




Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers
Tuesday, December 19, 2017
2:00 p.m.

Board Meeting #03

- A. O Canada 
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Minutes:
 - 1. DRAFT – Board Meeting #02 – November 28, 2017
- G. 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, December 18, 2017, to speak under this item.)
- H. Reports:
 - 2. Board Chair Discretionary Expense Allowance Report 2016-2017 (Information)
 - 3. Update on Annual Results Review (Information)
 - 4. Strategic Plan Update - Academic Achievement (Literacy, Numeracy and High School Completion) (Information - Response to Request for Information #001)
 - 5. Student Assessments – Elementary Aged Students (Response to Request for Information #002)
 - 6. Bereavement (Information)
- I. Comments from the Public and Staff Group Representatives – 5:00 p.m.
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, December 18, 2017, to speak under this item.)

AGENDA

**BOARD OF
TRUSTEES**

Michelle Draper
Board Chair

Bridget Stirling
Board Vice-Chair

Sherry Adams
Shelagh Dunn
Trisha Estabrooks
Ken Gibson
Nathan Ip
Michael Janz
Cheryl Johner

- J. Other Committee, Board Representative and Trustee Reports**
- K. Trustee and Board Requests for Information**
- L. Notices of Motion**
- M. Meeting Dates**
- N. Adjournment**

MINUTE BOOK**Board Meeting #02**

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, November 28, 2017 at 2:00 p.m.

Present:**Trustees**

Sherry Adams
Michelle Draper
Shelagh Dunn

Trisha Estabrooks
Ken Gibson
Nathan Ip

Michael Janz
Cheryl Johner
Bridget Stirling

Officials

Angela Anderson
Grace Cooke
Todd Burnstad
Ron MacNeil

Karen Mills
Leona Morrison
Kathy Muhlethaler
Lorne Parker

Kent Pharis
Darrel Robertson
Mike Suderman
Liz Yule

Board Chair: Michelle Draper

Recording Secretary: Shirley Juneau

Staff Group Representatives

CUPE Local 3550 – Carol Chapman, President and Gloria Lepine, Chief Steward
CUPE Local 474 – John Vradenburgh, 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 fire 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.

The Board Chair advised those attending the meeting in person that the floor area is restricted to the Board of Trustees, Superintendent, Director of Board and Superintendent Relations and Recording staff, with an area reserved for media. She advised that she would signify to any other staff or registered speakers to come down to the floor at the designated time on the agenda. The Board Chair thanked everyone for their cooperation.

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A. O Canada 

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

The Superintendent advised that all Trustees were present.

C. **Approval of the Agenda**

MOVED BY Trustee Adams:

**“That the agenda for the November 28, 2017, board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

D. **Communications from the Board Chair**

The Board Chair advised that the White Ribbon Campaign began November 27th and will run through to December 6th. She explained that the White Ribbon Campaign is intended to make the public aware that violence against women at home, on the street or in the workplace is unacceptable. She said that the Edmonton Public School Board endorsed the campaign in 1994. She thanked CUPE Local 474 for providing the Trustees and District staff white ribbons to wear in recognition of this campaign.

The Board Chair reported that on November 17, 2017, the Board of Trustees were pleased to join Premier Notley and Minister Eggen for a funding announcement. She said that the Board has been advocating for new public high schools in the city and the announcement demonstrates that the government is listening. She explained that the District’s need for new high school space is critical, especially in the city’s southwest and southeast communities as more and more families are moving to new and developing areas in these parts of the city. The Board Chair said that the announcement will help ensure more high school space is added before high school enrolment exceeds available space within the District. She said there is more advocacy work to do as the District’s student population continues to grow every year, and hopefully more announcements are to follow. On behalf of the Board of Trustees, the Board Chair thanked the province.

The Board Chair advised that Edmonton Public Schools is looking forward to the construction of three new schools and requested suggestions from the public to name them. She explained that new schools will be built in McConachie, Larkspur and Heritage Valley and that the District wants to name them soon so that the names can be incorporated into the school design.

The Board Chair said the District is looking for names of individuals who:

- have made a valuable contribution to education
- have made a valuable contribution to the community at large
- represent diversity in the community, and
- are significant to the community

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She explained that to suggest a name, individuals can complete an online survey, mail or bring suggestions to the Centre for Education. The Board Chair advised that the deadline to submit suggestions is Friday, December 15, 2017.

The Board Chair reported that the Metro School Boards group aims to foster effective working relationships with each other, with provincial organizations and with the provincial government. She advised that on November 19, 2017, members of the four Metro Boards (Calgary Public, Calgary Catholic, Edmonton Catholic and Edmonton Public) met new Trustees, reconnected with each other and discussed areas for common advocacy.

The Board Chair reported that during the past few weeks, the Board of Trustees had been visiting schools and central units to facilitate results review meetings. She advised that as part of the accountability process, Trustees have the opportunity to review the results from the previous year and to learn about the plans for the current school year in support of District priorities. She said that it is an opportunity to hear about successes, achievements, challenges, and goals for the current year. The Board Chair explained that the conversations assist the Trustees to determine common areas of challenge across the District and to advocate for potential solutions. She said that the Trustees heard about the District's growing student population, the complexity in classrooms, infrastructure needs such as portables and modernizations, mental health issues, and continued focus on literacy and numeracy. The Board Chair shared that the Trustees also heard about the benefits of collaboration through the catchment work as well as received thanks for the Equity Fund. She said that results review process is a wonderful opportunity to connect with schools, central services, parents and stakeholders. The Board Chair thanked staff for all their work in preparation for the results reviews and for their continued commitment to Edmonton Public Schools and the success of all District students.

The Board Chair advised that for over two years, the District has been collaborating with Edmonton Catholic Schools to design a shared busing arrangement. She said that both groups see the tremendous benefits for students and families in having a shared transportation model, and was pleased to see the Minister of Education encouraged such collaboration. The Board Chair acknowledged that there is strong public interest in the shared busing arrangement and that the Board is pleased to announce that there will be a recommendation report on this initiative brought to the January 23, 2017, Board meeting.

E. Communications from the Superintendent of Schools

The Superintendent shared that the results review process is a very important time in the District. He said that it is a time to reflect not only on teaching, learning and the supports provided in the classrooms throughout the previous year and the impact of those supports on the results of the students, it is also a time to look forward in the future and to contemplate evidence based decisions that will continue to ensure all students are successful. The Superintendent shared his appreciation for the comments made by the Trustees to staff for the work they have done. The

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Superintendent shared that District staff, including central units and schools, are very appreciative of the engagement, questions and opportunities to share some of the complexities and successes of their work and to have genuine dialog with the Board of Trustees. The Superintendent said that the District is collectively focused on the right things as an organization and thanked the Trustees for their leadership and extended his appreciation for the contributions the Board has made to the results review process and ensuring there is accountability within the District.

The Superintendent advised that on November 20, 2017, the province announced the expansion of the Nutrition Pilot project. The Superintendent extended his appreciation to the province for expanding this initiative. He said that pilot projects are not the solution to hunger in schools but shared that every little bit helps. He thanked the province and all of the District's partners for the numerous programs that the District has to ensure that students are receiving nutritious snacks or meals while they are at school. The Superintendent also thanked the staff for all their work in making the nutrition programs successful in District schools.

F. Minutes

1. Board Meeting #01 – November 7, 2017

MOVED BY Trustee Dunn:

**"That the minutes of Board Meeting #01 held November 7, 2017, be approved as printed."
(UNANIMOUSLY CARRIED)**

G. Comments from the Public and Staff Group Representatives

The Trustees heard from the Chairman of Old Scona Academic School Council and the Student President of Old Scona Athletic Council regarding the need for a multi-use facility at the school.

H. Reports

2. Funds for 2018-2019 Clause 23 Professional Improvement Program

MOVED BY Trustee Ip

**"That an allocation of \$1,200,000 from the 2018-2019 operating budget be approved for the Clause 23 Professional Improvement Program for the purpose of granting professional improvement leaves and or tuition support to teachers for the 2018-2019 school year."
(UNANIMOUSLY CARRIED)**

3. Funds for 2018-2019 Exempt Staff Professional Improvement

MOVED BY Trustee Estabrooks

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“That an allocation of \$150,000 from the 2018-2019 operating budget for the Exempt Staff Professional Improvement Program be approved for the purpose of granting exempt staff professional improvement leaves and or tuition support for the 2018-2019 school year, and that the program be continued on an ongoing basis. An annual request for a budget allocation to fund this program will be brought forward in the fall.”

(UNANIMOUSLY CARRIED)

4. 2016-2017 Audited Financial Statements

Ms Carlie Persson and Ms Anna Sereda of PwC were present for this report.

Trustee Gibson requested confirmation from Administration that the District has no other contracts with the external auditor.

Mr. Burnstad confirmed that the District has no other contracts with the external auditor.

Trustees Gibson requested confirmation from the external auditor that in terms of the dialog with management and the review of the accompanying information supplied by management that there was nothing that would lead to concerns regarding the audit opinion.

Ms Persson confirmed that PwC received full cooperation from management and did not have any hindrances that would have impacted the audit opinion.

Trustee Janz requested confirmation on what the District is doing to ensure minimum liability regarding phishing and the District’s capital processes.

Mr. Burnstad confirmed that internal controls are reviewed regularly and that the highest risk related to phishing would be associated with the District Technology department. He explained that the department has diligent ways of monitoring what could be suspect emails coming into the District. He said that finance internal control processes ensure the finance department would never act on any information that is received through that venue. Ms Persson advised that, from the internal audit perspective, the audit is not designed to specifically review incidents of phishing; however, controls that were tested as part of the external audit did not result in any significant concerns or issues. Ms Persson reported that PwC has presented Administration with information on those types of risks and advised that process be assessed to limit exposure from that perspective.

MOVED BY Trustee Gibson

“That the 2016-2017 audited financial statements, notes to the financial statements and unaudited schedules be approved.”

(UNANIMOUSLY CARRIED)

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5. Proposed Distribution of 2016-2017 District Surplus

MOVED BY Trustee Janz

"That the proposed distribution of the 2016-2017 surplus be approved as follows:

1. That the 2017-2018 planned use of surplus funds totaling \$61.5 million released in conjunction with the 2017-2018 fall revised budget be approved.

2. That the planned use of capital reserve funds of \$5.6 million for 2017-2018 be approved."

(UNANIMOUSLY CARRIED)

6. Fall Update to the Revised 2017-2018 Budget

MOVED BY Trustee Stirling

"That the fall 2017 update to the 2017-2018 Budget be approved."

(UNANIMOUSLY CARRIED)

There was a short break in the meeting.

7. Alberta Education Results Review

MOVED BY Trustee Stirling

"That the Edmonton Public Schools' Combined Three-Year Education Plan (2017-2018 to 2019-2020) and the Annual Education Results Report (2016-2017) be approved."

(UNANIMOUSLY CARRIED)

Trustee Adams requested the number of First Nations, Métis, and Inuit students that are registered in pre-Kindergarten programs and strategies the District has in place to invite First Nations, Métis, and Inuit families in.

8. Bereavements

The Vice-Chair reported on the passing of Mr. Clare Marklinger and Ms Shauna Persson-Ryan.

I. Comments from the Public and Staff Group Representatives

The Trustees heard from Mr. Mike Tachynski, a teacher from Ross Sheppard School regarding inflation of student grades.

J. Other Committee, Board Representative and Trustee Reports

Trustee Dunn shared that she enjoyed celebrating two school openings with their communities, as well as the life and work of namesakes Dr. Lila Fahlman and David Thomas King.

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Trustee Dunn said that she found it positive to connect with members of the Metro Board and that she's looking forward to the collaborative work that is important to student needs.

Trustee Dunn reported that it was an honour to represent Board of Trustees at the Buttermere Remembrance Day ceremony with Trustees Ip and Stirling and was very moved by the tribute to the veterans and those in active service.

Trustee Dunn said that it was a pleasure to tour Westmount Junior High School and learn from Principal Rick Stanley about the many options available to students. She shared that the warmth and safety of this school is apparent when you walk in the doors and it was clear that students also experienced this.

Trustee Dunn reported that she met with principals, staff, students, parents and central staff at results reviews and had inspiring conversations about the hard work being done in order to meet the needs of every student. She said they discussed the challenges of complexity in classrooms and the needs of students learning English, literacy and numeracy strategies, inclusive learning and the challenge of providing mental health supports in schools.

Trustee Estabrooks reported that she thoroughly enjoyed attending results reviews for 10 schools in Ward D. She thanked the principals who welcomed her into their schools and to the staff, parents and students who shared their stories during the results review. She said that she learned a lot about the great work happening in District schools as well as the areas that need improvement.

Trustee Estabrooks shared that she attended the Remembrance Day ceremonies at the Beverly Cenotaph as well as at McNally High School. She thanked the students, cadets and the band at McNally and Principal Lisa Wright for including her as part of their Remembrance Day event.

Trustee Estabrooks reported that she was fortunate to take part in a morning assembly at Norwood School. She said that dancing with students in the gym is a great way to start the day. She congratulated the many students at Norwood School who were recognized for their dedication to the home reading program during that assembly.

Trustee Estabrooks reported that she was fortunate to attend three new school openings in the fall. She said that as a new Trustee to bear witness to the hard work of the Board before her and the hard work of the District staff who helped make these schools happen was truly humbling.

Trustee Estabrooks thanked the Public School Boards' Association of Alberta (PSBAA) for including her as a panellist during their conference held earlier in the month. She said she was fortunate to be able to speak about ways to better engage students, community and parents, which is an important conversation in the District and across the province.

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Trustee Estabrooks stated that Edmonton Public Schools currently offers a number of early, middle and late French Immersion programs recognizing the important role learning a second language can have on a student's life. She said that currently there are no French Immersion programs offered in central Edmonton and requested the following information:

- How many early entry, middle entry and late French immersion programs are currently offered within Edmonton Public?
- What is the current enrolment numbers for these programs?
- How many students was the District unable to accommodate within a French Immersion program during the 2017-2018 school year and at which school?
- Does the District know how many students who currently live within Ward D travel outside of the Ward to attend a French Immersion program?
- Does the District maintain a wait list of students who would like to attend French Immersion and if so, how many students are on that wait list?
- What is the projected enrolment for French Immersion programs within Edmonton Public Schools for the next five years?

L. Notices of Motion - None**M. Next Board Meeting: Tuesday, December 19, 2017, at 2:00 p.m.****N. Adjournment: 5:05 p.m.**

The Board Chair adjourned the meeting.

Michelle Draper, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: December 19, 2017

TO: Board of Trustees

FROM: Michelle Draper, Board Chair

SUBJECT: Board Chair Discretionary Expense Allowance Report 2016-2017

ORIGINATOR: Karen Mills, Director, Board and Superintendent Relations

REFERENCE: [Trustees' Handbook](#) – Section 11.5 Board Chair Discretionary Allowance

ISSUE

In accordance with Section 11.5 of the Trustees' Handbook, the Board Chair is granted an annual discretionary expense allowance for expenses incurred related to the role of Board Chair. The Board Chair is required to provide a written annual report outlining the nature and purpose of expenses incurred under the Board Chair Discretionary Expense Allowance.

BACKGROUND

Effective October 22, 2013, the Board approved granting the Board Chair an annual discretionary expense allowance of \$2,153.80 to cover expenses incurred related to the role of Board Chair. These funds were allocated to support additional business that may arise from the duties associated with the Board Chair position. As per the Trustees' Handbook, any unused portion from the previous year is not to be carried forward into the following school year. All expenses from the Board Chair's discretionary allowance are required to be signed off by the Board Vice-Chair prior to reimbursement.

Trustee Janz resigned as Board Chair effective February 28, 2017. Trustee Draper was elected Board Chair at the February 28, 2017 Board meeting.

CURRENT SITUATION

A report of the expenses incurred under the Board Chair's discretionary allowance for the period of November 2016 to September 2017 is attached (Attachment I).

KEY POINTS

- There were three transactions incurred by Board Chairs Janz and Draper between November 2016 and September 2017, amounting to \$1,681.58.
- The ending balance for the Board Chair discretionary allowance for 2016-2017 was \$472.22. In accordance with the Trustees' Handbook, the unused portion of the Board Chair Discretionary Allowance was not carried into the 2017-2018 school year.

ATTACHMENTS and APPENDICES

ATTACHMENT I Board Chair Draper Discretionary Expense Allowance 2017

KM:sj

BOARD CHAIR DISCRETIONARY EXPENSE ALLOWANCE

Expense Summary from November 2016 – September 2017

Date: December 19, 2017

Opening Balance: \$2,153.80

Date of Expense	Vendor/Location	Purpose	Amount	Balance
Nov 1, 2016	Reimbursement to RAM	Flight for Roberta MacAdam's granddaughter to attend official school grand opening	1270.00	883.80
Feb 17, 2017	Zocala Gallery Inc.	Flowers for Michael Janz on the birth of his child	92.03	791.77
Mar 2, 2017	Dr. MA Armour (Sinimol Mathai)	Gift for Dr. Armour (school opening)	319.55	472.22

Closing Balance: \$472.22

DATE: December 19, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Update on Annual Results Review

ORIGINATOR: Todd Burnstad, Chief Financial Officer

RESOURCE STAFF: N/A

REFERENCE: N/A

ISSUE

The Board of Trustees is required to meet government policy and requirements for school board planning and results reporting no later than November 30, 2017.

BACKGROUND

The results review, plans and revised budget documentation for all schools and central decision units are posted annually on the District website. The Board of Trustees will be provided the opportunity to comment on the results review meeting they attended.

CURRENT SITUATION

During the period of November 16 to November 29, 2017 members of the Board of Trustees reviewed the 2016-2017 results and the 2017-2018 plans and revised budgets.

KEY POINTS

- The Superintendent of Schools' results review was presented through the Annual Education Results Report (AERR) at the November 28, 2017 public board meeting.
- This year, 91 schools were reviewed through Trustee subcommittee meetings.
- School reviews are based on a four year cycle (tied to the Trustee's four year term), where the goal is to have each school reviewed twice during this cycle. During the current year, some schools that were reviewed last year were scheduled for review again this year. This was due to the high volume of first and second year principals and ward boundary changes. These schools will now only be reviewed one more time until 2021.
- The six Assistant Superintendents responsible for schools met with first and second year principals from 55 schools.
- All Central Services decisions units are reviewed annually by the Board of Trustees.
- As part of the ongoing work of Assistant Superintendents with schools, the remaining results and plans will be reviewed as part of one-on-one catchment meetings.

TB:ja

DATE: December 19, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Strategic Plan Update: Academic Achievement (Literacy, Numeracy and High School Completion)

ORIGINATOR: Nancy Petersen, Managing Director, Strategic District Supports

RESOURCE STAFF: Janice Aubry, Carolyn Baker, Marnie Beaudoin, Lisa Boston, Todd Burnstad, Sherelyn Caderma, Pina Chiarello, Patti Christensen, Kim Diggle, Blythe Evans, Husna Foda, Sanaa El- Hassany, Brenda Gummer, Cindy Hoddinott, Marlene Hornung, Amanda Lau, Karen Linden, Colette Maddaford, Marilyn Manning, Greg McInuity, Bob Morter, Elisha Pinter, Barrett Weber, Brenda Yates

ISSUE

The purpose of this Strategic Plan Update report is to provide the Board of Trustees with a detailed overview of District level results related to literacy, numeracy and high school completion.

BACKGROUND

In 2014, Edmonton Public Schools formally launched its District Strategic Plan for the 2014–2018 term. The District Strategic Plan has three priority areas with 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.

To demonstrate the District's commitment to transparency and accountability, Strategic Plan Update reports were introduced in 2016–17, as an extension of the Annual Education Results Report. The reports are intended to provide the Board of Trustees with detailed progress towards the goals and outcomes of our Strategic Plan.

CURRENT SITUATION

This Strategic Plan Update report reflects the work of schools and central services in support of the success of our students in the areas of literacy, numeracy and high school completion.

District achievement data has been provided in further detail to promote a more comprehensive understanding of our results. This detailed look at our data enables the District to identify areas of strength and opportunities for growth.

KEY POINTS

Strategic Plan Update reports, introduced in 2016–17, provide an extension of the AERR.

The attached report is focused on the District's work in support of literacy, numeracy and high school completion.

ATTACHMENTS and APPENDICES

ATTACHMENT I Strategic Plan Update: Academic Achievement (Literacy, Numeracy and High School Completion)

NP:



STRATEGIC PLAN UPDATE

Academic Achievement: Literacy, Numeracy and High School Completion

December 19, 2017

epsb.ca

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Introduction

The District is committed to the goal of success for every student. We work towards this goal with the acknowledgment and recognition that our classrooms are more complex than ever before. Each year, we take a look back at what we have accomplished and look ahead to what challenges we face in the coming year. Our results represent the efforts and commitment of our staff as they walk alongside our students on their journey from early learning to high school completion.

As an extension to the Three Year Education Plan/Annual Education Results Report (AERR), each year the District presents Strategic Plan Update reports in key areas which provide additional information and analysis on what the District is doing to advance its Strategic Plan and enhance our accountability.

The purpose of this report is to provide the Board of Trustees with a more comprehensive overview of the results pertaining to progress towards Priority One, Goal Two, with a focus on literacy and numeracy:

Priority One: *Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond*

Goal Two: *Success for every student*

Outcome: *More students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy*

The report begins with setting District context. This is followed by the District's 2017 academic journey related to literacy, numeracy and high school completion. Provincial and District data sets will be deconstructed for deeper understanding of our students' achievement over time.

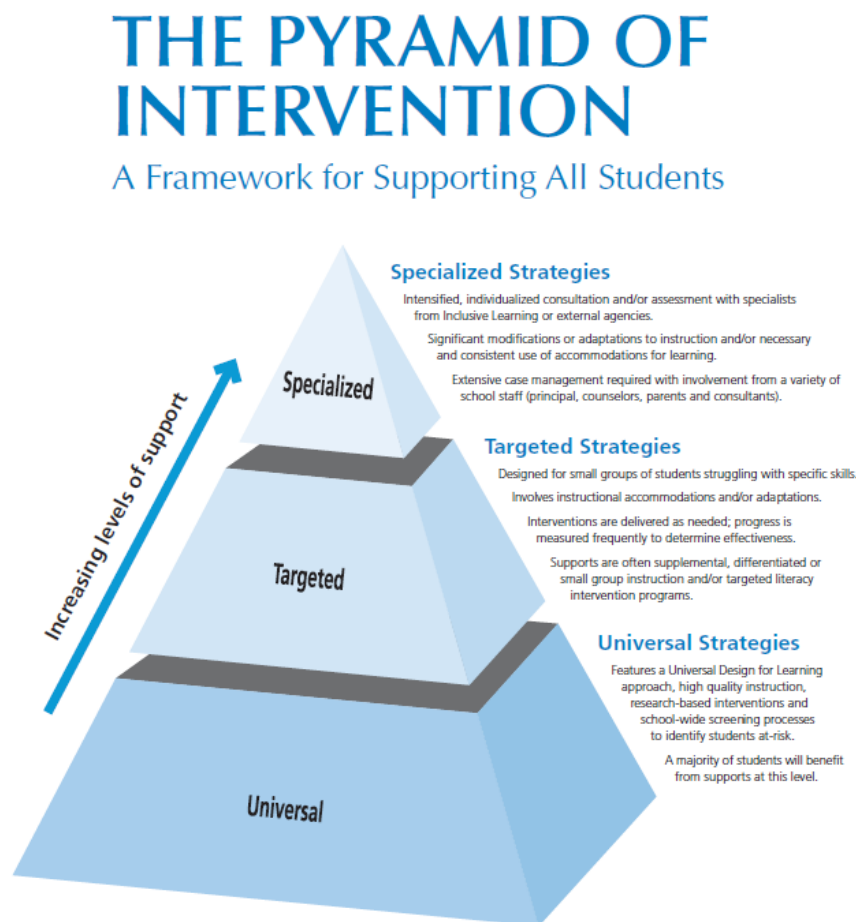
How We Do Our Work

Our efforts to support student success are informed by the direction of the Strategic Plan, conducted through the intention of continuous improvement and use approaches that reflect evidence-based decision making. The diagram below provides a visual to what this work looks like across the District.



Staff from schools, catchments and Central Service Units take a shared responsibility for the success of our students and work collaboratively in support of our strategic direction. Curriculum and Resource Support, Inclusive Learning (Early Learning, Diversity and Comprehensive School Health and Specialized Support) and Research and Innovation deliberately work together to provide instructional supports to our schools.

Our work in support of students is delivered through the construct of the **Pyramid of Intervention**, a framework for supporting all students in their learning journey. The pyramid reflects the range of intervention and programming strategies that are universal, targeted and specialized based on student need. This framework provides flexibility within a comprehensive system of instruction and intervention guided by evidence-based data.



Our District's work is guided by our Cornerstone Values:

- **Accountability:** We are transparent about taking responsibility for our actions, decisions, policies and results.
- **Collaboration:** We work together to achieve goals, solve problems and overcome challenges.
- **Equity:** We strive to meet the needs of all students.
- **Integrity:** We follow through on our commitments and treat people with kindness and respect.



EQUITY • COLLABORATION • INTEGRITY • ACCOUNTABILITY

District Student Demographics

Edmonton Public Schools serves close to 100,000 students in 213 schools and 13 other educational service locations. The increasing diversity of our city and overall student population is reflected across District classrooms. This chart provides an overview of the District's evolving student demographic profile.

<i>Students</i>	<i>Sept. 2013</i>	<i>Sept. 2016</i>	<i>% increase</i>
<i>English Language Learners</i>	<i>18,411</i>	<i>23,503</i>	<i>27.7</i>
<i>Self-identified First Nations, Metis, and Inuit</i>	<i>7,591</i>	<i>8,375</i>	<i>10.3</i>
<i>Students with Specialized Services (includes Gifted and Talented)</i>	<i>11,035</i>	<i>11,953</i>	<i>8.3</i>
<i>Total Student Enrolment</i>	<i>86,427</i>	<i>95,632</i>	<i>10.7</i>

Our Journey: 2017 Academic Achievement

Each year Alberta Education provides the District with a report card indicating how we are doing. The 2017 Accountability Pillar Overall Summary provides a big picture perspective of our results and serves as the foundation to the District's Annual Education Results Report. The Accountability Pillar signals areas of celebration and opportunities for growth. It also serves as the first step in our reflective analysis to inform our work.

To gain a better understanding of our results, this report starts from the overall summary and goes deeper into the three areas of literacy, numeracy and high school completion.

For literacy and numeracy, overviews of the work being done in schools and Central Services are presented first, followed by a section entitled *what our results tell us*, which provides a high-level interpretation of the District's achievement.

The section, *voices of schools*, reflects the work happening in schools in support of student success. The information gathered to inform this section includes the following:

- A review of the 2017-2018 strategies from school budget planning documents.
- A reflection of results shared from Catchment Results Reviews.
- The voice of teachers gathered from the Teacher Collaboration Committee conversations.
- Conversations with a sample of school leaders.
- An analysis of achievement data.

The strategies, actions or professional views identified represent work that is developing as a shared practice in schools across the District and not just the efforts of a single school or small group of schools.

The section, *Central Services Instructional Supports*, reflects the work of central Decision Units in support of schools and student success. The strategies highlighted reflect the following:

- Strategies identified in the 2017-2018 budget planning process and the AERR.
- Strategies identified in collaboration and response to school needs.
- Strategies identified in response to 2016-2017 results.

This work in support of schools reflects Central's ability to be responsive to school needs, a deliberate focus to support research-informed practices and efforts to support building capacity within an entire catchment or in schools across the District.

Finally, the District's literacy and numeracy results are demonstrated using both provincial data: Provincial Achievement Tests (PATs) and Diploma exams (DIPs); and, District-generated data: Grade level of Reading- at, above, or below and Highest Level of Achievement-Writing (HLAT). When possible, results are disaggregated to reflect achievement for the following cohorts of students:

- Self-identified First Nations, Métis and Inuit Students (this reflects the cohort of students who have self-identified on their District registration form).
- English Language Learners.
- Specialized Supports (this cohort includes students identified as Gifted and Talented).
- *Other* (*Other* refers to any student not included in one of the above identified cohorts).

When disaggregating the data into student cohorts this may cause it to appear that the total number of students across all cohort groups exceeds the total number of students represented in the overall category. This is because some students fall into more than one cohort group and their results are included in both areas. For example there are students in the District who would belong to both the self-identified First Nations, Métis and Inuit cohort and the English Language Learner cohort.

High school completion is approached differently. This section looks at our overall high school completion results on the Accountability Pillar, including those of our self-identified First Nation, Métis and Inuit students. The District's efforts toward high school completion for all students are then contextualized into the high school completion framework.

Combined Accountability Pillar Overall Summary

Measure Category	Measure	Edmonton School District No. 7				Alberta			Measure Evaluation			Targets for Issue or Concern		
		Current Result	Target 2017	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	2018	2019	2020
Safe and Caring Schools	Safe and Caring	89.8	n/a	89.5	89.4	89.5	89.5	89.3	Very High	Improved	Excellent	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	83.3	n/a	83.0	82.8	81.9	81.9	81.5	Very High	Improved	Excellent	n/a	n/a	n/a
	Education Quality	91.1	n/a	90.8	90.6	90.1	90.1	89.6	Very High	Improved Significantly	Excellent	n/a	n/a	n/a
	Drop Out Rate	2.7	n/a	3.0	3.1	3.0	3.2	3.3	Very High	Improved Significantly	Excellent	n/a	n/a	n/a
	High School Completion Rate (3 yr)	75.4	n/a	72.3	71.7	77.9	76.5	76.1	High	Improved Significantly	Good	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	75.6	n/a	77.4	76.8	73.4	73.6	73.2	Intermediate	Declined Significantly	Issue	76.0	76.4	77.0
	PAT: Excellence	24.3	n/a	25.1	24.1	19.5	19.4	18.8	High	Maintained	Good	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	82.4	n/a	81.9	81.4	83.0	82.7	83.1	Intermediate	Improved Significantly	Good	n/a	n/a	n/a
	Diploma: Excellence	25.7	n/a	23.9	23.3	22.2	21.2	21.5	Very High	Improved Significantly	Excellent	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	60.7	n/a	60.1	59.5	54.9	54.6	53.1	High	Improved	Good	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	61.1	n/a	59.3	59.3	62.3	60.8	60.8	n/a	Improved Significantly	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	61.5	n/a	61.1	61.2	57.9	59.4	59.3	High	Maintained	Good	n/a	n/a	n/a
	Work Preparation	82.9	n/a	84.0	83.3	82.7	82.6	81.9	High	Maintained	Good	n/a	n/a	n/a
	Citizenship	84.9	n/a	84.9	84.6	83.7	83.9	83.6	Very High	Improved	Excellent	n/a	n/a	n/a
Parental Involvement	Parental Involvement	79.6	n/a	78.9	79.1	81.2	80.9	80.7	High	Maintained	Good	n/a	n/a	n/a
Continuous Improvement	School Improvement	81.8	n/a	80.9	79.7	81.4	81.2	80.2	Very High	Improved Significantly	Excellent	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
5. Aggregated PAT results are based upon a weighted average of per cent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of per cent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Examination for each course. Courses included: English Language Arts 30-1 and 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1 and 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1 and 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50 per cent to 70 per cent in 2015-16. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

All achievement data that comes directly from Alberta Education Accountability Pillar reports (overall, self-identified FNMI, ELL and specialized supports cohorts) has:

- An achievement rating (comparison against fixed provincial standards)
- An improvement rating (comparison against previous performance), and
- An overall evaluation is the combination of both the achievement and improvement results.

All of these ratings are provided by Alberta Education using well defined statistical procedures. For the *Other* cohort, the achievement data was determined by our Student Information department, which allows for providing an achievement rating only.

Literacy

Literacy is critical in helping us make sense of our world. Alberta Education defines literacy as *the ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living*. Language is explained as a socially and culturally constructed system of communication. Literacy is comprised of reading, writing, speaking, listening and viewing.

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.

Qualitative evidence that reflects the voice of schools and supports Central Services provide to schools is included in this report.

The following data sets provide the basis for a comprehensive analysis of students' academic achievement and the District's overall progress in the area of literacy:

- PATs Grade 6 and 9 English Language Arts.
- DIPs English 30-1 and English 30-2.
- District Reading Levels.
- HLATs – Writing.



VOICES OF SCHOOLS

For many schools in the District Literacy has been an area of priority focus for several years. This work has included looking at tools to assess student reading levels, how to use reading assessments to inform programming, intervention strategies and the developing and acquiring of the appropriate resources and print materials to support literacy learning. The following is an overview of where schools are at in this literacy journey and reflects lessons learned and the actions intended to support this work on the go forward.

- Educator voice articulates the paradigm shift occurring where teachers are seeing themselves as both subject area specialists and teachers of literacy.
- Teachers, principals, educational assistants and consultants are talking about how literacy is addressed across subject areas and highlight high-impact literacy strategies embedded throughout the curriculum.
- Schools and catchments are looking deeply at data throughout the school year to inform programming and monitor for student growth in the area of literacy; data removes assumptions about students' reading and provides a clear starting point for intervention or programming.
- To foster the ongoing work in support of quality literacy practice, literacy has been identified as a priority area of focus for many schools' professional learning plans. This work is proving to be most effective when it is continuous and ongoing - often multi-year work done across an entire school or catchment community.
- Collaboration enables a shared understanding around literacy practices to emerge across an entire school or catchment; this shared understanding serves as the foundation to inform practice and the use of resources in support of student literacy growth and success. Examples of teacher collaboration include:
 - Identifying key learner outcomes, and developing authentic assessment tasks to collect evidence of literacy learning.
 - Building a shared understanding of what it means to be reading at grade level or what student literacy performance looks like within each grade level.
 - Identifying and targeting areas for improving students' reading and writing.
- The emphasis on collaboration extends past the boundaries of schools and catchments to include a growing number of families and community partners.
- Many schools are seeking equity funds to support literacy related projects; principals have noted that they perceive these projects to be instrumental in increasing student achievement results.
- Relationship building is central to student learning success.

Literacy and the Pyramid of Intervention	
Levels of Support	School-level Literacy Exemplars
Universal <i>High quality instruction, research-based interventions and school-wide screening processes to identify students at risk</i>	<p>Wide variety of strategies and accommodations to engage students as literacy learners, through a Universal Design for Learning approach:</p> <ul style="list-style-type: none"> • Key or essential learning outcomes identified by teacher teams and written in student-friendly language • Tiered lesson planning • Guided reading and writing workshop (e.g. Lucy Calkin's Reading and Writing Workshops, Empowering Writers) • Daily reading and writing opportunities (independently, with a partner or guided reading group, and across subject areas) • Research informed strategies and specific resources to support literacy learning for our self-identified First Nations, Métis, and Inuit students and English Language Learners • Assessment of student reading and writing levels • On-going tracking and monitoring of student literacy growth • Leveled books, classroom libraries • Home reading and writing programs • Student Learner Profiles • Student leadership notebooks, visual journals, websites, digital portfolios • Learning centres, project-based learning, assistive technology, flexible learning spaces • School literacy coaches/teams • Professional learning, consultation, and prevention/intervention support from Inclusive Learning (IL), Curriculum Resource Support (CRS), and Research and Innovation (e.g. Foundations of Literacy) • Strategic use of Equity Funds to support school and catchment literacy intervention
Targeted <i>Instructional accommodations, adaptations and/or interventions for small groups of students delivered as needed</i>	<p>Targeted strategies and supports for small groups of students struggling with specific skills:</p> <ul style="list-style-type: none"> • Teacher-directed individual student literacy assessments • Leveled Literacy Intervention (LLI), Middle Years Literacy Intervention (MYLI), Reading Recovery (RR), High School Literacy Intervention (HSLI), Adapted Literacy Intervention for FIM and Bilingual Programs (ALI) • Intervention plans
Specialized <i>Intensified, individualized consultation and/or assessment, and significant modifications/adaptations to instruction and/or necessary and consistent use of accommodations for learning</i>	<p>Specialized strategies and supports that address unique needs of students:</p> <ul style="list-style-type: none"> • Collaborative consultation between school staff, parents and specialists (and students, when applicable) • Case conference with IL team • Academic, cognitive and/or medical assessments • Using data and recommendations from medical and education experts/specialists Individual Program Plans (IPPs)

CENTRAL SERVICES INSTRUCTIONAL SUPPORTS

- As schools looked at their data and responded to the needs of their students this fall, Central supports adjusted their work plans to respond to the revised or newly identified literacy needs of schools; this responsiveness includes the reallocation of resources, re-prioritizing of work plans and stopping some work to start work of a more significant priority in support of students and teachers.
- Curriculum and Resource Support are building evidence-based subject area strategic plans to address identified areas for growth, as identified by looking at data and responding to school need.
- Year three of the District-wide Focus on Reading builds upon previous years' work and includes:
 - A focus on supporting schools to identify students who need intervention, and building school capacity to provide both formal and informal interventions.
 - Support for junior high schools in their work to report reading at, above or below grade level (schools will be required to report for Grade 7 students in the spring of 2018 and subsequently Grade 8 and 9 in the following years).
- Curriculum and Resource Support, Inclusive Learning, and Research and Innovation, continue to provide a variety of supports for Kindergarten to Grade 12 teachers in the area of research-based literacy practices, including the development of digital professional learning resources, coaching and modeling in the classroom and facilitating of professional learning/collaboration time.
- To help foster the use of data to inform decision-making and programming for students, Student Assessment is supporting schools and all subject area consultants to build expertise in analyzing achievement data.
- Pre-DLM professional learning sessions for principals include building strategic leadership expertise in literacy and numeracy.
- [Literacy Tip Sheets for Parents](#) for Elementary, Junior High and High School have been developed to engage parents as partners in supporting their child's literacy growth and development; these sheets are available to families on the District website.
- *EPSB Together*, a mobile app for families, includes literacy activities that can be incorporated into daily life at home and currently has over 2000 users.

Literacy Results – Provincial Achievement Tests

English Language Arts 6

Overall	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	5,624	5,952	6,324	6,390	6,604	Achievement	Improvement	Overall
Acceptable Standard %	84.4	84.1	83.8	85.4	83.3	Intermediate	Declined	Issue
Standard of Excellence %	18.8	19.6	22.5	23.7	21.0	High	Declined	Acceptable
Self-identified FNMI	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	499	500	545	545	588	Achievement	Improvement	Overall
Acceptable Standard %	70.5	69.2	64.6	73.9	66.5	Very Low	Maintained	Concern
Standard of Excellence %	4.4	3.8	9.2	7.0	6.3	Very Low	Maintained	Concern
ELL	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	750	957	1,318	1,586	1,827	Achievement	Improvement	Overall
Acceptable Standard %	70.5	71.6	74.4	77.0	81.0	Intermediate	Improved Significantly	Good
Standard of Excellence %	7.2	7.4	12.2	15.4	15.4	Intermediate	Improved Significantly	Good
Specialized Supports	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	820	963	989	978	1,022	Achievement	Improvement	Overall
Acceptable Standard %	60.6	62.6	62.3	67.2	60.3	Very Low	Declined	Concern
Standard of Excellence %	9.9	20.6	20.7	25.5	22.2	High	Maintained	Good
Other	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	3,419	3,653	3,511	3,445	3,491	Achievement	Improvement	Overall
Acceptable Standard %	90.4	91.0	91.8	91.5	90.9	High	n/a	n/a
Standard of Excellence %	22.2	23.8	27.6	28.1	25.4	Very High	n/a	n/a

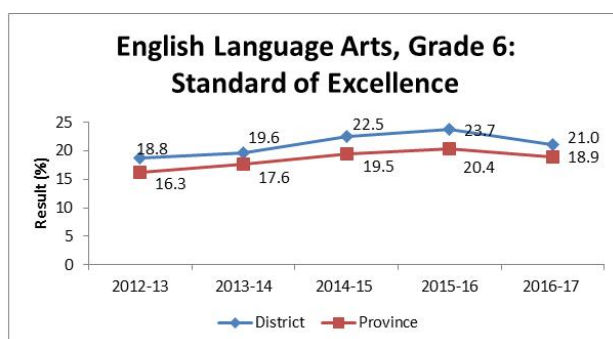
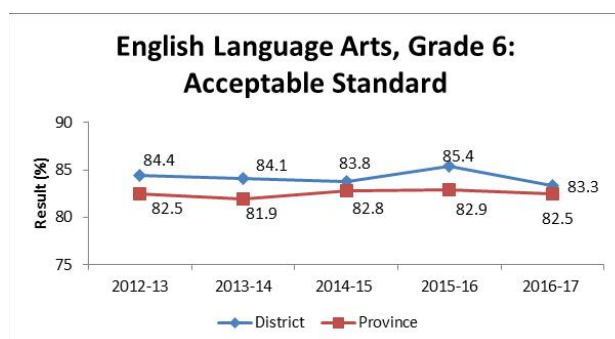
Each category consists of measures evaluated both individually and as a group on:

- Achievement (comparison against fixed provincial standards)
- Improvement (comparison against previous performance)
- An overall evaluation for each measure and each category is the combination of both the achievement and improvement results.

For each provincial data set, the data has been depicted in line charts (Appendix A).

WHAT OUR RESULTS TELL US

- The overall story appears to be predominantly a picture of slight decline with strength in the area of Standard of Excellence.
- Upon closer examination, there is both celebration and areas for growth.
- We must continue our strategic focus in support of our self-identified First Nations, Métis and Inuit students.
- We have an opportunity to build upon the results for our students with specialized supports.
- Areas of improvement we can learn from include the achievement of our English Language Learners and our results for standard of excellence. Our work with the *Other* student cohort remains consistent.
- District results are higher than the provincial results at both the acceptable standard and the standard of excellence.
- These results have been achieved within the following demographic context. Over the past five years, there has been an increase of almost 1,000 District students in Grade 6. An increasing percentage of Grade 6 students are English Language Learners and students requiring specialized supports, while a decreasing percentage of *Other* students. The percentage of students who self-identified as First Nations, Métis and Inuit has been maintained.



ELA 6, Number of Students					
	2012-13	2013-14	2014-15	2015-16	2016-17
District	5,624	5,952	6,324	6,390	6,604
Province	44,169	45,796	47,565	47,606	49,572

English Language Arts 9

Overall	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	5,819	5,735	5,979	5,993	6,160	Achievement	Improvement	Overall
Acceptable Standard %	79.4	77.8	78.1	78.7	77.9	Intermediate	Maintained	Acceptable
Standard of Excellence %	18.7	18.4	16.8	18.9	17.6	High	Maintained	Good
Self-identified FNMI	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	533	530	491	476	512	Achievement	Improvement	Overall
Acceptable Standard %	59.1	54.7	56.2	53.6	54.5	Very Low	Maintained	Concern
Standard of Excellence %	3.8	5.1	4.3	4.2	3.9	Very Low	Maintained	Concern
ELL	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	455	652	919	1,042	1,118	Achievement	Improvement	Overall
Acceptable Standard %	59.8	64.3	61.6	65.9	68.0	Low	Improved	Acceptable
Standard of Excellence %	6.2	5.2	6.3	8.2	7.1	Low	Maintained	Issue
Specialized Supports	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	593	569	574	692	837	Achievement	Improvement	Overall
Acceptable Standard %	40.3	36.9	38.7	47.5	56.2	Very Low	Improved Significantly	Acceptable
Standard of Excellence %	3.0	1.9	1.2	11.3	24.1	Very High	Improved Significantly	Excellent
Other	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	3,941	3,849	3,766	3,842	3,856	Achievement	Improvement	Overall
Acceptable Standard %	86.6	85.9	86.9	87.2	86.9	High	n/a	n/a
Standard of Excellence %	20.6	20.2	19.1	22.1	20.5	Very High	n/a	n/a

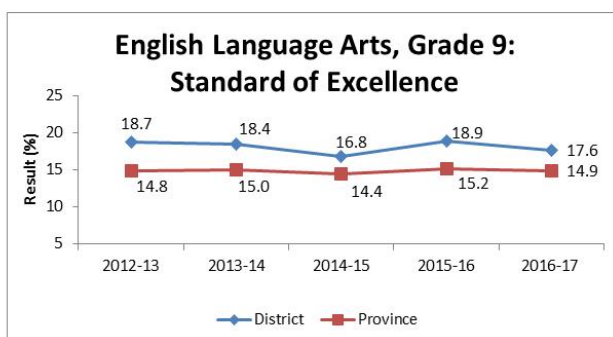
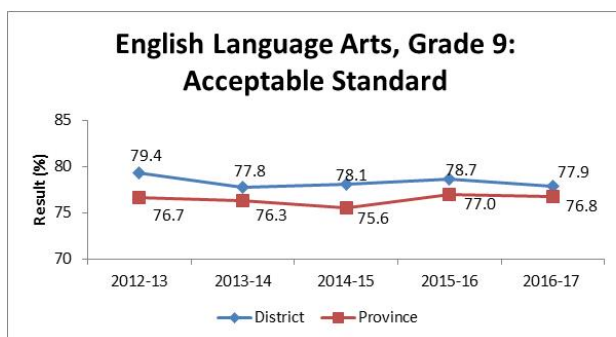
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- Achievement (comparison against fixed provincial standards)
- Improvement (comparison against previous performance)
- An overall evaluation for each measure and each category is the combination of both the achievement and improvement results.

For each provincial data set, the data has been depicted in line charts (Appendix A).

WHAT OUR RESULTS TELL US

- Our overall results indicate that District students continue to perform well in English Language Arts 9.
- A deeper analysis of results shows successes and the opportunities for improvement.
- Our self-identified First Nations, Métis and Inuit students maintained prior results from last year, however, have decreased over a five-year period. There remains a sense of urgency to improve their achievement results.
- Our English Language Learners have improved their results over the past five years, with the opportunity to continue to build on these results towards achieving results comparable to the overall District.
- Our students requiring specialized supports have improved significantly over the past five years; with almost a quarter of students achieving standard of excellence in 2016-2017. However, there remains the opportunity for continued growth in the area of acceptable standard.
- In comparison to the province, the District achieved higher results than the province in the both the areas of acceptable standard and standard of excellence.
- Over the past five years, there has been a gradual increase in the number of Grade 9 students, with just under 350 additional students compared to 2012-2013. This change in population also reflects a shifting demographic, with an increasing percentage of Grade 9 students who are English Language Learners or students requiring specialized supports, and a decreasing percentage of students in the *Other* cohort or who self-identify as First Nations, Métis and Inuit students.



ELA 9, Number of Students					
	2012-13	2013-14	2014-15	2015-16	2016-17
District	5,819	5,735	5,979	5,993	6,160
Province	28,002	43,837	43,622	43,780	45,487

Notes: 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). 2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Literacy Results – Diploma Exams

English 30-1

Overall	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	5,098	5,029	5,072	5,248	5,113	Achievement	Improvement	Overall
Acceptable Standard %	81.2	82.0	80.1	81.8	81.9	Low	Maintained	Issue
Standard of Excellence %	11.0	11.2	10.1	10.2	11.6	High	Improved	Good
Self-identified FNMI	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	181	196	181	231	213	Achievement	Improvement	Overall
Acceptable Standard %	72.4	75.5	75.7	81.8	79.3	Very Low	Maintained	Concern
Standard of Excellence %	3.9	6.1	4.4	3.9	6.1	Low	Maintained	Issue
ELL	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	219	288	433	518	664	Achievement	Improvement	Overall
Acceptable Standard %	53.0	49.0	49.2	58.5	61.4	Very Low	Improved Significantly	Acceptable
Standard of Excellence %	2.3	3.8	1.2	3.1	2.4	Low	Maintained	Issue
Specialized Supports	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	70	107	87	126	117	Achievement	Improvement	Overall
Acceptable Standard %	60.0	56.1	60.9	62.7	67.5	Very Low	Improved	Issue
Standard of Excellence %	2.9	0.9	3.4	4.0	6.0	Low	Improved	Acceptable
Other	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	4,554	4,441	4,350	4,331	4,138	Achievement	Improvement	Overall
Acceptable Standard %	83.6	84.7	83.8	85.2	85.5	Intermediate	n/a	n/a
Standard of Excellence %	12.1	12.1	11.4	11.7	13.5	High	n/a	n/a

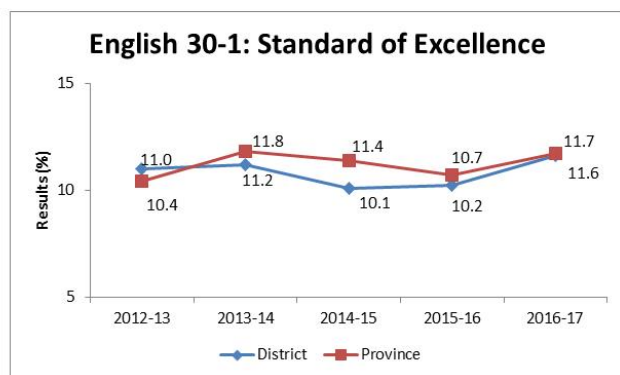
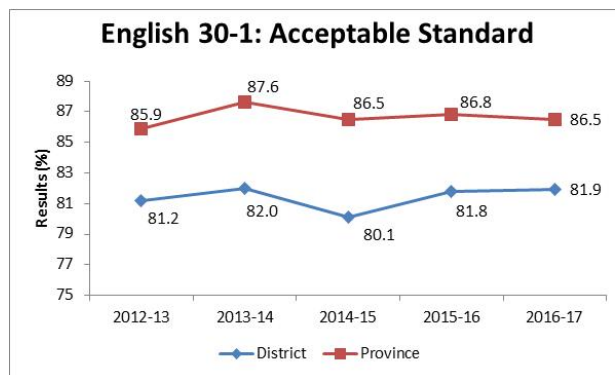
Each category consists of measures evaluated both individually and as a group on:

- Achievement (comparison against fixed provincial standards)
- Improvement (comparison against previous performance)
- An overall evaluation for each measure and each category is the combination of both the achievement and improvement results.

For each provincial data set, the data has been depicted in line charts (Appendix A).

WHAT OUR RESULTS TELL US

- Overall, the District has maintained a consistent level of achievement in both the acceptable standard and the standard of excellence without significant evidence of growth over five years. This lack of growth is reflected in the overall Accountability Pillar rating of issue for acceptable standard, and reflects that the District is performing lower than the province.
- Upon closer examination, the District story is one of progress that we need to learn from and build upon. Each of our student cohort groups have demonstrated growth over a five-year period.
- While the pattern of growth is positive, we recognize that there remains room for continuous improvement.
- There has not been a significant change in the number of students challenging the English 30-1 diploma exam. However, there has been a shift in the demographic makeup of these students. An increasing percentage of students writing English 30-1 are English Language Learners or students requiring specialized supports, while a decreasing percentage of students are self-identified First Nations, Metis and Inuit students or *Other* students.



English 30-1, Number of Students					
	2012-13	2013-14	2014-15	2015-16	2016-17
District	5,098	5,029	5,072	5,248	5,113
Province	29,034	28,788	28,166	29,730	30,150

English 30-2

Overall	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	2,173	2,393	2,394	2,463	2,390	Achievement	Improvement	Overall
Acceptable Standard %	81.9	83.0	80.4	82.2	83.1	Low	Improved	Acceptable
Standard of Excellence %	7.9	8.7	7.0	7.6	7.9	Low	Maintained	Issue
Self-identified FNMI	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	240	243	209	254	253	Achievement	Improvement	Overall
Acceptable Standard %	86.7	85.6	80.9	89.4	89.3	Intermediate	Improved	Good
Standard of Excellence %	4.2	7.0	7.7	11.0	7.9	Low	Maintained	Issue
ELL	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	256	372	453	522	630	Achievement	Improvement	Overall
Acceptable Standard %	55.1	60.8	64.7	67.6	70.5	Very Low	Improved Significantly	Acceptable
Standard of Excellence %	2.0	1.1	1.5	2.5	2.7	Very Low	Improved	Issue
Specialized Supports	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	224	258	272	297	271	Achievement	Improvement	Overall
Acceptable Standard %	75.4	73.3	73.5	81.8	80.8	Very Low	Improved	Issue
Standard of Excellence %	1.8	3.5	3.3	5.1	3.7	Very Low	Maintained	Concern
Other	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	1,417	1,541	1,448	1,425	1,312	Achievement	Improvement	Overall
Acceptable Standard %	87.9	89.0	86.5	86.9	87.7	Low	n/a	n/a
Standard of Excellence %	10.8	11.6	9.3	9.4	11.2	Intermediate	n/a	n/a

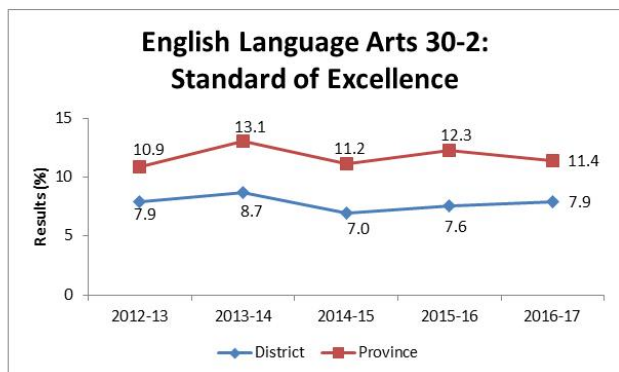
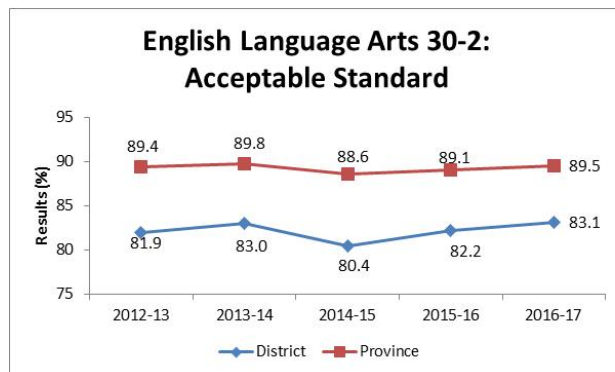
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For each provincial data set, the data has been depicted in line charts (Appendix A).

WHAT OUR RESULTS TELL US

- Overall, there is an increasing cohort of students challenging English 30-2, and over five years there is a pattern of improvement in the area of acceptable standard.
- In taking a closer look, there is a comparison between the results of this data set and that of English 30-1. Again, this is a story of progress and growth, with the exception of the results for the *Other* student cohort, which have remained flat over a five-year period.
- Provincial results are higher than District results.



English 30-2, Number of Students					
	2012-13	2013-14	2014-15	2015-16	2016-17
District	2,173	2,393	2,394	2,463	2,390
Province	15,383	15,985	16,391	16,707	16,797

District Reading Levels (At, Above or Below Grade Level) - Grade 1-6

Teacher reporting of students reading at, above or below grade level. Beginning in 2015-2016, teachers of students in Grade 1 through 6 reported their professional judgement around students' reading at, above or below grade level. Over the coming years, work will continue to include data for junior high, and ultimately high school students' reading levels.

District - Overall	2015-2016	2016-2017
Number of Students	41,939*	43,335**
Above	16%	15%
At	59%	58%
Below	25%	27%
Self-identified FNMI	2015-2016	2016-2017
Number of Students	3,478	3,711
Above	9%	8%
At	45%	43%
Below	46%	50%
ELL (301 and 303)***	2015-2016	2016-2017
Number of students	13,170	13,800
Above	12%	10%
At	58%	58%
Below	30%	32%
Specialized Supports	2015-2016	2016-2017
Number of Students	4,151	4,183
Above	14%	12%
At	26%	28%
Below	60%	60%
Other	2015-2016	2016-2017
Number of Students	22,486	23,054
Above	20%	19%
At	65%	63%
Below	15%	17%

* 2015-2016 Fort McMurray students were included. Data as reported from the District database.

**For Grade 1-6 break out of reading levels, please see Appendix B.

***301 and 303 ESL coding is for students who have a primary language that is not English, whose academic achievement in one or more core subjects is negatively impacted by language proficiency limitations, and who are receiving ESL services. 301 identifies students born outside of Canada; 303 identifies Canadian born students who reside in a home where primary spoken language is not English.

WHAT OUR RESULTS TELL US

- This new data set provides a District-wide snapshot of student reading capacity. More importantly, the data enables schools to have an evidence-based discussion about the reading growth of their students, including support to transitioning students from one grade to the next.
- Currently there is the limitation of only two years of available data. Over time the data will provide a more comprehensive multi-year perspective to student growth in the area of reading.
- Overall District results for all students – Grade 1 through 6 - indicate that approximately 25 per cent of all students are reading below grade level.
- Closer examination of the data reveals a more important story for the District to focus on recognizing that a significant number of our English Language Learners, students requiring specialized supports, and self-identified First Nations, Métis and Inuit students are not reading at grade level.
- This data provides the District with an evidence-based perspective to the complexity of literacy programming across our student cohort. It enables the District to be deliberate and strategic in support of student growth in this area.
- The tracking of students' grade level of reading as they advance upwards will enable the District to monitor the progress of specific student cohorts. This data will help to inform practice and programming.

Highest Level of Achievement (HLAT)

	Grade 1			Grade 2			Grade 3		
FNMI	2015	2016	2017	2015	2016	2017	2015	2016	2017
Number of Students	539	534	627	597	582	619	568	602	636
Below	42.5%	36.3%	51.2%	41.0%	47.3%	46.0%	43.5%	44.2%	55.3%
At	57.3%	63.3%	48.8%	59.0%	52.7%	54.0%	56.5%	55.8%	44.7%
Above	0.2%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ELL (301 and 303)	2015	2016	2017	2015	2016	2017	2015	2016	2017
Number of Students	2125	2140	2330	2256	2288	2418	2210	2424	2474
Below	18.4%	22.2%	23.1%	20.8%	23.0%	24.7%	23.3%	22.8%	28.4%
At	81.2%	77.5%	76.7%	78.9%	76.7%	75.1%	76.6%	77.0%	71.4%
Above	0.4%	0.2%	0.2%	0.4%	0.2%	0.2%	0.1%	0.2%	0.2%
Specialized Supports	2015	2016	2017	2015	2016	2017	2015	2016	2017
Number of Students	384	351	461	465	490	548	610	615	711
Below	59.9%	59.5%	65.1%	58.7%	62.4%	63.9%	64.9%	60.2%	69.3%
At	39.8%	40.2%	34.5%	40.4%	37.1%	35.9%	34.4%	39.0%	30.0%
Above	0.3%	0.3%	0.4%	0.9%	0.4%	0.2%	0.7%	0.8%	0.7%
Other	2015	2016	2017	2015	2016	2017	2015	2016	2017
Number of Students	3839	3808	4010	3976	3988	3935	3527	3762	3796
Below	13.6%	16.0%	17.5%	14.0%	16.7%	17.8%	13.6%	13.4%	17.0%
At	85.8%	83.6%	82.3%	85.6%	83.1%	81.9%	86.1%	86.4%	82.8%
Above	0.7%	0.3%	0.1%	0.4%	0.2%	0.3%	0.3%	0.2%	0.2%

	Grade 4			Grade 5			Grade 6		
Self-identified FNMI	2015	2016	2017	2015	2016	2017	2015	2016	2017
Number of Students	540	580	617	523	542	612	545	530	579
Below	44.6%	44.7%	49.8%	40.5%	46.9%	55.1%	43.1%	40.6%	46.8%
At	55.4%	55.3%	50.2%	59.3%	53.1%	44.9%	56.7%	59.1%	53.0%
Above	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%	0.2%	0.4%	0.2%
ELL (301 and 303)	2015	2016	2017	2015	2016	2017	2015	2016	2017
Number of Students	2019	2149	2447	1898	1928	2034	1646	1802	1882
Below	26.6%	26.8%	30.9%	26.2%	28.3%	31.8%	31.6%	29.5%	33.0%
At	73.3%	72.9%	69.0%	73.8%	71.6%	68.0%	68.2%	70.3%	66.8%
Above	0.1%	0.2%	0.2%	0.0%	0.1%	0.2%	0.2%	0.2%	0.2%
Specialized Supports	2015	2016	2017	2015	2016	2017	2015	2016	2017
Number of Students	713	671	755	738	740	813	888	854	974
Below	64.7%	63.5%	64.2%	57.3%	60.7%	70.4%	55.9%	45.1%	56.0%
At	35.3%	36.1%	35.6%	42.4%	39.1%	29.2%	43.9%	54.6%	42.5%
Above	0.0%	0.4%	0.1%	0.3%	0.3%	0.5%	0.2%	0.4%	1.5%
Other	2015	2016	2017	2015	2016	2017	2015	2016	2017
Number of Students	3183	3503	3733	3291	3290	3682	3441	3271	3374
Below	12.9%	12.3%	16.7%	11.3%	11.5%	14.7%	11.6%	11.5%	15.1%
At	87.1%	87.5%	83.2%	88.4%	88.2%	84.7%	88.3%	88.0%	84.4%
Above	0.1%	0.2%	0.1%	0.3%	0.3%	0.6%	0.1%	0.5%	0.5%

	Grade 7			Grade 8			Grade 9		
Self-Identified FNMI	2015	2016	2017	2015	2016	2017	2015	2016	2017
Number of Students	490	518	530	486	473	515	508	463	458
Below	39.4%	36.5%	47.0%	38.7%	34.7%	45.4%	31.5%	31.5%	40.6%
At	60.2%	62.9%	52.6%	60.7%	65.1%	54.4%	68.3%	68.0%	59.2%
Above	0.4%	0.6%	0.4%	0.6%	0.2%	0.2%	0.2%	0.4%	0.2%
ELL (301 and 303)	2015	2016	2017	2015	2016	2017	2015	2016	2017
Number of Students	1352	1512	1581	1169	1302	1427	1119	1087	1200
Below	26.2%	25.5%	29.2%	29.2%	25.9%	39.5%	30.7%	26.7%	39.8%
At	73.5%	74.3%	70.5%	70.6%	73.8%	60.4%	69.2%	72.7%	60.2%
Above	0.3%	0.1%	0.3%	0.3%	0.3%	0.1%	0.1%	0.6%	0.0%
Specialized Supports	2015	2016	2017	2015	2016	2017	2015	2016	2017
Number of Students	877	827	884	888	826	824	873	785	837
Below	45.0%	46.9%	45.6%	46.4%	42.5%	50.4%	43.5%	40.0%	50.3%
At	53.7%	52.2%	54.1%	52.5%	57.3%	49.0%	55.9%	59.2%	49.2%
Above	1.3%	0.8%	0.3%	1.1%	0.2%	0.6%	0.6%	0.8%	0.5%
Other	2015	2016	2017	2015	2016	2017	2015	2016	2017
Number of Students	3452	3556	3555	3599	3503	3751	3660	3711	3724
Below	9.8%	8.4%	11.3%	9.9%	8.6%	13.5%	8.9%	7.2%	13.5%
At	89.2%	90.8%	88.1%	89.2%	90.6%	86.1%	90.4%	91.6%	86.1%
Above	1.0%	0.7%	0.6%	0.9%	0.7%	0.3%	0.7%	1.1%	0.4%

WHAT OUR RESULTS TELL US

- The data set represents three years of data; this reflects changes to performance standards when judging student writing that occurred in 2014-2015. Hence, only three years of data can be compared to one another.
- Overall, District students achieved comparable results in 2015 and 2016, with students receiving specialized supports showing slight improvement over the two years. Consistently across most student cohorts, results for the number of students writing at grade level decreased in 2017; more analysis around the implementation of the 2017 writing prompt would surface a better understanding of this decrease in achievement.
- Aside from needing to better understand circumstances around the 2017 HLAT implementation, the data demonstrates the importance of strategic and targeted programming for our English Language Learners, students requiring specialized supports and self-identified First Nations, Métis and Inuit students.

Numeracy and Mathematics

Confidence and competence in numeracy and mathematics provides a foundation for lifelong learning. In all aspects of daily life, we rely on mathematical data, projections, inferences and systematic thinking. Alberta Education defines numeracy as the ability, confidence and willingness to engage with quantitative and spatial information to make informed decisions in all aspects of daily living. Numeracy is critical for interpreting our data-driven world. A numerate individual has the confidence and awareness to know when and how to apply quantitative and spatial understandings at home, at school, at work or in the community.

The report includes qualitative evidence that reflects the voice of schools and supports Central Services provide to schools.

The following data sets provide the basis for a comprehensive analysis of students' academic achievement and the District's overall progress in the area of numeracy:

- PATS Grade 6 and 9 Mathematics.
- DIPS Mathematics 30-1 and 30-2.



VOICES OF SCHOOLS

In recent years, in response to data and student needs, many District schools have been strategically focused on building a foundation of practice to support their students' literacy growth and development. The District is now at a crossroads where data and student need is indicating this same emphasis is required to support our students' numeracy and mathematics learning and growth. Starting this fall several schools are at the beginning of a deliberate focus of addressing student achievement in the area of numeracy and mathematics. The following are examples of how schools across the District are taking the first steps on their journey of a priority focus on quality numeracy and mathematics teaching and learning. This work is being informed by research, current practice and instructional approaches that have shown success and progress in the area of literacy teaching and learning. Areas of intent include curriculum, data analysis, and instructional strategies and resources.

- Blueprinting the Program of Studies to help teachers ensure instructional alignment that builds upon students' knowledge each year and prepares students for the next grade.
- Teachers are working to equip each student with essential numeracy knowledge and skills by building a sound understanding and application of basic facts and concepts, mathematics vocabulary, mental math strategies, problem solving approaches and mathematical processes.
- There is an articulated acknowledgment of the importance of both the basic facts and foundational operations of mathematics and the more complex applications of thinking skills, problem solving and application; teachers are approaching the teaching of mathematics with a balance and focus on both areas.
- Teachers are learning effective planning strategies that include whole class, small group and one-on-one instruction to effectively meet the range of math learning needs of their students.
- Real-life examples of numeracy are all around us, and schools are helping students to recognize these and make meaningful connections in their learning of mathematics and numeracy.
- The use of math manipulatives and math labs are making math visible and tangible for students, and supports their progression from concrete, pictorial to symbolic understanding of mathematical concepts.
- Schools have growing expertise and confidence in addressing literacy growth across all subject areas; teachers are transferring this learning to support numeracy growth across subject areas outside of mathematics.
- Positive student - teacher relationships form a strong foundation to mathematical and numeracy learning.

MIPI (2017-2018)

- The Math Intervention Programming Initiative (MIPI) is administered each fall in Grades 2 through 10 to help teachers to identify areas where students may need more support. The fall 2017 MIPI data is included in the chart below and reflects the percentage of students at each grade level who achieved 60 per cent or greater on the tool.
- As schools have become more familiar with MIPI, schools and catchments are looking at MIPI data triangulated against other sources of mathematical achievement to inform programming.
- With MIPI as one source or indicator of need for intervention, schools are exploring and implementing a range of research informed intervention strategies and resources.

Grade	2	3	4	5	6	7	8	9	10
60% or higher	86.4%	76.1%	74.2%	73.5%	73.3%	65.1%	62.7%	55.7%	62.9%

Note: The Grade 10 MIPI results only include students enrolled in semester 1 or full year Math 10-3 or Math 10C

Numeracy and the Pyramid of Intervention	
Levels of Support	School-level Numeracy Exemplars
Universal <i>High quality instruction, research-based interventions and school-wide screening processes to identify students at risk</i>	<p>Wide variety of strategies and accommodations to engage students as numeracy learners, through a Universal Design for Learning approach:</p> <ul style="list-style-type: none"> • Key or essential learning outcomes identified by teacher teams and written in student-friendly language • Tiered lessons, common vocabulary banks, common assessments • Guided numeracy and math instruction (e.g. Power of Ten, Numeracy Foundations, Mathletics) • Daily numeracy opportunities across subject areas • Research informed strategies and specific resources to support numeracy learning for our self-identified First Nations, Métis, and Inuit students and English Language Learners • Assessment of numeracy and mathematics proficiency (MIPI) • On-going tracking and monitoring of student numeracy growth • Home numeracy activities and parent information/family events • Student Learner Profiles • Using literature and writing in math class (e.g. math-themed stories, math journals) • Learning centres, project-based learning, assistive technology, flexible learning spaces • Numeracy lead teachers and/or school numeracy team • Professional learning, consultation, and prevention/intervention support from Inclusive Learning (IL), Curriculum Resource Support (CRS), and Research and Innovation (e.g. Foundations of Literacy) • Strategic use of Equity Funds to support school and catchment numeracy intervention
Targeted <i>Instructional accommodations, adaptations and/or interventions for small groups of students delivered as needed</i>	<p>Targeted strategies and supports for small groups of students struggling with specific skills:</p> <ul style="list-style-type: none"> • Teacher-directed individual student numeracy assessments • Math intervention strategies and resources (e.g. Leaps and Bounds) Intervention plans • Strategic use of Equity Funds to support school and catchment numeracy projects
Specialized <i>Intensified, individualized consultation and/or assessment, and significant modifications/adaptations to instruction and/or necessary and consistent use of accommodations for learning</i>	<p>Specialized strategies and supports that address unique needs of students:</p> <ul style="list-style-type: none"> • Collaborative consultation between school staff, parents and specialists (and students, when applicable) • Case conference with IL team • Academic, cognitive and/or medical assessments • Using data and recommendations from medical and education experts/specialists • Individual Program Plans (IPPs)

CENTRAL SERVICES INSTRUCTIONAL SUPPORTS

- As a District, we are completing year one and initiating year two of the Numeracy Guiding Document and Action Plan with a focus on providing:
 - Support to classroom teachers.
 - Awareness for teachers of research-based best practices related to numeracy and mathematics teaching and learning.
 - A range of professional learning supports and resources intended to build teacher capacity in numeracy instruction.
- Priority is being given to the identification or development of a mathematics bench marking tool to measure performance level of students to inform programming and monitor for growth.
- The findings related to the Prior Level of Achievement reports and Mathematics 30-1 and 30-2 Accountability Pillar data will be examined to determine if there are effective practices and strategies in the area of numeracy and mathematics instruction that can be shared with schools across the District.
- The two years of MIPI data and the corresponding student achievement data in the area of numeracy will be examined to see if there is a correlation between MIPI results and overall student achievement in the area of numeracy.
- A range of supports will continue to be provided that build staff capacity and promote an evidence-based District culture, including:
 - Work with schools and catchments to help staff best understand student performance data as it pertains to programming for students.
 - Offer professional development that builds the confidence and capacity of District staff to use data to support student growth and success.
 - Continue to review and update the Math Intervention/Programming Instrument (MIPI).
 - Collaborate with jurisdictions across the province to share best practices in numeracy assessment, instruction and intervention.
- The District will examine the *Assessment Tools in Mathematics Literature Review*, completed in collaboration with the University of Alberta, to inform next steps in numeracy instructional practices in the District.
- EPSB Together, a mobile app for families, includes numeracy activities that can be incorporated into daily life at home and currently has 2768 users.
- Each year, our District also examines our resources, ensuring every school can provide students what they need to be successful. Resources continue to be developed such as: research-based intervention programs, professional learning supports, resources to support financial literacy, numeracy parent tip sheets, and grade level teacher handbooks to support students in meeting reading demands in mathematics.

Numeracy Results – Provincial Achievement Tests

Mathematics 6

Overall	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	5,607	5,943	6,316	6,385	6,598	Achievement	Improvement	Overall
Acceptable Standard %	76.9	77.4	76.2	75.6	70.8	Intermediate	Declined Significantly	Issue
Standard of Excellence %	21.0	20.5	18.2	17.9	16.1	Intermediate	Declined Significantly	Issue
Self-identified FNMI	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	497	498	544	544	586	Achievement	Improvement	Overall
Acceptable Standard %	55.3	51.0	51.1	55.1	38.9	Very Low	Declined Significantly	Concern
Standard of Excellence %	3.8	4.0	5.5	5.3	2.6	Very Low	Declined Significantly	Concern
ELL	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	748	954	1,316	1,585	1,827	Achievement	Improvement	Overall
Acceptable Standard %	65.2	69.5	69.1	68.8	71.5	Intermediate	Improved	Good
Standard of Excellence %	14.7	13.6	13.8	14.1	15.4	Intermediate	Improved	Good
Specialized Supports	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	817	963	989	976	1,020	Achievement	Improvement	Overall
Acceptable Standard %	48.0	52.8	49.4	53.2	46.6	Very Low	Declined Significantly	Concern
Standard of Excellence %	11.8	22.9	18.9	23.4	19.5	High	Declined	Acceptable
Other	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	3,191	3,438	3,240	3,225	3,256	Achievement	Improvement	Overall
Acceptable Standard %	83.5	84.6	85.0	83.0	78.1	Intermediate	n/a	n/a
Standard of Excellence %	22.6	22.6	19.8	18.7	17.1	Intermediate	n/a	n/a

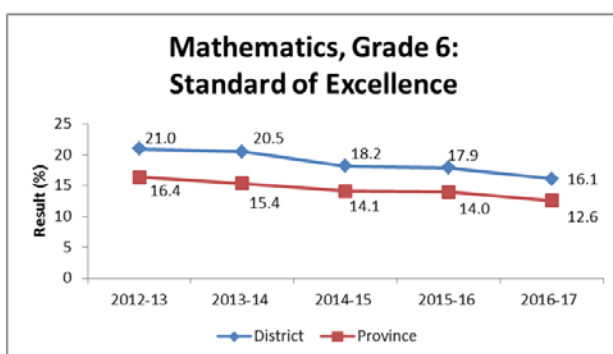
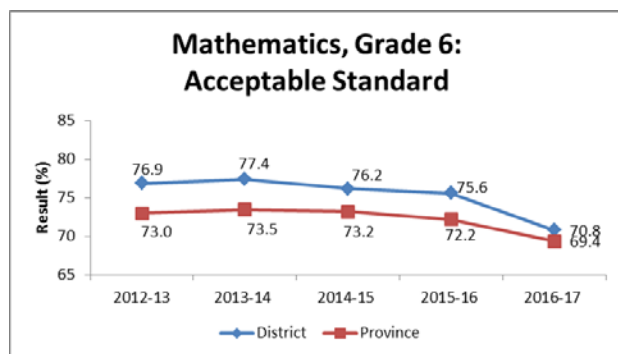
Each category consists of measures evaluated both individually and as a group on:

- Achievement (comparison against fixed provincial standards)
- Improvement (comparison against previous performance)
- An overall evaluation for each measure and each category is the combination of both the achievement and improvement results.

For each provincial data set, the data has been depicted in line charts (Appendix A).

WHAT OUR RESULTS TELL US

- Overall, the District story is concerning, as we see a pattern of decline at both the acceptable standard and standard of excellence over five years.
- Upon closer look, there are both areas of concern and areas of strength related to our Grade 6 math outcomes.
- The achievement of our *Other* student cohort and our self-identified First Nations, Métis and Inuit students reflects the need for deliberate efforts in support of improvement. This would be to address achievement at both the acceptable standard and the standard of excellence.
- Results for our English Language Learners demonstrate a pattern of growth and improvement for both the standard of excellence and the acceptable standard. Also, over the past four years, the number of students requiring specialized supports who achieved the standard of excellence is encouraging.
- Despite our concerns, District results and provincial results for Grade 6 Math are the same at the acceptable standard. District standard of excellence results are higher than provincial results.
- These results have been achieved within the following demographic context. Over the past five years, there has been an increase of almost 1,000 District students in Grade 6. An increasing percentage of Grade 6 students are English Language Learners and students requiring specialized supports, while a decreasing percentage of *Other* students. The percentage of students who self-identified as First Nations, Métis and Inuit has been maintained.



Mathematics 6, Number of Students					
	2012-13	2013-14	2014-15	2015-16	2016-17
District	5,607	5,943	6,316	6,385	6,598
Province	44,117	45,709	47,496	47,512	49,507

Mathematics 9

Overall	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	5,796	5,707	5,959	5,954	6,117	Achievement	Improvement	Overall
Acceptable Standard %	71.3	70.8	70.2	73.0	70.3	Intermediate	Declined	Issue
Standard of Excellence %	25.5	24.2	23.9	24.6	26.7	Very High	Improved Significantly	Excellent
Self-identified FNMI	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	523	527	485	461	499	Achievement	Improvement	Overall
Acceptable Standard %	40.7	39.7	39.6	40.3	37.5	Very Low	Maintained	Concern
Standard of Excellence %	4.2	4.9	6.6	4.8	4.4	Very Low	Maintained	Concern
ELL	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	462	654	917	1,043	1,124	Achievement	Improvement	Overall
Acceptable Standard %	61.7	65.9	61.5	66.9	67.8	Intermediate	Improved	Good
Standard of Excellence %	19.5	18.0	16.6	17.5	23.5	High	Improved Significantly	Good
Specialized Supports	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	581	564	571	679	825	Achievement	Improvement	Overall
Acceptable Standard %	25.0	28.5	25.2	38.9	45.1	Very Low	Improved Significantly	Acceptable
Standard of Excellence %	3.6	2.5	3.5	14.7	29.3	Very High	Improved Significantly	Excellent
Other	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	3,756	3,676	3,585	3,628	3,658	Achievement	Improvement	Overall
Acceptable Standard %	78.7	78.0	78.6	80.3	77.9	High	n/a	n/a
Standard of Excellence %	28.0	25.5	25.8	27.1	28.7	Very High	n/a	n/a

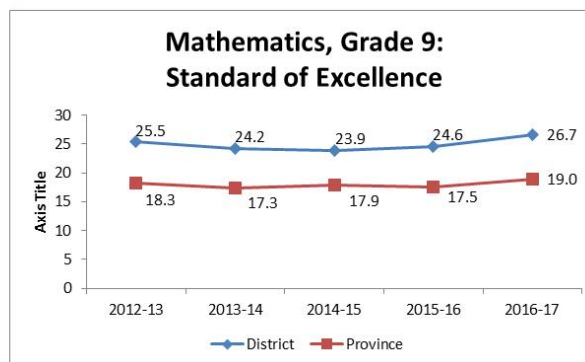
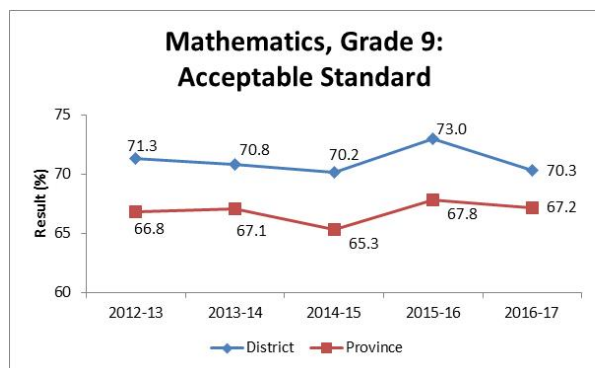
Each category consists of measures evaluated both individually and as a group on:

- Achievement (comparison against fixed provincial standards)
- Improvement (comparison against previous performance)
- An overall evaluation for each measure and each category is the combination of both the achievement and improvement results.

For each provincial data set, the data has been depicted in line charts (Appendix A).

WHAT OUR RESULTS TELL US

- Overall, on the Accountability Pillar, the District received a rating of issue for performance at the acceptable standard while standard of excellence was considered very strong. This area of concern reflects the 2.7 per cent decrease from last year's overall results. However, if we look at the five-year trend, there is a one per cent decline in overall student performance.
- In taking a closer look, our Grade 9 Mathematics results reflect areas of strength we can be proud of and build upon.
- Our English Language Learners and students requiring specialized supports are demonstrating significant progress over the five years in both the acceptable standard and standard of excellence. This positive achievement is encouraging as there remains opportunity for continuous growth.
- Though our cohort of *Other* students have remained relatively consistent over five years, their performance exceeds that of the province for both acceptable standard and standard of excellence.
- The results for our self-identified First Nations, Métis and Inuit students are less encouraging, and we must remain committed to our priority focus to improve achievement for this group of students.



Mathematics 9, Number of Students					
	2012-13	2013-14	2014-15	2015-16	2016-17
District	5,796	5,707	5,959	5,954	6,117
Province	28,019	43,354	43,279	43,253	45,020

Numeracy Results – Diploma Exams

- Achievement Evaluation is not calculated for Mathematics 30-1/30-2 because there is insufficient data available due to the examinations not being equated before 2016/17.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

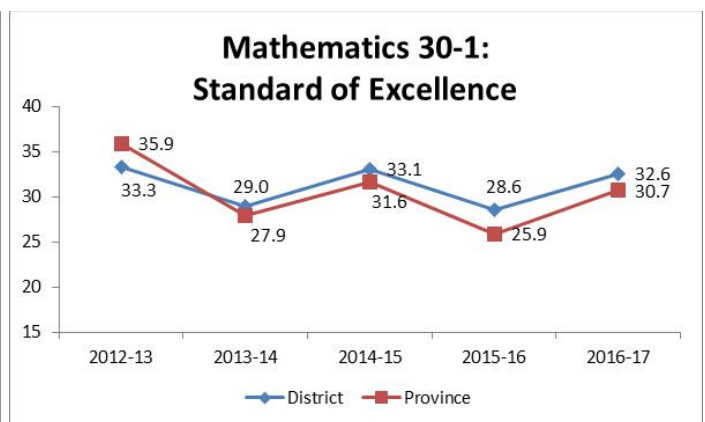
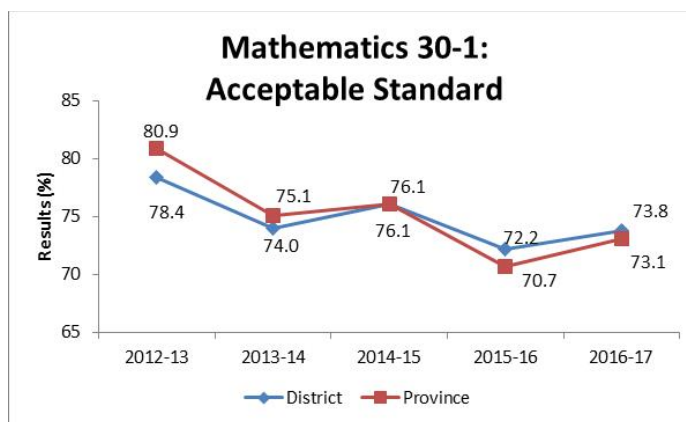
Mathematics 30-1

Overall	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	4,381	4,325	4,187	4,119	4,023	Achievement	Improvement	Overall
Acceptable Standard %	78.4	74.0	76.1	72.2	73.8	n/a	n/a	n/a
Standard of Excellence %	33.3	29.0	33.1	28.6	32.6	n/a	n/a	n/a
Self-identified FNMI	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	89	99	89	90	90	Achievement	Improvement	Overall
Acceptable Standard %	66.3	59.6	60.7	51.1	48.9	n/a	n/a	n/a
Standard of Excellence %	22.5	16.2	14.6	14.4	12.2	n/a	n/a	n/a
ELL	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	268	339	500	566	660	Achievement	Improvement	Overall
Acceptable Standard %	79.9	72.9	73.2	66.1	68.3	n/a	n/a	n/a
Standard of Excellence %	37.3	26.5	31.0	27.2	29.4	n/a	n/a	n/a
Specialized Supports	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	40	38	38	37	46	Achievement	Improvement	Overall
Acceptable Standard %	67.5	63.2	65.8	59.5	60.9	n/a	n/a	n/a
Standard of Excellence %	7.5	15.8	23.7	24.3	21.7	n/a	n/a	n/a
Other	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	3,909	3,838	3,525	3,380	3,234	Achievement	Improvement	Overall
Acceptable Standard %	78.8	74.5	76.8	74.0	75.7	n/a	n/a	n/a
Standard of Excellence %	33.6	29.6	34.0	29.3	33.9	n/a	n/a	n/a

For each provincial data set, the data has been depicted in line charts (Appendix A).

WHAT OUR RESULTS TELL US

- Overall, there has been a decrease in the number of District students challenging this exam. Due to the exam only being equated in 2016-2017, it is not reasonable to examine trends over time. Last year's results reflect strength in the area of standard of excellence and are higher than provincial results for both acceptable standard and standard of excellence.
- In taking a closer look, standard of excellence was a strength across student cohorts. More concerning is the area of acceptable standard with deliberate attention required to support the achievement of our self-identified First Nation, Métis and Inuit students.
- Not only are the number of students challenging the exam decreasing, the demographics of this student cohort is evolving. Over the five-year trend, there has been a 146 per cent increase in the number of English Language Learners challenging the exam, and a 17 per cent decrease in the cohort of *Other* students who challenge the exam. The number of students requiring specialized supports and self-identified First Nations, Métis and Inuit students who challenge Mathematics 30-1 remains low.



Mathematics 30-1, Number of Students					
	2012-13	2013-14	2014-15	2015-16	2016-17
District	4,381	4,325	4,187	4,119	4,023
Province	19,897	21,358	20,951	20,492	20,371

Mathematics 30-2

Overall	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	1,941	2,139	2,279	2,396	2,255	Achievement	Improvement	Overall
Acceptable Standard %	70.8	71.3	76.0	79.1	77.4	n/a	n/a	n/a
Standard of Excellence %	10.6	15.1	18.3	21.2	20.3	n/a	n/a	n/a
Self-identified FNMI	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	86	102	102	127	113	Achievement	Improvement	Overall
Acceptable Standard %	66.3	63.7	69.6	75.6	72.6	n/a	n/a	n/a
Standard of Excellence %	5.8	7.8	12.7	20.5	13.3	n/a	n/a	n/a
ELL	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	131	172	281	308	366	Achievement	Improvement	Overall
Acceptable Standard %	58.0	63.4	72.2	70.8	72.1	n/a	n/a	n/a
Standard of Excellence %	6.9	16.3	15.3	15.9	14.8	n/a	n/a	n/a
Specialized Supports	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	57	70	75	120	117	Achievement	Improvement	Overall
Acceptable Standard %	57.9	58.6	60.0	69.2	66.7	n/a	n/a	n/a
Standard of Excellence %	5.3	7.1	10.7	8.3	9.4	n/a	n/a	n/a
Other	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	1,633	1,796	1,805	1,833	1,684	Achievement	Improvement	Overall
Acceptable Standard %	72.9	73.4	77.5	81.6	79.2	n/a	n/a	n/a
Standard of Excellence %	11.6	15.8	19.3	23.3	22.4	n/a	n/a	n/a

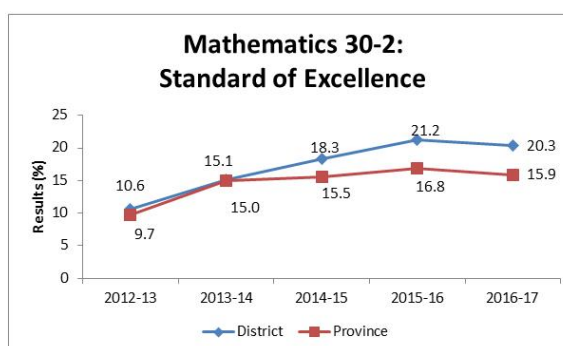
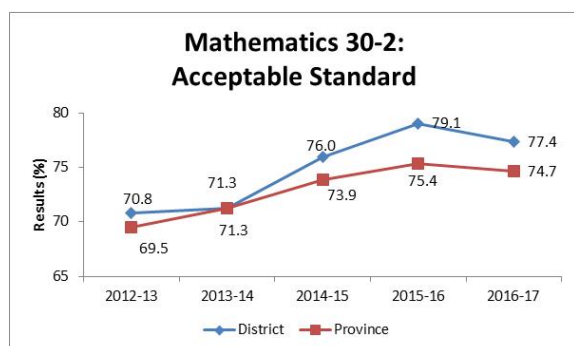
Achievement Evaluation is not calculated for Mathematics 30-1/30-2 because there is insufficient data available due to the examinations not being equated before 2016/17.

Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

For each provincial data set, the data has been depicted in line charts (Appendix A).

WHAT OUR RESULTS TELL US

- Overall, there is a 16 per cent increase in the number of students challenging the exam. Due to the exam only being equated in 2016-2017, it is not reasonable to examine trends over time. Last year's results reflect strength in the area of standard of excellence and are higher than provincial results for both acceptable standard and standard of excellence.
- In taking a closer look, the results for Mathematics 30-2 are a positive story of growth and strength. The percentage of students achieving the acceptable standard on the exam exceeds the results for Mathematics 30-1 across each cohort of students. It is encouraging to see the capacity and achievement of the cohort of self-identified First Nations, Métis and Inuit students who challenged this exam; there is an opportunity to learn from what we are doing well in this area and build upon these strategies for further success.
- Comparatively, the number of students achieving standard of excellence for Mathematics 30-2 versus Mathematics 30-1 is lower. There is opportunity for growth in this area.
- Not only are the number of students challenging the exam increasing, the demographics of this student cohort is evolving. Over the five-year trend, there has been a 179 per cent increase in the number of English Language Learners, a 105 per cent increase in the number of students requiring specialized supports, a 31 per cent increase of self-identified First Nations, Métis and Inuit students, and a 3 per cent increase of the *Other* student cohort who are challenging the exam.



Mathematics 30-2, Number of Students					
	2012-13	2013-14	2014-15	2015-16	2016-17
District	1,941	2,139	2,279	2,396	2,255
Province	9,692	11,991	12,591	13,631	14,327

High School Completion

Education is about creating opportunities for students not just while they are in school, but long after they leave. 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. That is why high school completion is so essential.

We see an increasing number of students successfully completing high school. Our five-year high school completion rate is at an all-time high of 80.6 per cent and over half of our self-identified First Nations, Métis and Inuit students crossed the finish line to graduate in 2016-2017. These numbers are important because it means more of our students than ever have the tools they need to build lives that bring them dignity and fulfillment.

It is encouraging to see the significant gains being made; however, there remains much work to be done to bring the completion rates for our self-identified First Nations, Métis and Inuit students comparable to that of all other District students. Related to high school completion rates is the data reflecting the number of students challenging the diploma exams and the annual dropout rate of students. Efforts to improve results in both of these areas will carry forward to influence high school completion rates. The District will use the OECD report, Promising Practices in Supporting Success for Indigenous Students, to help inform our next steps in continued efforts towards eliminating the systemic education and achievement gap between self-identified First Nations, Métis and Inuit students and all other students.

Alberta Education Accountability Pillar		Results (in percentages)						Evaluation		
		2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
HIGH SCHOOL COMPLETION										
Percentage of students who completed high school within three, four and five years of entering Grade 10.	3-yr	70.8 (n= 6,436)	70.2 (n= 6,472)	72.6 (n= 6,162)	72.3 (n= 6,199)	75.4 (n= 6,308)		High	Improved Significantly	Good
	4-yr	74.6 (n= 6,429)	75.2 (n= 6,468)	75.3 (n= 6,510)	77.6 (n= 6,204)	77.9 (n= 6,262)		n/a	n/a	n/a
	5-yr	76.7 (n= 6,494)	77.3 (n= 6,442)	77.9 (n= 6,475)	78.4 (n= 6,517)	80.6 (n= 6,215)		n/a	n/a	n/a
Percentage of self-identified FNMI students who completed high school within three, four and five years of entering Grade 10.	3-yr	31.7 (n= 538)	30.2 (n= 589)	39.8 (n= 572)	38.3 (n= 560)	45.6 (n= 587)		Very Low	Improved Significantly	Acceptable
	4-yr	36.8 (n= 498)	37.1 (n= 503)	37.0 (n= 541)	46.8 (n= 564)	43.3 (n= 557)		n/a	n/a	n/a
	5-yr	39.0 (n= 512)	42.5 (n= 473)	41.8 (n= 490)	43.3 (n= 536)	51.9 (n= 563)		n/a	n/a	n/a

The *Alberta High School Completion Framework* addresses the challenges students face in finishing high school and helps ensure all students are given the opportunity to succeed. District high schools have become increasingly creative, flexible and responsive to the individual learning journey of their students. The work of schools and Central Services in support of school completion strongly aligns with the five areas for action outlined in the Framework:

Alberta High School Completion Framework	
Five Strategies	District Alignment
<i>Student Engagement</i>	<ul style="list-style-type: none"> • Meaningful and relevant learning experiences • Student participation and leadership in academic and nonacademic activities • Student input opportunities into their learning and the life of the school (e.g. District, school and class surveys; student-teacher conversations, Student Senate) • High School Redesign • Career Pathways, including Campus EPSB • Locally developed courses • Flex time • Success and graduation coaches • Internal Dashboard Threshold Alert feature signaling risk to school disengagement
<i>Successful Transitions</i>	<ul style="list-style-type: none"> • Multi-faceted transition planning to address changes to relationships, routines, expectations or roles • Dual credit opportunities for post-secondary credits • Career-based opportunities (e.g. myBlueprint exploration of personal career interests, workplace experience or certification, off-campus opportunities, University of Alberta Career Camp, Skills Exploration Days by Skills Alberta) • Alternative and Special Needs programs • Flexibility and options towards completion through Centre High, Argyll, Learning Stores and Metro Continuing Education
<i>Collaborative Partnerships</i>	<ul style="list-style-type: none"> • Partnerships that enable student access to a wide variety of activities and services in a safe environment (e.g. Sports, music, study support, art, special interest clubs, volunteering, business activities) • Partnerships that support a wrap-around approach to student success • Partnerships that support work experience or co-op, dual credit and Campus EPSB learning opportunities
<i>Positive Connections</i>	<ul style="list-style-type: none"> • Key District focus on building and nurturing relationships between the school staff, the student and their family • Promotion of a sense of belonging and a motivation for students to learn (e.g. student leadership, mentorship programs, career counseling, School Resource Officers, regular home room time, GSA's, teachers move with students from Grade 10-12)

	<ul style="list-style-type: none"> • Partner staff who work directly in District high schools to connect with and form relationships with students through an intentional focus on school engagement, success and completion: <ul style="list-style-type: none"> - School Resource Officers - Success Coaches - Mental Health Therapists - Terra Centre at Braemar • Student Senate promotes a working relationship between District Students and the Board of Trustees and provides District students with an avenue for voice in the area of educational governance
<i>Tracking Progress</i>	<ul style="list-style-type: none"> • Monitoring student, school and District level data to support early identification of trends and risk factors that may contribute to a cohort of students or an individual student not completing high school • Identification of barriers and success factors related to high school completion • Student learner plans, Individualized Program Plans, Intervention plans, digital student portfolios, anecdotal notes • Variety of learning conferences (e.g. student-teacher, student-teacher-parent, student-student, student-teacher-principal, student-counsellor)



Concluding Comments

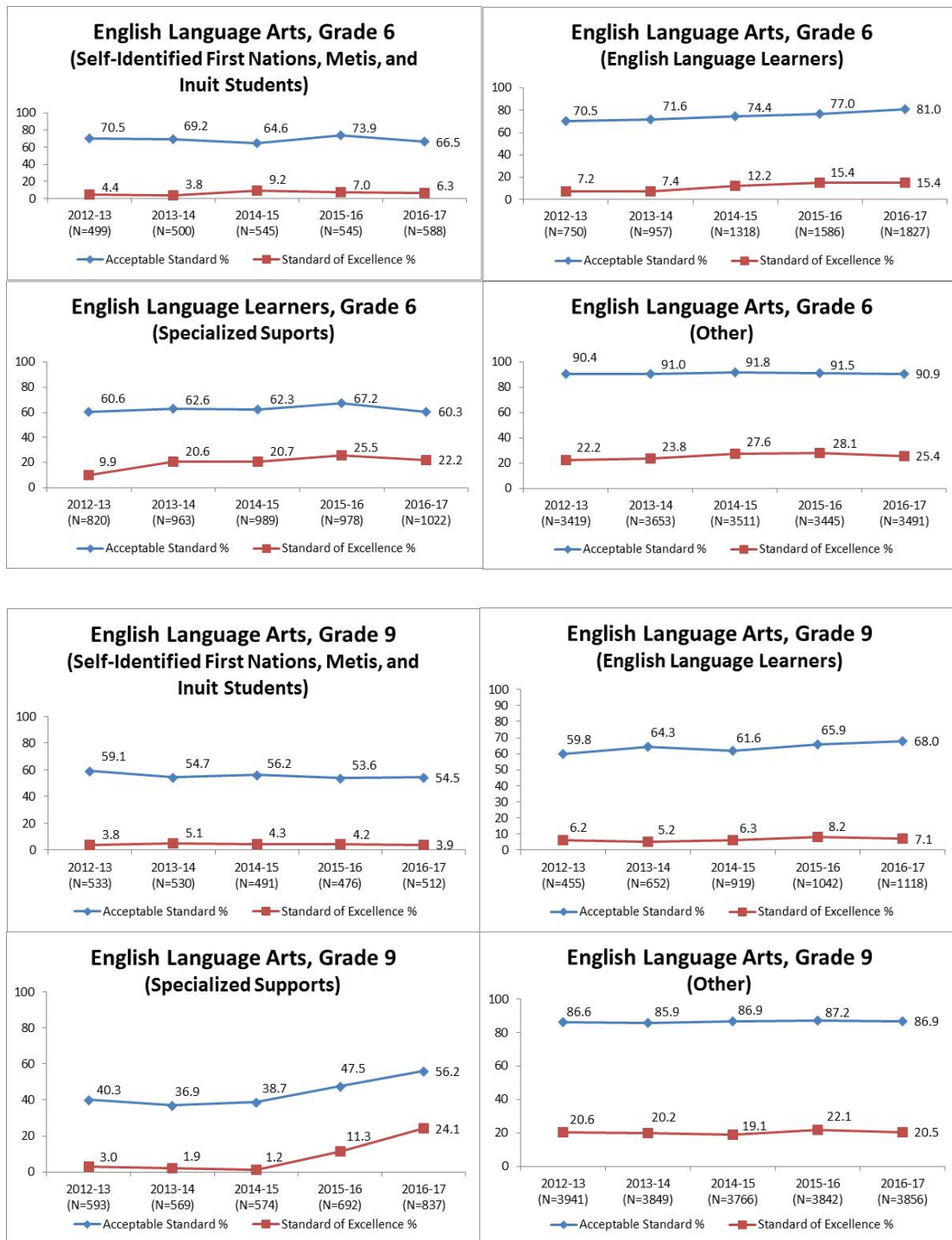
As the District strives towards all students achieving high school completion, we recognize that building teacher efficacy in the areas of literacy, numeracy and meeting the diverse and complex learning needs of all students will contribute towards this goal. In support of these efforts schools are pursuing the following elements of practice as foundational to their work in support of student success:

- Collaboration and shared responsibility between schools, catchments and Central supports.
- Identification of high leverage strategies at all levels of the pyramid of intervention.
- Alignment of key literacy and numeracy teachings with curricular outcomes.
- Ensuring our practice remains informed by research.
- Strategic use of our data to inform programming and monitoring for growth.
- Importance of relationships as the foundation to our work.
- Investing in teacher capacity in the areas of literacy and numeracy instruction.

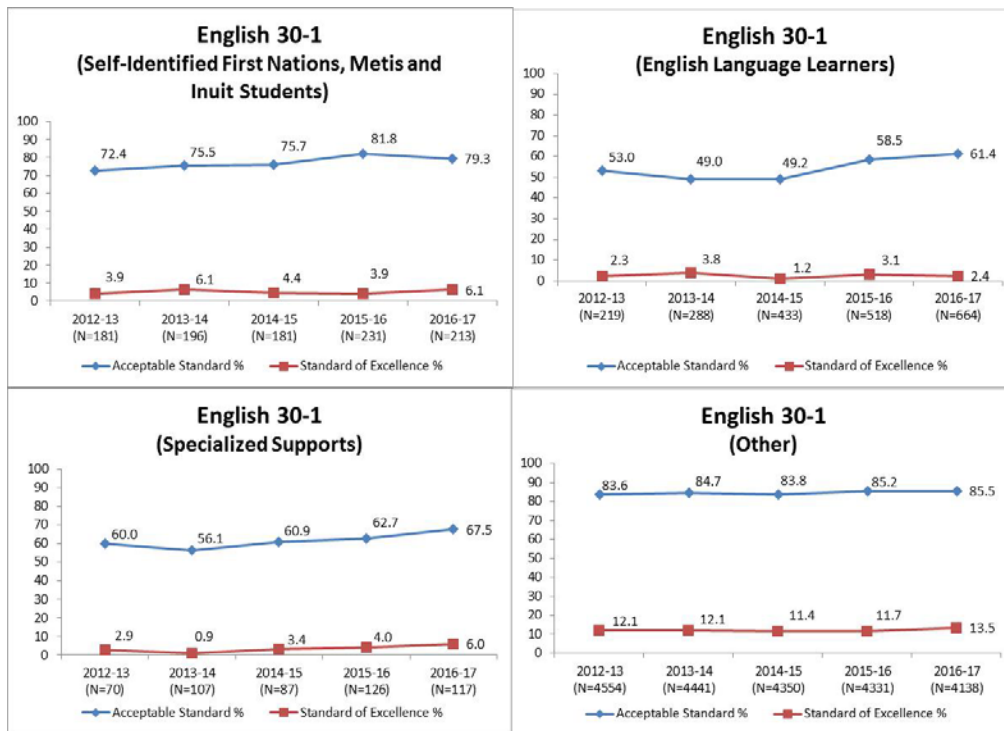
Appendix A: Line Charts for District PATs and DIPs

The charts below are a visual representation of PAT and DIP tables included in the body of the report.

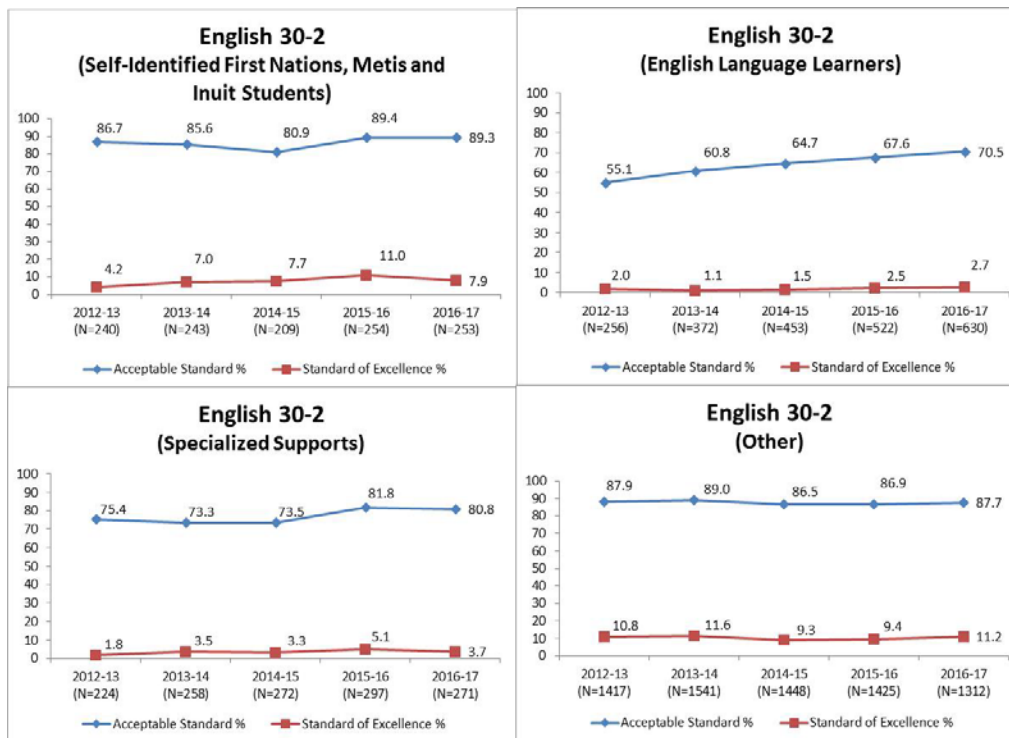
English Language Arts, 6 and 9



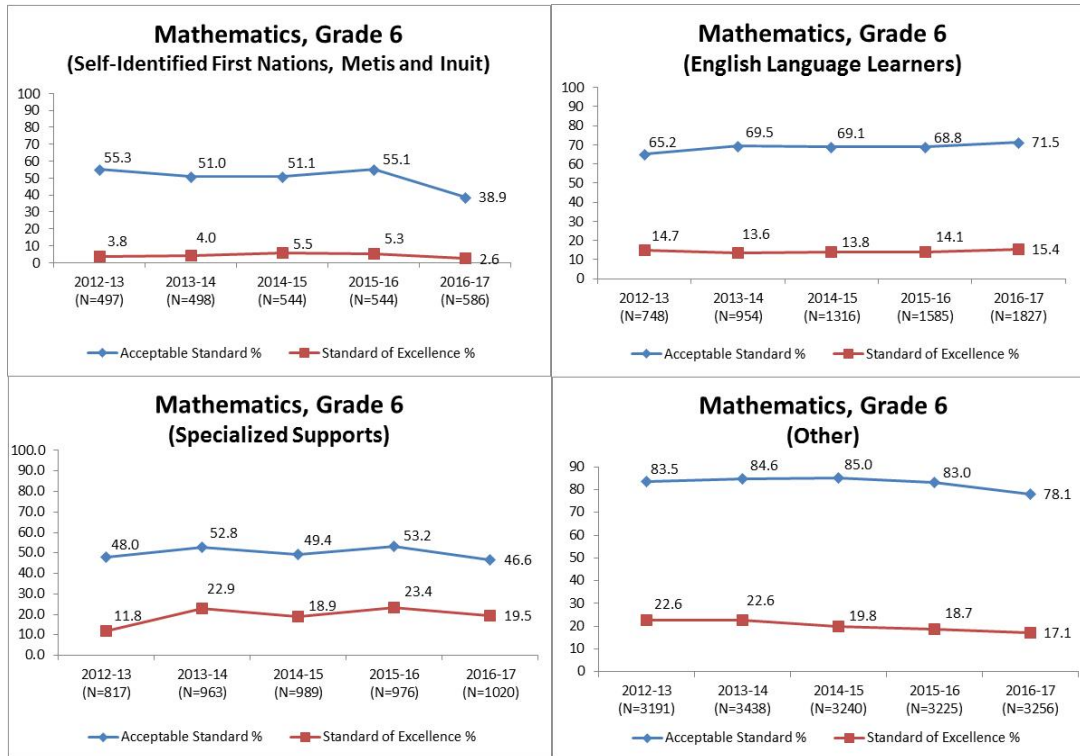
English 30-1



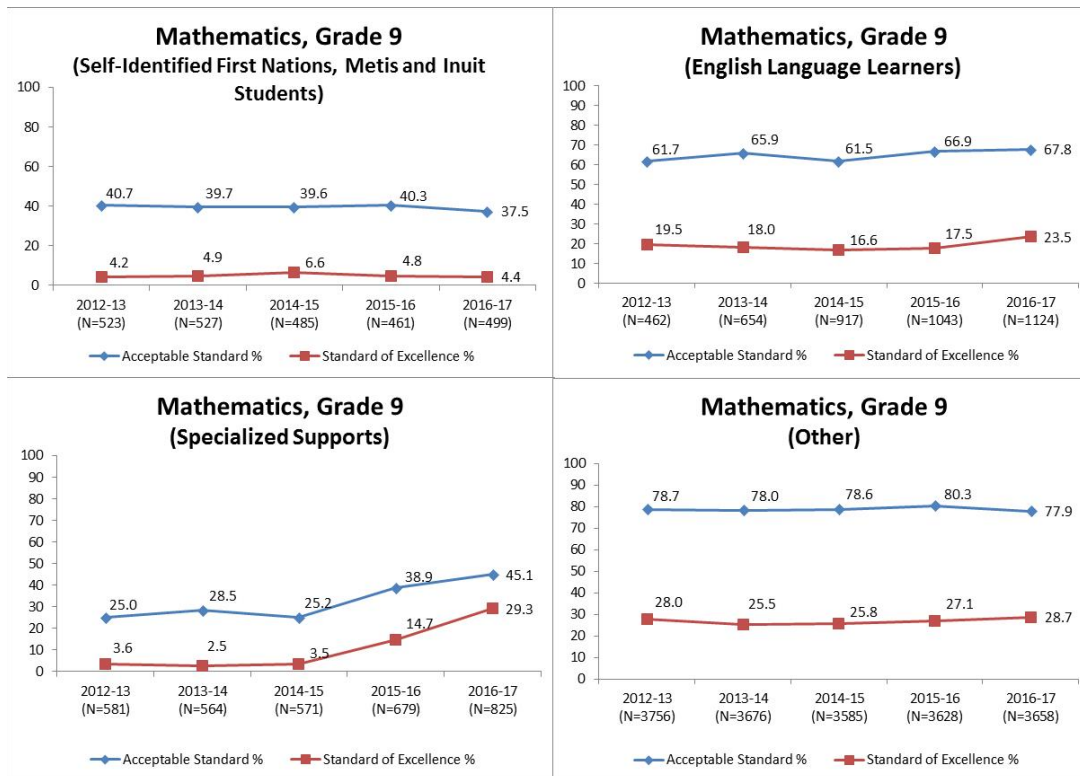
English 30-2



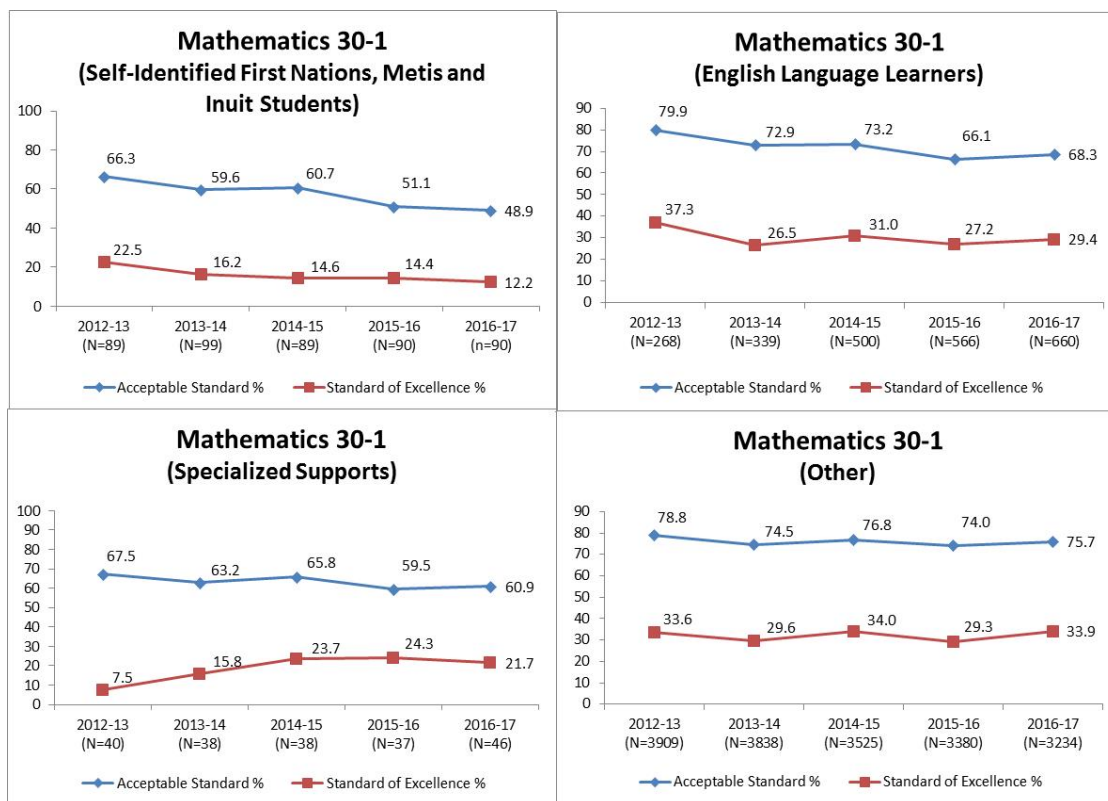
Mathematics Grade 6



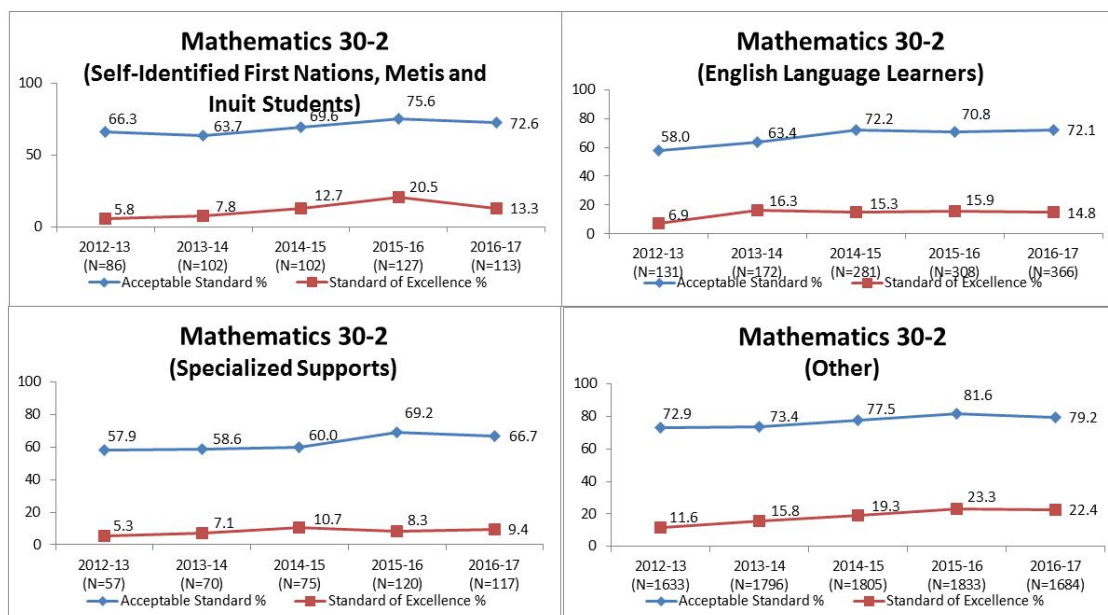
Mathematics Grade 9



Mathematics 30-1



Mathematics 30-2



Achievement Evaluation is not calculated for Mathematics 30-1/30-2 because there is insufficient data available due to the examinations not being equated before 2016/17. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

Appendix B: District Grade 1-6 Reading Levels

	Grade 1		Grade 2		Grade 3	
District	2015-2016*	2016-2017	2015-2016*	2016-2017	2015-2016*	2016-2017
Number of Students	7,438	7,776	7,454	7,361	7,320	7,424
Above	17%	15%	18%	18%	19%	18%
At	54%	53%	55%	56%	58%	57%
Below	29%	32%	26%	27%	24%	25%
Self-identified FNMI	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
Number of Students	570	652	599	615	606	646
Above	9%	6%	9%	10%	11%	10%
At	39%	37%	40%	42%	46%	41%
Below	52%	57%	51%	47%	43%	49%
ELL (301 and 303)**	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
Number of students	2,314	2,418	2,420	2,453	2,469	2,507
Above	14%	12%	14%	12%	14%	11%
At	58%	58%	58%	60%	58%	59%
Below	28%	30%	28%	28%	28%	30%
Specialized Supports	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
Number of Students	430	437	569	525	670	715
Above	10%	14%	10%	12%	14%	12%
At	25%	24%	23%	25%	22%	24%
Below	64%	61%	66%	63%	64%	64%
Other	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
Number of Students	4,264	4,430	4,065	3,939	3,809	3,816
Above	19%	18%	23%	23%	23%	23%
At	56%	54%	59%	58%	63%	62%
Below	24%	28%	18%	19%	14%	14%

*2015-2016 Fort McMurray students were included. Data as reported from the District database.

**301 and 303 ESL coding is for students who have a primary language that is not English, whose academic achievement in one or more core subjects is negatively impacted by language proficiency limitations, and who are receiving ESL services. 301 identifies students born outside of Canada; 303 identifies Canadian born students who reside in a home where primary spoken language is not English.

	Grade 4		Grade 5		Grade 6	
District	2015-2016*	2016-2017	2015-2016*	2016-2017	2015-2016*	2016-2017
Number of Students	6,877	7,345	6,476	6,871	6,374	6,558
Above	15%	14%	14%	13%	14%	12%
At	62%	61%	61%	61%	62%	61%
Below	24%	25%	25%	26%	23%	27%
Self-identified FNMI	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
Number of Students	593	620	563	601	547	577
Above	8%	7%	7%	6%	9%	6%
At	48%	48%	44%	44%	52%	46%
Below	44%	45%	49%	51%	40%	48%
ELL (301 and 303)**	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
Number of students	2,192	2,467	1,951	2,049	1,824	1,906
Above	8%	9%	10%	9%	11%	6%
At	62%	60%	56%	57%	56%	55%
Below	30%	31%	34%	34%	33%	38%
Specialized Supports	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
Number of Students	767	739	810	795	905	972
Above	12%	12%	13%	11%	21%	13%
At	22%	28%	27%	24%	32%	37%
Below	66%	60%	60%	65%	48%	50%
Other	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
Number of Students	3,579	3,778	3,411	3,679	3,358	3,412
Above	19%	18%	17%	17%	16%	16%
At	70%	68%	71%	70%	73%	70%
Below	11%	13%	12%	13%	11%	14%

*2015-2016 Fort McMurray students were included. Data as reported from the District database.

**301 and 303 ESL coding is for students who have a primary language that is not English, whose academic achievement in one or more core subjects is negatively impacted by language proficiency limitations, and who are receiving ESL services. 301 identifies students born outside of Canada; 303 identifies Canadian born students who reside in a home where primary spoken language is not English.

Appendix C: Provincial Results for Provincial Achievement Tests and Diploma Exams

English Language Arts 6	2016-2017	Evaluation		
Number of Students	49,572	Achievement	Improvement	Overall
Acceptable Standard	82.5	Intermediate	Maintained	Acceptable
Standard of Excellence	18.9	High	Declined	Acceptable
English Language Arts 9	2016-2017	Evaluation		
Number of Students	45,487	Achievement	Improvement	Overall
Acceptable Standard	76.8	Intermediate	Improved	Good
Standard of Excellence	14.9	High	Maintained	Good
English 30-1	2016-2017	Evaluation		
Number of Students	30,150	Achievement	Improvement	Overall
Acceptable Standard	86.5	Intermediate	Declined	Issue
Standard of Excellence	11.7	High	Improved	Good
English 30-2	2016-2017	Evaluation		
Number of Students	16,797	Achievement	Improvement	Overall
Acceptable Standard	89.5	Intermediate	Maintained	Acceptable
Standard of Excellence	11.4	Intermediate	Declined Significantly	Issue

Mathematics 6	2016-2017	Evaluation		
Number of Students	49,507	Achievement	Improvement	Overall
Acceptable Standard	69.4	Low	Declined Significantly	Concern
Standard of Excellence	12.6	Intermediate	Declined Significantly	Issue
Mathematics 9	2016-2017	Evaluation		
Number of Students	45,020	Achievement	Improvement	Overall
Acceptable Standard	67.2	Intermediate	Improved	Good
Standard of Excellence	19.0	High	Improved Significantly	Good
Mathematics 30-1	2016-2017	Evaluation		
Number of Students	20,371	Achievement	Improvement	Overall
Acceptable Standard	73.1	n/a	n/a	n/a
Standard of Excellence	30.7	n/a	n/a	n/a
Mathematics 30-2	2016-2017	Evaluation		
Number of Students	14,327	Achievement	Improvement	Overall
Acceptable Standard	74.7	n/a	n/a	n/a
Standard of Excellence	15.9	n/a	n/a	n/a

Retrieved from Accountability Pillar Results for Annual Education Results Report: Alberta.

Sources

Alberta Education's Accountability Pillar Results for 3-Year Education Plans, October 2017

<https://education.alberta.ca/media/3680592/october-2017-province-report.pdf>

<https://education.alberta.ca/literacy-and-numeracy/about-literacy-and-numeracy/>

<https://education.alberta.ca/high-school-completion-strategic-framework/strategic-framework/>

EPSB Three-Year Education Plan (3YEP) 2017-2020 Annual Education Results Report (AERR) 2016-2017

Superintendent's Notebook, October 2017

DATE: December 19, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Student Assessments – Elementary Aged Students
(Response to Request for Information #002)

ORIGINATOR: Leona Morrison, Assistant Superintendent

RESOURCE STAFF: Brenda Gummer, Director Inclusive Learning - Specialized Services
Natalie Prytuluk, Director, Inclusive Learning - Early Years

REFERENCE: October 24, 2017 Board Meeting (Trustee Gibson)
[Alberta Education Coding Criteria](#)
[Standards for the Provision of Early Childhood Special Education](#)
[Standards for Special Education](#)
[Pyramid of Intervention](#)

ISSUES

The following information was requested:

1. Enrolment of elementary aged students, including children coded with mild, moderate, and severe special needs continues to rise for Edmonton Public Schools. What strategies does the District employ to ensure each Pre-Kindergarten, Kindergarten, Division 1 and Division 2 student is assessed by the appropriate professionals for learning challenges?
2. Does the District receive sufficient funding for timely assessments? If not, does the District track the size and trend in the numbers of students awaiting assessments?
3. Is there an argument for advocacy that the additional costs of sufficient early assessments is more than recovered by reducing the costs of interventions that are put in place because the learning challenge has not been identified in a timely manner?

BACKGROUND

Inclusive Learning is comprised of nine multi-disciplinary School-linked Service Teams that offer services ranging from general classroom consultation, individual child or student consultation, capacity-building conversations, targeted professional learning and specialized assessment. Services provided by the teams are dependent on the presenting needs of the child or student. Inclusive Learning collaborates directly with schools to support children and students in need of specialized supports and services, including informal and formal assessments, from Kindergarten to Grade 12.

The approach to supporting schools is modeled on the Pyramid of Intervention, a multi-tiered framework of intervention. Through collaborative conversations with schools, service needs are defined and prioritized to identify, develop and share inclusive education strategies and provide universal, targeted and specialized supports.

Each school chooses a system for the identification of students at risk. Many schools complete a Learner Profile to summarize and identify what strategies have been implemented and the effectiveness of each strategy. Referrals for consultation and assessment for children/students in Kindergarten to Grade 12, are managed through Inclusive Learning. This structure meets requirements of the Alberta Education's Standards for Special Education, by providing specialized supports and services through a coordinated multi-disciplinary team approach.

For children in Pre-Kindergarten or Kindergarten with severe disabilities or delays, Program Unit Funding (PUF) must be applied for each child individually through a process that requires formal assessment and completion of an educational environment impact statement outlining how the child is functioning in the classroom setting. PUF is a fluctuating amount each year and is dependent on the number of children meeting eligibility requirements as identified and assessed by the multi-disciplinary team. For children with mild or moderate disabilities or delays, a portion of the Inclusive Education grant is allocated by the District to support these children.

In Kindergarten, consultants complete identification and assessment for the majority of children by the end of November. During this process, schools submit requests for service for children with moderate or severe needs.

For students in Grades 1 through 12, Alberta Education allocates funding to school boards as part of an Inclusive Education grant. Edmonton Public Schools uses these dollars to directly support student programming in schools as well as the Inclusive Learning unit for the staff and resources to provide multi-disciplinary consultative supports and specialized assessment.

Overall, the number of requests for service from Kindergarten to Grade 12 has remained relatively stable over the past five years (approximately 13,800). This includes all of the disciplines and is a combination of consultation, informal and formal assessment. With the addition of one more team this year, we anticipate a slight increase in the number of requests for service.

CURRENT SITUATION

1. Enrolment of elementary aged students, including children coded with mild, moderate, and severe special needs continues to rise for Edmonton Public Schools. What strategies does the District employ to ensure each Pre-Kindergarten, Kindergarten, Division 1 and Division 2 student is assessed by the appropriate professionals for learning challenges?

The following strategies are implemented in response to requests for service and to determine next steps:

- To pre-identify children who meet criteria for mild, moderate or severe funding, a District-wide screening process conducted by staff at District Pre-Kindergarten programs is held in March. This work is done in partnership with Alberta Health Services. Alberta Health Services provides assessments in the areas of speech and language, and occupational therapy. Identifying children with delays and/or disabilities prior to Kindergarten helps children access intervention earlier.
- Every fall, the Early Years Evaluation-Teacher Assessment (EYE-TA) is used as a screening tool for all Kindergarten children. This tool provides information for the multi-disciplinary team in collaboration with the classroom teacher to identify children who require additional assessment to confirm developmental delays or disabilities.
- Parents/caregivers are encouraged to share with the school any relevant diagnostic and programming information about their child from outside community partners and agencies. This information is helpful for programming.

- Using the Pyramid of Intervention as a framework, schools collaborate with Inclusive Learning School-linked teams to implement universal and targeted strategies. Student responses to implementation of strategies is evaluated and discussed to inform next steps for further programming supports or formalized assessment. Student's response to targeted intervention is required for specialist(s) to identify or diagnose various learning disabilities.
 - Inclusive Learning supervisors use a queuing system for requests for assessment. Supervisors work closely with schools to prioritize referrals and may base decisions on factors such as student need, student age, attendance, and number of schools attended to name a few. There is a caution related to standardized psychological assessment of very young children, particularly for children with language delays. For children and students whose first language is not English, consultation with English as a Second Language and Intercultural consultants is required. If a student's attendance is poor or if they have attended multiple schools in a relatively short period of time, academic instruction has been interrupted and formal assessment is not advised until attendance is stabilized.
 - Depending on how needs are prioritized, requests may be addressed immediately or slotted after higher priority requests. Schools are asked to keep parents/caregivers informed when their child's assessment is scheduled.
 - Inclusive Learning supervisors monitor assessment queues and work thoughtfully to ensure equity of service, fair distribution of District resources and balanced workloads for specialists. They use specialists who are District employees and access approved external vendors to help meet demand for standardized assessments.
 - Inclusive Learning assists families, as required, to access additional consultation from secondary and tertiary health agencies (e.g. Glenrose Clinics, CASA). Usually, specialized assessment is completed as part of this support.
 - Our District has clear standards for all professionals assessing children and students. Compliance with these standards is monitored through District Support Services and various Alberta Professional Colleges (i.e. Charter of the College of Alberta Psychologists).
2. Does the District receive sufficient funding for timely assessments? If not, does the District track the size and trend in the numbers of students awaiting assessments?
- Currently we believe there are sufficient funds available to support assessment processes. Funds are provided through Alberta Education as part of block funding, and in addition, Central Equity Funds are also used. For example, in 2016-2017, \$800,000 was utilized and this year, there is \$1.2 million budgeted based upon an allotment of \$200,000 per Assistant Superintendent.
 - Inclusive Learning aims to provide assessment at the right time, for the right reason. A learner's progress is closely monitored over time and supports are adjusted and reviewed through collaborative conversations with all stakeholders.
 - Challenges can occur when external demands are made of District resources for psycho-educational assessments. External demands may be made by families, community counsellors or physicians but the student may be performing well in their school environment.
 - As more children requiring specialized support are identified earlier through screening, and as access to Pre-Kindergarten is increased, multi-disciplinary teams will be able to provide intervention for two or three years prior to Grade 1. Children identified with delays do not necessarily require psycho-educational assessments but may benefit from continued intervention in the areas of speech-language development or occupational therapy.
 - Increased parental awareness of child development and developmental milestones is important. Families need to know what to do if they have concerns about their child's overall development. Information to help families support their child can be accessed through community partners such as Alberta Health Services and through family orientation sessions in Pre-Kindergarten and Kindergarten.

3. Is there an argument for advocacy that the additional costs of sufficient early assessments is more than recovered by reducing the costs of interventions that are put in place because the learning challenge has not been identified in a timely manner?
- Early intervention has a profound impact on later success in school. From an advocacy perspective, continued support for Early Childhood Services programs and funding for children with mild, moderate and severe delays, ensures children have access to supports and services that benefit their development and learning. Being proactive by identifying, assessing and diagnosing children sooner, means they transition into formal schooling with many strategies already in place.
 - Systems of intervention are in place throughout the District such as the Pyramid of Intervention framework, to identify students who would benefit most from specialized assessment.
 - A formal assessment is not required before interventions or supports are implemented. If students respond well to interventions and targeted accommodations then there is often no need for a formal assessment.
 - The ultimate goal is a multi-pronged approach consisting of:
 - High quality, differentiated instruction provided through an engaging, strengths-based approach.
 - Timely targeted interventions for students experiencing difficulties in specific areas of skill deficit. This helps filter out students who have gaps in their learning versus those with on-going learning challenges that need to be assessed for possible disorder.
 - The administration of specialized assessments is impacted by the Diagnostic and Statistical Manual of Mental Disorders which outlines criteria for diagnosis of disorders. Statistically 12 to 15 per cent of a population should be identified as requiring special education supports.

KEY POINTS

- Nine multi-disciplinary School-linked Service Teams offer general classroom and individual student consultation, targeted professional learning and specialized assessment.
- The Pyramid of Intervention is used as a framework through which universal, targeted and specialized supports are determined.
- Pre-Kindergarten screening to determine eligibility for programming occurs in March and assessments for PUF or mild-moderate funding are completed by the Pre-Kindergarten multi-disciplinary team or health services. Kindergarten screening occurs in the fall using the Early Years Evaluation-Teacher Assessment (EYE-TA) and provides information for the Inclusive Learning multi-disciplinary team to identify children who require additional assessment.
- Inclusive Learning Supervisors work closely with schools to prioritize referrals and closely monitor the queue to ensure the work is completed.
- Sufficient funds are provided through Alberta Education and a Central Equity Fund is also used to cover the cost of additional assessments.
- Continued advocacy for Early Childhood Services programming and funding ensures children have access to supports and services to benefit their development and learning. Identifying, assessing and diagnosing children sooner, means they transition into formal schooling with many strategies already in place.
- We strive to provide a multi-pronged approach consisting of high quality differentiated instruction, timely and targeted interventions and specialized assessment when required.

ATTACHMENTS and APPENDICES

N/A

BG:dll

DATE: December 19, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Bereavement

ORIGINATOR: Angela Anderson, Chief Human Resources Officer, Human Resources

**RESOURCE
STAFF:** Mrinalini Mella

REFERENCE: [AEBC.AR Acknowledging Student, Staff and Trustee Deaths and Bereavements](#)

Ms. Teresa Dalton passed away on November 24, 2017, at the age of 56 years. She began her career with Edmonton Public Schools in October 1999, as a supply custodian. Ms. Dalton served as head custodian at Newton, Malmo, Virginia Park, Meadowlark, Coronation and Weinlos schools. She is survived by her sons, Hayden and Braiden. A celebration of Ms. Dalton's life was held on December 4, 2017, at Richmond Park Church.

AA:mm