provided for the District overall, and for elementary, junior high and high school students.

At the provincial level, students in Grades 6 and 9 write PATs and high school students write Diploma examinations. The results from these tests provide the District with a snapshot of our students' progress toward achieving the student learning outcomes of the Alberta Programs of Study. Additionally, each year, students in Grades 1–9 participate in the District's HLATs for writing—a locally-developed writing assessment for literacy. Furthermore, through the District-wide Focus on Reading work, which began in the 2015–2016 school year, teachers determined and reported in June, whether students in Grades 1–6 were at, above or below grade level in reading relative to the Alberta Programs of Study. These literacy assessments all provide valuable information for teachers, administrators, parents, students and the District relative to progress being made and students that may require intervention supports.

## KEY POINTS

- The Strategic Plan Update: Success for Every Student –Literacy 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 for Every Student –Literacy report contains data gathered from four key sources: PATs, Provincial Diploma Examinations, the Accountability Pillar and the District's HLATs.

## ATTACHMENTS and APPENDICES

ATTACHMENT I      Strategic Plan Update: Success for Every Student—Literacy Report

JA:jg

## Strategic Plan Update: Success for Every Student—Literacy

### INTRODUCTION

Educators have long known that literacy is fundamental to successful learning and living. Developing strong literacy skills in students is essential for them to reach their full potential in school, the workplace and to experience a better quality of life in future years. To discover and make meaning of the world, students need the ability to acquire, create, connect, and communicate information in a variety of situations that go beyond the foundational basics of reading and writing. As such, Edmonton Public Schools has identified *Success for Every Student* as a key goal in the District Strategic Plan, with the targeted outcome that *more students demonstrate growth and achieve student learning outcomes, with a specific focus on literacy and numeracy*. This priority in our Strategic Plan ensures that as students move through Kindergarten to Grade 12 they are provided multiple opportunities to refine their foundational skills and explore a wide variety of texts and technologies preparing them to communicate effectively (please note that numeracy will be the focus of the November 29 Strategic Plan Update report).

District students participate annually in assessments and testing to ensure that information is available to the District, schools and teachers to support effective programming and evidence-based decision making. At the provincial level, students in Grades 6 and 9 write PATs for English language arts, mathematics, science and social studies every year. High school students write Diploma examinations in these areas as well. The results from these tests provide the District with a snapshot of our students' progress toward achieving student learning outcomes of the Alberta Programs of Study.

Additionally, each year, students in Grades 1-9 participate in the District's Highest Level of Achievement test (HLATs) for writing—a locally-developed writing assessment for literacy. Furthermore, through the District-wide Focus on Reading work, which began in the 2015–2016 school year, teachers determined and reported in June, whether students in Grades 1–6 were at, above or below grade level in reading relative to the Alberta Programs of Study. These literacy assessments provide valuable information for teachers, administrators, parents, students and the District relative to progress being made and flag students that may require intervention supports.

The purpose of this report is to provide the Board of Trustees with an update on the progress the District is making in achieving its outcome relative to growth in literacy. As such, the first section of this report highlights the results of the Key Performance Indicator data including:

- PATs and Provincial Diploma Examinations
- HLAT in Writing
- District-wide Focus on Reading Reports

The second section of this report provides an analysis of the results of the Key Performance Indicators. It begins with background information including the context of today's classrooms, followed by an analysis of strengths and potential opportunities for growth. The third section of this report provides further discussion regarding the areas of strength including possible strategies that were implemented in the 2015–2016 school year that may account for the growth. Additionally section four highlights priority strategies that will be in place for the 2016–2017 school year to address potential areas for improvement.

## SECTION ONE: KEY PERFORMANCE INDICATORS (KPIs) FOR PRIORITY I GOAL TWO: SUCCESS FOR EVERY STUDENT- LITERACY

Outlined below is a summary of the data for KPIs in the area of Literacy. The results highlight data for the past five years in order to support the District in conducting a trend analysis. As well Alberta Education has provided for each of the overall District results on the Accountability Pillar data, an evaluation that summarizes overall improvement. This has been included for interpretation purposes.

The acceptable standard results for Accountability Pillar data includes both students who achieved at or above the acceptable standard and reflect the total number of students eligible to write exams. Students who are eligible to write the exam(s) but were exempted, or absent, are considered by the province to NOT be at the acceptable level.

Additionally, where possible, the data is further disaggregated to enable the examination of literacy achievement for First Nations, Métis and Inuit students, English language learners, and students requiring specialized supports (which includes Gifted and Talented students). 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.

TABLE 1

Key Performance Indicator		Results (in percentages)					Evaluation
		2012	2013	2014	2015	2016	Improvement
Literacy							
Overall percentage of students in <b>Grade 6</b> who achieved at or above the <b>acceptable standard</b> in Language Arts on Provincial Achievement Tests (Source: Accountability Pillar)	Overall (n= )	83.4 (5505)	84.4 (5624)	84.1 (5952)	83.8 (6324)	85.4 (6390)	Improved Significantly
	FNMI (n= )	66.2 (497)	70.5 (499)	69.2 (500)	64.6 (545)	73.9 (545)	+
	ELL (n= )	67.7 (774)	73.8 (963)	76.9 (1307)	76.5 (1492)	82.1 (1726)	+
	Specialized Supports (n= )	65.7 (890)	65.7 (938)	62.7 (977)	62.9 (922)	67.7 (937)	+
Overall percentage of students in Grade 6 who achieved the <b>standard of excellence</b> in Language Arts on Provincial Achievement Tests (Source: Accountability Pillar)	Overall (n= )	18.4 (5505)	18.8 (5624)	19.6 (5952)	22.5 (6324)	23.7 (6390)	Improved Significantly
	FNMI (n= )	3.4 (497)	4.4 (499)	3.8 (500)	9.2 (545)	7.0 (545)	–
	ELL (n= )	8.5 (774)	9.2 (963)	11.3 (1307)	13.9 (1492)	18.4 (1726)	+
	Specialized Supports	21.5 (890)	19.0 (938)	20.7 (977)	18.4 (922)	25.2 (937)	+

Key Performance Indicator		Results (in percentages)					Evaluation
		2012	2013	2014	2015	2016	Improvement
Literacy							
	(n= )						
Overall percentage of students in <b>Grade 9</b> who achieved at or above the <b>acceptable standard</b> in Language Arts on Provincial Achievement Tests (Source: Accountability Pillar)	Overall (n= )	78.1 (5644)	79.4 (5819)	77.8 (5735)	78.1 (5979)	78.7 (5993)	Maintained
	FNMI (n= )	48.9 (476)	59.1 (533)	54.7 (530)	56.2 (491)	53.6 (476)	-
	ELL (n= )	51.3 (357)	61.7 (574)	66.2 (783)	64.6 (1059)	68.5 (1043)	+
	Specialized Supports (n= )	30.8 (536)	39.4 (591)	38.5 (610)	56.5 (819)	54.5 (825)	-
Overall percentage of students in <b>Grade 9</b> who achieved the <b>standard of excellence</b> in Language Arts on Provincial Achievement Tests (Source: Accountability Pillar)	Overall (n= )	18.3 (5644)	18.7 (5819)	18.4 (5735)	16.8 (5979)	18.9 (5993)	Improved
	FNMI (n= )	3.4 (476)	3.8 (533)	5.1 (530)	4.3 (491)	4.2 (476)	=
	ELL (n= )	3.4 (357)	6.4 (574)	6.1 (783)	7.2 (1059)	9.3 (1043)	+
	Specialized Supports (n= )	0.7 (536)	1.9 (591)	5.1 (610)	22.2 (819)	21.1 (825)	-
Overall percentage of students who achieved at or above the <b>acceptable standard</b> on <b>English 30-1</b> diploma examination (Source: Accountability Pillar)	Overall (n= )	82.3 (5205)	81.2 (5098)	82.0 (5029)	80.1 (5072)	81.8 (5248)	Maintained
	FNMI (n= )	71.9 (171)	72.4 (181)	75.5 (196)	75.7 (181)	81.8 (231)	+
	ELL (n= )	63.4 (202)	51.8 (228)	48.0 (302)	49.8 (450)	59.0 (571)	+
	Specialized Supports (n= )	61.6 (73)	62.0 (71)	59.0 (100)	54.0 (100)	62.1 (145)	+
Overall percentage of students who achieved the <b>standard of</b>	Overall (n= )	10.8 (5205)	11.0 (5098)	11.2 (5029)	10.1 (5072)	10.2 (5248)	Maintained

Key Performance Indicator		Results (in percentages)					Evaluation
		2012	2013	2014	2015	2016	Improvement
Literacy							
excellence on English 30-1 diploma examination (Source: Accountability Pillar)	FNMI (n= )	2.9 (171)	3.9 (181)	6.1 (196)	4.5 (181)	3.9 (231)	-
	ELL (n= )	2.5 (202)	2.2 (228)	3.6 (302)	1.1 (450)	3.0 (571)	+
	Specialized Supports (n= )	4.1 (73)	2.8 (71)	2.0 (100)	3.0 (100)	3.4 (145)	+
Overall percentage of students who achieved at or above the acceptable standard on English 30-2 diploma examinations (Source: Accountability Pillar)	Overall (n= )	83.6 (2018)	81.9 (2173)	83.0 (2393)	80.4 (2394)	82.2 (2463)	Maintained
	FNMI (n= )	89.4 (208)	86.7 (240)	85.6 (243)	80.9 (209)	89.4 (254)	+
	ELL (n= )	63.7 (201)	54.9 (266)	60.7 (392)	63.9 (476)	67.3 (547)	+
	Specialized Supports (n= )	79.2 (221)	75.0 (224)	75.1 (277)	74.1 (313)	80.3 (325)	+
Overall percentage of students who achieved the standard of excellence on English 30-2 diploma examinations (Source: Accountability Pillar)	Overall (n= )	7.2 (2018)	7.9 (2173)	8.7 (2393)	7.0 (2394)	7.6 (2463)	Maintained
	FNMI (n= )	7.2 (208)	4.2 (240)	7.2 (243)	7.9 (209)	11.0 (254)	+
	ELL (n= )	1.0 (201)	1.9 (266)	1.0 (392)	1.9 (476)	2.4 (547)	+
	Specialized Supports (n= )	4.1 (221)	1.8 (224)	2.9 (277)	4.2 (313)	5.2 (325)	+
Percentage of students in Grades 1-9 demonstrating at or above grade level in writing. (Source: HLAT)	Overall (n= )	n/a	n/a	82.4 (53422)	79.2 (57151)	79.3 (58192)	+
	FNMI (n= )	n/a	n/a	n/a	59.6 (4738)	59.3 (4619)	-
	ELL (n= )	n/a	n/a	n/a	74.9 (15792)	74.5 (16580)	-
	Specialized Supports	n/a	n/a	n/a	46.1 (6459)	48.0 (6142)	+

Key Performance Indicator		Results (in percentages)					Evaluation
		2012	2013	2014	2015	2016	Improvement
Literacy							
	(n= )						
Percentage of students in Grades 1-6 demonstrating at or above grade level in reading. (Source: District-wide Focus on Reading data reports)	Overall (n= )	n/a	n/a	n/a	n/a	74.8	baseline
	FNMI (n= )	n/a	n/a	n/a	n/a	53.5	baseline
	ELL (n= )	n/a	n/a	n/a	n/a	66.7	baseline
	Specialized Supports (n= )	n/a	n/a	n/a	n/a	52.2	baseline

*\*HLAT results include only District students, not Fort McMurray students*

## SECTION TWO: ANALYSIS OF RESULTS

### Context of Results

As Edmonton's population continues to grow and change, so does the diversity of our schools. Edmonton Public Schools classrooms today welcome and serve a diverse range of students, including those new to Canada, children in need of specialized supports and services, and those self-identifying as First Nations, Métis, or Inuit. As well, our schools must support and program for students facing a range of socio-economic, social and emotional factors that may impact learning. The data presented in this report is gathered from various sources, and reflects the District's literacy results and the areas of focus moving forward that are identified to meet the needs of our diverse student population.

In the 2015–2016 school year, Edmonton Public Schools served a total of 92,227 students including 8,044 students who self-identified as First Nations, Métis and Inuit students, 11,779 students who require specialized supports and services and 22,107 English language learners (as of September 30, 2015). This was an increase of 2,707 students overall; this includes an increase of 165 FNMI students, 506 students who require specialized supports, and 1,703 English language learners. The increasing enrollment of students with diverse needs contributes to an increase in classroom complexity.

The following section provides an assessment of provincial data and local District data disaggregated for elementary, junior high and high school. Additionally, where possible, the data is analyzed to enable the examination of literacy achievement for First Nations, Métis and Inuit students, English language learners, and students requiring specialized supports. This level of information enables the District to further understand areas of strength and areas for growth to target improvement initiatives moving forward. Additionally, District's Highest Level of Achievement test (HLATs) for writing and District Reading Level results, will be analyzed and comparison of these results to Provincial Achievement test results will be provided.

## Elementary: Grade 1–6 Analysis of Literacy Data

### Provincial Achievement Tests (PATs)

Overall, the percentage of District students meeting the acceptable standard in Grade 6 English language arts increased this year from 83.8 per cent to 85.4 per cent as compared to a slight increase from 82.8 per cent to 82.9 per cent for the province. The percentage of District students meeting the standard of excellence in Grade 6 English language arts increased this year from 22.5 per cent to 23.7 per cent as compared to an increase from 19.5 per cent to 20.4 per cent for the province. Trends in the data, over the past five years indicates that the percentage of District students meeting the acceptable standard and the standard of excellence in Grade 6 English language arts have been consistently higher than those of the province.

For comparative purposes when PAT data was disaggregated to examine the results on English language arts in the section of the test measuring reading versus writing, 90.4 per cent achieved the acceptable standard in reading and 88.1 per cent in writing. Additionally, when the PAT data is disaggregated to reflect achievement of English language learners (ELL), First Nations, Métis and Inuit students and students requiring specialized support, the improvement for these populations is noteworthy. Data analysis revealed that:

- The percentage of ELL students achieving at the acceptable standard improved five per cent from the previous year; increasing from 76.5 per cent to 82.1 per cent. These results are almost on par with our overall District average. Additionally, five year trend data shows that this is an overall increase of 14.4 per cent since 2012.
- First Nations, Métis and Inuit students' achieving at the acceptable level improved 9.3 per cent from the previous year; increasing from 64.6 per cent to 73.9 per cent. While these results are lower than the overall acceptable standard for the District, this recent data demonstrates the District's commitment to closing the achievement gap is having a positive impact on achievement for the District's First Nations, Métis and Inuit students at the elementary level.
- Furthermore, students requiring specialized supports who were achieving at the acceptable level improved 4.8 per cent from the previous year, increasing from 62.9 per cent to 67.7 per cent. It is important to note that many of the students identified as requiring specialized supports and services are assessed as being below grade level and are on Individualized Program Plans.
- Comparing results over the past five years, the percentage of District students achieving at the Standard of Excellence increased as well. District ELL students increased 9.9 per cent, from 8.5 per cent in 2012 to 18.4 per cent in 2016. District FNMI students increased 3.6 per cent, from 3.4 per cent to 7.0 per cent and students requiring specialized supports, including
- Gifted and Talented Students, increased 3.7 per cent, from 21.5 per cent to 25.2 per cent.

### District Highest Level of Achievement Test (HLAT) in Writing and District Reading Achievement

In 2015–2016, District students maintained their performance in writing as measured by the District's Highest Level of Achievement Test (HLAT). There were 79.3 per cent of students in Grade 1–9 who achieved at or above grade level in writing.

Additionally, in 2015–2016, baseline information about Grade 1–6 student performance in reading was gathered from District teachers in relation to whether their students were reading at, above or below grade level. The first year of data collection indicates that 74.8 per cent of students in Grades 1–6 were reading at or above grade level as evaluated by their teacher in relation to the reading outcomes in the Alberta Program of Studies for English language arts.

The District recognizes that teacher professional judgment is key in determining the reading and writing achievement of their students. While internal District data (such as HLATS and Reading Level) is lower than the PAT data, the purposes of the District data collection is to inform programming and to determine which students on a yearly basis, might require additional supports. It is through the provision of targeted support to those that need it most, that overall literacy results on Accountability Measures continue to improve. Overall, the District has much to be proud of in its data related to literacy in the elementary grades.

### **Junior High: Grade 7–9 Analysis of Literacy Data**

The percentage of District students meeting the acceptable standard in Grade 9 English language arts increased this year from 78.1 per cent to 78.7 per cent as compared to an increase from 75.6 per cent to 77.0 per cent for the province. Trends in the data over the past five years indicate that the percentage of District students meeting the acceptable standard in Grade 9 English language arts has been consistently higher than that of the province. The percentage of District students meeting the standard of excellence in Grade 9 English language arts increased this year from 16.8 per cent to 18.9 per cent as compared to an increase from 14.4 per cent to 15.2 per cent for the province. Trends in the data over the past five years indicate that while the percentage of District students meeting the standard of excellence in Grade 9 English language arts has remained relatively static, results have been consistently higher than that of the province. For comparative purposes, when PAT data was disaggregated to examine the results on English language arts in reading versus writing, 81.4 per cent of students achieved the acceptable standard in reading and 89.8 per cent in writing.

When the PAT data is disaggregated to reflect achievement of English language learners, First Nations, Métis and Inuit students and students requiring specialized support, the improvement for these populations is as follows:

- The percentage of ELL students' achieving at the acceptable standard improved 3.9 per cent from the previous year, increasing from 64.6 per cent to 68.5 per cent. Five year trend data shows that this is an overall increase of 17.2 per cent since 2012.
- First Nations, Métis and Inuit students' achieving at the acceptable level showed a slight decrease from the previous year from 56.2 per cent to 53.6 per cent. However, five year trend data shows an increase of 4.7 per cent since 2012.
- Furthermore, students requiring specialized supports achieving at the acceptable level showed a slight decrease from 56.5 per cent to 54.5 per cent. However, five year trend data shows an increase of 23.7 per cent since 2012.

### **District Highest Level of Achievement Test (HLAT) in Writing**

In 2015–2016, District students maintained their performance in writing as measured by the District's Highest Level of Achievement Test (HLAT), with 79.3 per cent of students in Grade 1–9 achieving at or above grade level in writing. For comparative purposes when HLAT data was disaggregated to examine only our Grade 9 results, 77.8 per cent were writing at or above grade level, as compared to 88.1 per cent achieving acceptable standard in writing on the English language arts PATs.

As noted under the elementary section, the District recognizes that teacher professional judgment is key in determining the reading and writing achievement of their students. While internal District data (such as HLATS) provides different information than the PATs, it is the triangulation of this data that provides valuable information for teachers, administrators, parents, students and the District relative to students



that may require intervention supports. It is through the provision of targeted support to those that need it most, that the goal of success for every student in the area of literacy will be realized.

Overall, while we are encouraged that District results are above the province in Grade 9 English language arts, the data for Junior High, for all populations, is lower than the results for elementary. Last year, the District wide Focus on Reading (DFR) was initially targeted to build capacity at the elementary level. It is hoped that as the DFR extends to building capacity in assessing reading relative to the curricular outcomes in junior high language arts in the 2016–2017 school year, the same improvements will be noted over time. It is critical that as a District, the gains noted in elementary continue throughout the educational journey of a student.

### **High School: Analysis of Literacy Data**

Overall, the percentage of District students meeting the acceptable standard in English language arts 30-1 increased this year from 80.1 per cent to 81.8 per cent as compared to a slight increase from 86.5 per cent to 86.8 per cent for the province. Trends in the data over the past five years indicate that the percentage of district students meeting the acceptable standard in English language arts 30-1 has remained relatively static and consistently lower than the province. The percentage of District students meeting the standard of excellence in English language arts 30-1 was maintained, increasing from 10.1 per cent to 10.2 per cent as compared to a decrease from 11.4 per cent to 10.7 per cent for the province. It is important to note that while the English 30-1 results for the acceptable standard and the standard of excellence are below the province, the District's participation rate in the 30-1 stream continues to be higher than the province. This means that more students have additional post-secondary doors open to them.

When the English 30-1 English Diploma data is disaggregated to reflect achievement of English language learners, First Nations, Métis and Inuit students and students requiring specialized support, the data analysis revealed that:

- The percentage of ELL students achieving at the acceptable level was 59.0 per cent. This is considerably lower than the overall District average. Likely high school students that qualify as English language learners struggle with the reading and writing demands of a new language and expectations at a 30-1 level.
- The percentage of First Nations, Métis and Inuit students' achieving at the acceptable level was 81.8 per cent, which is identical to the overall District Average. Five year trend data shows that this is an overall increase of 9.9 per cent since 2012.
- The percentage of students requiring specialized supports who challenged the 30-1 Language Arts Diploma exam and met the acceptable standard was 62.1 per cent.

Overall, the percentage of District students meeting the acceptable standard in English 30-2 increased this year from 80.4 per cent to 82.2 per cent as compared to an increase from 88.6 per cent to 89.1 per cent for the province. Trends in the data over the past five years indicate that the percentage of District students meeting the acceptable standard in English language arts 30-2 has remained consistently lower than those of the province. The percentage of District students meeting the standard of excellence in English language arts 30-2 increased this year from 7.0 per cent to 7.6 per cent as compared to an increase from 11.2 per cent to 12.3 per cent for the province. Trends in the data over the past five years indicate that the percentage of District students meeting the standard of excellence in English Language Arts 30-2 has remained consistently lower than those of the province. These results may also be a reflection on the fact that more District students challenge the 30-1 class.

When English 30-2 Diploma data is disaggregated to reflect achievement of English language learners, First Nations, Métis and Inuit students and students requiring specialized support, the data analysis revealed that:

- The percentage of First Nations, Métis and Inuit students' achieving at the acceptable level was 89.4 per cent, which is above the 82.2 per cent District Average.
- The percentage of ELL students achieving at the acceptable level was 67.3 per cent.
- The percentage of students requiring specialized supports who challenged the 30-2 Language and met the acceptable standard was 80.3 per cent

### SECTION THREE: 2015-2016 SUPPORTS TARGETED TO INCREASE STUDENT ACHIEVEMENT IN LITERACY

#### Formal Literacy Intervention Programs:

In the 2015–2016 school year, there was an increase in the percentage of students achieving both the acceptable standard and the standard of excellence on Grade 6 and 9 PATs, as well as 30-1 and 30-2 English language arts Diploma Exams. This increase is in part due to schools across the District providing a range of informal and formal literacy interventions to meet the needs of students not yet reading and writing at grade level. The formal literacy interventions will be highlighted below. Catchments and schools use many informal intervention strategies to support students in the area of literacy. Trustees will be able to gather further information about informal literacy interventions through their attendance at catchment and school Results Reviews.

Formal literacy interventions, especially Reading Recovery, Levelled Literacy Intervention (LLI), and Middle Years Literacy Intervention (MYLI), had significant impact on student reading achievement. In 2015–2016, 49 schools provided formal, pull-out literacy interventions to students through the provision of Reading Recovery, Middle Years Literacy Intervention, and/or Levelled Literacy Intervention to 711 students.

- Fifty-two students in Grade One participated in a complete Reading Recovery Program.
  - Reading Recovery is a one on one intervention.
  - Students receive a series of daily lessons, individually designed and delivered to meet their learning needs.
  - The intention is to accelerate the pace of learning with the aim to close the gap between the student and their average achieving classroom peers within 12–20 weeks
  - 73 per cent of students who completed their series of lessons in Reading Recovery made accelerated or substantial progress. This means that these students are anticipated to make progress in reading with no further formal reading interventions.
- Two hundred and twenty-five (Grades 1–6 ) students who participated in a complete LLI program (16 weeks or more) achieved, on average, a growth of 7.7 months in reading.
  - Ideally, LLI is taught five times per week for approximately 80 lessons and 16-20 weeks. 40 per cent of the students receiving LLI participated in a full program. However, due to scheduling, late starts, absences and student moves, full delivery was not possible for many students.
  - Average reading growth for all students was 6.4 months over an average of 15 weeks or 48 lessons. Average reading growth for students who were given fewer than 4 lessons per week was 5.7 months.
  - ELL students made an average of 6.4 months of reading growth.
  - FNMI students made an average 5.8 months of reading growth.
  - Students coded for Special Needs (coded 51, 54, and 63) made an average of 6.4 months reading growth.

- Ninety-eight (Grades 3–9) students who participated in MYLI on average gained 1.1 years growth in reading in 48 lessons. For students who received five lessons per week, this represented about 12 weeks in the program (allowing for holidays and occasional absences).
  - The following chart shows the results for specific groups of students. Results were calculated for these students and then extrapolated to show the average number of lessons it would have taken them to gain one year's growth in reading. Three groups were examined—FNMI students, ELL students and students with a special needs coding for Strategies. Students who were coded in other special needs categories also participated in MYLI, but the numbers of students in each category were too small to record reliable statistics.

	Overall Results	FNMI	ELL (eligibility 300, 301,303)	Strategies (eligibility 131)
Average number of lessons to gain one year's growth in reading	44	38	45	57

- Schools also provided a range of informal literacy intervention supports to students requiring additional supports in reading.
- All schools have regular access to Inclusive Learning school-linked teams. School-linked teams are consultative and collaborative, bringing together multiple perspectives, diverse expertise and a variety of supports for individual students, school staff and entire classrooms. The Pyramid of Intervention: A Framework for Supporting all Students guides collaborative conversations between school staff, families and Inclusive Learning consultants to ensure more students achieve at grade level.
- In 2015–2016, 12,349 requests for service were submitted for Inclusive Learning multi-disciplinary teams.
  - 1826 requests for service were acted upon specific to standardized academic assessments to support with identification of students in Grades 2–12 in identifying students with learning disabilities or confirming on-going need for support.

#### **Literacy Intervention Professional Learning Support:**

Building capacity in teacher expertise in formal reading intervention strategies for individual and small groups such as Reading Recovery, LLI and MYLI was a focus for the 2015–2016 school year.

- Literacy intervention professional learning support (initial training and continuing contact) was provided to 77 intervention teachers to support the provision of Reading Recovery, Leveled Literacy Intervention and Middle Years Literacy Intervention to students.
- One hundred and eighty-seven professional learning sessions and 533 coaching sessions were provided to teachers delivering Reading Recovery, Leveled Literacy Intervention and Middle Years Literacy interventions; this represents an increase of 112 professional learning sessions and an increase of 105 coaching sessions over the previous year.
- Adapted Literacy Interventions for French immersion and bilingual program students were provided.

Additional professional learning sessions were offered to build teacher capacity in research based high impact literacy strategies for whole class instruction.

- A total of 2,620 teachers received 248 in-service sessions and 619 coaching or consultation sessions to support their literacy professional learning for whole classroom support. These sessions were provided through catchment groups, leadership groups or through central sessions. Topics included strategies such as, Guided Reading, Shared Reading, Reading and Writing Workshop, Read Aloud, and Paired Reading to name a few.
- The District's Literacy Best Practices Professional Learning Day was attended by 220 educators. District literacy consultants provided 38 sessions at catchment professional learning days.
- A literacy consultant provided whole school high school literacy support to one school, and began expansion into a second school.
- The six literacy summer institutes were attended by 205 teachers.
- The Student Assessment team provided support with the analysis of school and catchment literacy results.
- Professional learning sessions were offered at First Nations, Métis, and Inuit Lead Teacher sessions, catchments, schools, District Literacy Days. Staff shared strategies for weaving First Nations, Métis, and Inuit culturally responsive resources and supports with curriculum. Sessions included Evaluating First Nations, Métis, and Inuit Resources, and Re-envisioning Literacy Curriculum through Indigenous Perspectives. As a result of the professional learning sessions, lead teachers and educators have increased their capacity to effectively engage First Nations, Métis and Inuit students in their literacy engagement leading to a positive measurable increase.
- The first year of a Language and Literacy Project has been completed within the portfolio of Early Years. This program prototype was designed to build teacher capacity and support children identified as at-risk for literacy difficulties. Children who had speech, language or communication needs as identified through EYE-TA results and Mild/Moderate or Program Unit Funding (PUF) as well as English language learners were included in this pilot project. A deep dive into research and current best practices by a multi-disciplinary team supported classroom teachers through a coaching model and allowed for the creation of five videos intended to capture the five most reliable strategies related to literacy development: oral language; phonological awareness; vocabulary; print awareness; and reciprocal teaching. These videos will be used to support further professional development. As part of this project a professional learning community was also created to support evidence based strategies around language and literacy development as children transition from early years programming to Grades 1 and 2.
- Literacy leadership development was provided to 60 principals and emerging leaders through the District's Leadership Development Framework, including two modules: Leading through Quality Literacy Programming, and Literacy Coaching: The Way to Excellence.

### **Development of Literacy Resources**

In the 2015–2016 school year a number of literacy resources were developed to support teachers in the classroom.

- Fifty-four curriculum-based checklist tools to support formative and summative assessment of reading were developed for English language arts Grades 1 to 12, and over 100 curriculum-based checklist tools in total for six bilingual program language arts (Arabic, Chinese, French, German, Hebrew, Spanish).
- A Guided Reading online learning module was developed.
- A total of 54 draft teacher handbooks for Grades 1 to 9 to support the assessment and teaching of the reading-related outcomes of English language arts and bilingual program language arts (Arabic, Chinese, French, German, Spanish) were developed; additionally, six draft teacher handbooks to

support teachers in assisting students to meet the reading demands of mathematics were developed.

- Inclusive Learning staffs worked collaboratively with staff from Curriculum and Resource Development to support the creation of literacy tools and supporting with implementation of District literacy goals.
- First Nations, Métis, and Inuit staffs continue to develop and share literacy resources, and review resources for use on the First Nations, Métis, and Inuit website.
  - Recommended First Nations, Métis, and Inuit novel studies and literacy seed kits were developed and accessed by 28 District schools.
  - The Unit continues to support an annotated, web-based bibliography of recommended First Nations, Métis, and Inuit literature and resources on the District book reviews website. A goal of these literacy resources is to assist educators in providing culturally appropriate resources. Google Analytics indicates a significant number of new users access it as a resource.
  - Culturally responsive edukits continue to be developed, including a new Métis Edukit, First Nations Early Learning Edukit. Edukits contain literature, cultural items, lesson plans and background information for educators. The kits were borrowed by 41 schools and Edukits were duplicated this year to meet increased demand.
  - An amiskwaciy wâskahikan EduSite was also developed.
  - All of the Edukits and Edusite are developed in collaboration with educators and community members, including Elders, Knowledge Keepers and Cultural Advisers.
- Resources were created (videos and tip sheets) to support classroom teachers in recognizing and utilizing research based best practices to support language and literacy development in the early years.

#### **Providing Services to Students and Families**

- Four English as a Second Language (ESL) Reception Centres continued to serve schools. Reception Centers were situated at Harry Ainlay, Jasper Place, J Percy Page, and Queen Elizabeth schools. Community schools referred families to the Reception Centres, where they were welcomed by ESL teacher consultants who conducted English language assessments and Intercultural consultants who conducted family interviews. In 2015–2016, the ESL Reception Centres received 978 requests for service. 384 requests were processed for family interviews.
- 7.7 FTE Intercultural consultants and an Intercultural program coordinator served schools, to provide cultural bridging, conduct family interviews, provide first language support for meetings and parent conferences, as well as parent information evenings. Intercultural consultants provided language and culture support in the following languages: Arabic; Chinese (Cantonese, Mandarin); East Indian (Hindi, Gujarati, Punjabi, and Urdu); Somali and Vietnamese. In addition to District staff, the Diversity Education Unit maintains on a yearly basis, a roster of part-time hourly Intercultural workers, who are called upon on an as need basis to provide service for a variety of languages and cultures.

## SECTION FOUR: PRIORITY STRATEGIES MOVING FORWARD

To advance the outcome that more students demonstrate growth and achieve learner outcomes with a specific focus on literacy, the District will pursue the following strategies:

- The District Wide Focus on Reading will continue to develop additional ways to support student development of the essential life skill of reading. This focus will support schools in identifying students who require interventions and ensure these students receive informal and formal interventions. Key elements of the focus will be:
  - Building further capacity in elementary teachers to accurately assess reading levels consistently across the District, using a variety of reading assessment tools and newly developed, curriculum-based grade-level tools and handbooks.
  - Building capacity for assessing and reporting student reading achievement with a specific focus on strengthening these skills in junior high. Working with lead teachers in junior high to determine next steps, resources and professional learning required to move this work forward in Division III.
  - Continuing Year Two of pilot project with a volunteer cohort of elementary and secondary schools to explore ways reading levels can be reported to support the development of student intervention plans and strategies.
  - Exploring ways in which the District-wide focus on reading information for students requiring specialized supports and services can be integrated into the electronic Learner Support Plans.
- Expanding professional development for Kindergarten to Grade 12 teachers with a focus on research-based approaches in the area of literacy to further develop their expertise in literacy instruction. Strategies include:
  - Throughout the year offer Foundations of Literacy and other research-based professional learning sessions to build capacity in balanced literacy practices across all grades. Consultants are available to provide additional support to teachers through coaching and feedback.
  - Offer One Day Reading and One Day Writing Institutes for schools wanting to implement Lucy Calkins Reading and Writing program across their grades. Institutes will be provided for each grade from Kindergarten to Grade 8.
  - Offer week long summer institutes to deepen teacher capacity in literacy on a variety of literacy topics.
  - Enhance the opportunities for teachers to be trained to deliver Reading Recovery. Onsite coaching will be provided. For schools not able to offset the cost of the FTE required to do the one on one intervention required for certification, schools can apply for dollars through the Equity Fund.
  - Enhance the opportunities for teachers to be involved in Leveled Literacy and Middle Years Literacy Intervention training.
  - Enhance the opportunities for high school teachers to receive training in three high school intervention models. 1.0 FTE is available for each Leadership group to support delivery of a model in their school to work with students requiring interventions if school budgets cannot cover the costs. The intent is to build literacy instruction and intervention capacity at the high school level. Coaching will be provided. This work will also set the stage for preparing high schools to assess reading levels when the District Wide Focus on Reading implementation plan reaches Division IV.
  - Work with junior high lead teachers to develop junior high literacy expertise and a reading resource packages that blends together best practices in an easy use guide for teachers.
  - Bring in key literacy expertise such as Douglas Fisher, Richard Allington and Lucy Calkins to provide on-site presentations to further build understanding of research based best practices.

- Continue to offer specialized supports and services, through the Inclusive Learning Unit, to schools by:
  - Working with schools to identify priorities for service, and supporting the development of universal, targeted and specialized interventions using a pyramid of intervention approach. For students requiring intensive interventions, work with teachers to develop goals for student growth and customized strategies, and introduce a Reading Specialist as part of the process to work with the classroom teacher.
  - Supporting students with complex needs as they transition through the education system.
  - Focusing on emergent literacy by working to develop capacity in staff to work with students who have significant difficulties by introducing symbolic communication, core vocabulary, and emergent reading and writing skills.
  - Providing Inclusive-Learning school-linked service teams to build the capacity of all District staff to create the best learning environments for students through classroom consultation, specialized assessments, professional and parent sessions.
  - Providing targeted interventions, supports, and services to kindergarten students identified through the Early Years Evaluation—Teachers Assessment who require language or literacy interventions
  - Continue to provide English as a second language consultants on multi-disciplinary teams assigned to schools to provide consultation, ESL assessment, classroom coaching, and professional learning opportunities. In particular, offer seven professional learning topics in the 2016–2017 school year.

**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 STAFF:** Sonia Boctor, Sherelyn Caderma, Pina Chiarello, Sanaa El-Hassany, Chelsea Erdmann, Victoria Laidlaw, Greg McNulty, Leona Morrison, Melissa Purcell, Rick Stiles-Oldring

**REFERENCE:** N/A

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## **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								
<b>ESSENTIAL SKILLS FOR SUCCESS BEYOND SCHOOLING</b>									
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	+
<b>TRANSITIONS/CAREER PLANNING</b>									
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
<b>STUDENT ACHIEVEMENT</b>									
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:

- amiskwaciy 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 (I<sup>3</sup>) 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.