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TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Strategic Plan Update: Priority 1

ORIGINATOR: Nancy Petersen, Managing Director, Strategic Division Supports

RESOURCE

STAFF: Clarice Anderson, Corbett Artym, Marnie Beaudoin, Kim Diggie, Graeme Dowdell, Husna Foda, Thomas Gillard, Sean Jones, Heather Langenhahn, Owen Livermore, Ann Parker, Cynthia Pharis, Sunita Sas, Soleil Surette, Jon Yin

ISSUE

As part of the Division’s accountability and assurance framework, this Strategic Plan Update reports on progress towards Priority 1 of the 2022–26 Strategic Plan, *“Build on outstanding learning opportunities for all students”* with a focus on Goal 2 *“Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes”* and Goal 3 *“Promote competencies to empower students to meet the needs of a changing society, workforce and climate.”* These goals support the intended outcome of Priority 1, which is that the growth and success of every student is supported throughout their journey from Kindergarten to high school completion and beyond.

BACKGROUND

In 2022, Edmonton Public Schools launched the new Division Strategic Plan for the 2022-26 term. The Division Strategic Plan has three priority areas with supporting goals and outcomes. The plan provides common direction and alignment between the work of the Board of Trustees, the Superintendent of Schools and Division staff. The plan serves as the foundation for a Division culture of evidence-based decision making, assurance and accountability.

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

CURRENT SITUATION

Education does not exist in isolation and, as we experienced with the pandemic, outcomes are influenced by the context around us. As we continue to move forward from the learning disruption caused by COVID-19, the 2022–23 school year was the first year where normal operations were fully restored. Within this context, our patterns of achievement are not unusual as they reflect trends that can be observed globally. At the same time, the return to normal operations enabled more opportunities for collaboration and experiential learning as well as opportunities to work with community partners, strengthening students’ overall school experiences.

This Strategic Plan Update Report provides the Board of Trustees with an overview of Division students’ literacy and numeracy results through the lens of social complexity (following up on the March 23, 2021, [Literacy and Numeracy Strategic Plan Update](#)) and surfaces actions being taken across the Division in support of our vision of *enhancing pathways for student success*. The report includes an update on year two of the Equity Achievement Project and a Career Pathways highlight.

KEY POINTS

This Strategic Plan Update Report provides the Board of Trustees with an overview of the Division's comprehensive approach in support of Priority 1 with a focus on Goal 2 and Goal 3.

ATTACHMENTS and APPENDICES

ATTACHMENT I Strategic Plan Update: Priority 1

NP:mh

Strategic Plan Update Report: Priority 1

May 28, 2024

Introduction 3

Career Pathways Highlight 4

Phase 1: Developing Awareness (Kindergarten to Grade 4) 6

Phase 2: Shaping Understanding (Grades 5 to 9) 6

Phase 3: Building Readiness (Grades 10 to 12) 7

Literacy and Numeracy 10

Achievement Data Through the Lens of Social Complexity 10

Equity Achievement and Literacy and Numeracy Projects 10

Supports for High Quality Teaching and Learning 11

A Closer Look at Division Data 13

Conclusion 16

Next Steps 16

Appendix A—PATs, HLATs and CAT4 Social Complexity Analysis 17

Appendix B—CAT4 Match Cohort Data from Fall 2022 to Fall 2023 22

Introduction

As part of the Division’s accountability and assurance framework, this Strategic Plan Update reports on progress towards Priority 1 of the 2022–26 Strategic Plan, “Build on outstanding learning opportunities for all students” with a focus on Goal 3 “Promote competencies to empower students to meet the needs of a changing society, workforce and climate.” This focus will highlight the work of Career Pathways and demonstrate how the model aligns with and supports the direction set out in the Premier's [mandate letter](#) regarding education in Alberta released on July 25, 2023.

Additionally the report will revisit the analysis of Division achievement data provided in the March 23, 2021, [Strategic Plan Update: Literacy and Numeracy](#) report, which for the first time presented Division data through the lens of social complexity in an effort to better understand patterns of achievement across EPSB. The March 23 report was the catalyst to the Equity Achievement Project (EAP). This report will include the year two EAP evaluation and an update on how the work of EAP has influenced literacy and numeracy efforts beyond the 41 schools participating in the project. This work provides a snapshot into the Division’s progress in support of Priority 1, Goal 2 “Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes”.



2022–26

Division Strategic Plan

Priority 1

Build on outstanding learning opportunities for all students.

Goal 1
Recognize and support the diverse learning needs of all students.

Goal 2
Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes.

Goal 3
Promote competencies to empower students to meet the needs of a changing society, workforce and climate.

Priority 2

Advance action towards anti-racism and reconciliation.

Goal 1
Work with students, staff, families and communities to update and advance the Division's Anti-racism and Equity Action Plan each year, so it serves as the catalyst for meaningful, long-term systemic change.

Goal 2
Support and enhance the educational experiences and achievements of First Nations, Métis, and Inuit students in relationship with First Nations, Métis, and Inuit families and communities.

Priority 3

Promote a comprehensive approach to student and staff well-being and mental health.

Goal 1
Support students and staff in building skills, strategies and relationships that contribute to positive mental health.

Goal 2
Support students and staff so they experience a greater sense of belonging and social, emotional and physical well-being.

Career Pathways Highlight

Embedded in Strategic Plan Priority 1, the Career Pathways Model (*see Figure 1; next page*) was introduced in the Division in 2014 and has come to life through the collective efforts of schools and the central Career Pathways team. The Career Pathways Model engages students from Kindergarten to Grade 12, through the phases—Awareness, Understanding and Readiness—that support student growth and success from early learning through to high school completion and beyond in meaningful and relevant learning opportunities that reduce barriers and open doors to future possibilities. Students develop a curiosity about the world around them and make connections to potential career pathways, preparing them for the transition from high school to the world of work, post-secondary education or community living.

At its core, the Career Pathways Model supports student learning in tangible, real-world contexts, underpinned by a network of strategic partnerships spanning businesses, post-secondary institutions and community organizations. This approach enriches learning experiences and also supports students' preparation to meet the challenges of the future, and *empowers each student to live a life of dignity, fulfillment, empathy and possibility*. This intent aligns with and supports the direction set out in the Premier's [mandate letter](#) regarding education in Alberta released on July 25, 2023.

Since its inception, the Career Pathways Model has continued to evolve and develop driven by stakeholder engagement.¹ In 2018, further refinement saw the introduction of the four Career Pathways Guiding Principles² (*see Table 1*) that emerged from comprehensive engagements with over 1,000 stakeholders—a diverse group encompassing staff, students, parents, community members and industry representatives. The four principles: programming, future focussed, community connections and authentic experiences echo the Division's commitment to supporting growth and success for all students. Through forging partnerships, cultivating inclusive and stimulating learning environments and encouraging active community participation, collectively, the principles lay a solid foundation for achieving the Division's Vision of *enhancing pathways for student success*, steering the Division towards realizing a full spectrum of possibilities for every student's growth and achievement.

Table 1. Career Pathways Guiding Principles

Programming	Future Focused	Community Connections	Authentic Experiences
Innovative learning approaches that are embedded across curricula	Adapting to ever-changing environments and realities	Building relationships with parents, community and businesses that intentionally connect students to experiences and potential career pathways	Engaging students through meaningful and relevant experiences that connect learning to career pathways

The Career Pathways Model is mapped across three phases that support student growth and success from Kindergarten through to high school completion and beyond. It highlights the learning already happening in schools by connecting the learning that students are doing to the world around them. The Career Pathways Model is a philosophy and approach that prepares students for the future by helping them learn about themselves and their strengths and interests, setting goals, developing transferable skills and competencies and preparing to successfully transition beyond high school through the Model's phases—Awareness, Understanding and Readiness.

¹ Career Pathways Model Update ([EPSB, 2015](#))

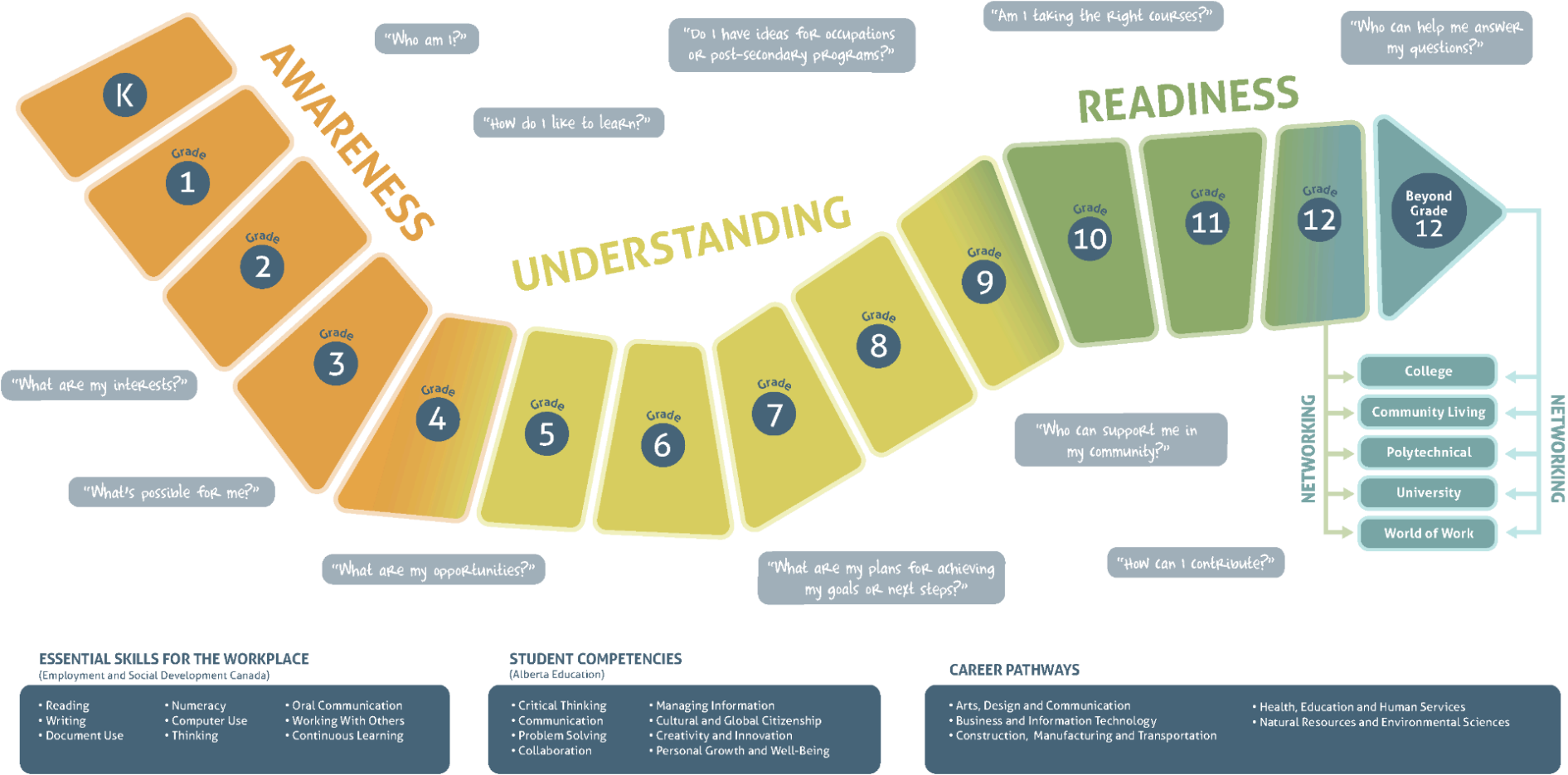
² Strategic Plan Update Report: Success Beyond Schooling ([EPSB, 2018](#))

Figure 1. Edmonton Public School's Career Pathways Model (2018)

The Career Pathways Model fosters growth and success for every student by supporting their journey from early learning through high school completion and beyond, and enhances public education through communication, engagement and partnerships.

The Career Pathways Model is about building awareness, understanding and readiness for a pathway that helps students find dignity and fulfillment in life.

Conversations about Career Pathways will take place throughout a student's journey.



CIP (SEPT 26, 2018)

Phase 1: Developing Awareness (Kindergarten to Grade 4)

The Awareness Phase in the Career Pathways Model focuses on students from Kindergarten to Grade 4 embarking on the initial journey of self-discovery, where they begin to identify their likes, dislikes, passions and interests. This stage is characterized by immersive learning experiences that connect students' inquisitiveness to the broader world. For instance, through engaging in learning across a range of curricular subject areas students begin to identify their strengths and interests (e.g., arts, sciences, humanities, physical education, etc.).

Classroom activities and community-based initiatives like the Community Marketplace, help students to connect their learning to the world beyond the classroom. For example, a Grade 2 social studies lesson might explore the evolution of their community, enhanced by a visit from a civil engineer or community planner, thus linking their learning directly to tangible career paths and the real world.

Launched in 2016, the Community Marketplace bridges classroom learning with the world outside of the classroom. It brings community members into Kindergarten to Grade 12 classrooms, facilitating career exploration aligned with curriculum outcomes and helps students to see how what they are learning connects to different career pathways.

Similarly, when students participate in instructional approaches such as project-based learning, they research a topic in depth, solve real world problems and represent their learning in creative and innovative ways. Such experiences in the Awareness Phase lay the groundwork for students' continuous engagement with their education, becoming aware of personal strength and interests, connecting their learning to the world around them and building the competencies necessary for future success.

Over 7,600 students
were reached through **261**
interactions across Division
schools through the **Community**
Marketplace, during the
2022–23 school year.

Phase 2: Shaping Understanding (Grades 5 to 9)

As students progress to the Understanding Phase of the Career Pathways Model spanning Grades 5 to 9, their journey through education continues with further self-discovery. This period is marked by an enhanced exploration of personal interests and passions, facilitated through a range of experiential learning opportunities. This exploration allows students to start to refine their preferences and forge initial ideas regarding their future directions.

One way that schools support the Understanding phase is through the Career & Technology Foundations (CTF) curriculum. Designed for students in Grades 5 to 9, this optional CTF curriculum provides students with the opportunity to explore their passions and interests as well as related career possibilities and occupations.

In this phase, students are presented with opportunities to navigate various career pathways, combining curricular learning with real-world applications. This continues the tradition of hands-on experiences established in earlier grades and also supports students in setting goals, particularly as they prepare for the transition to high school. Utilizing tools such as MyBlueprint, students in Grade 9 can articulate and revise their high school plans, taking a proactive step towards realizing their future goals.

Phase 3: Building Readiness (Grades 10 to 12)

Finally, in the last phase of the Career Pathways Model, students in Grades 10 to 12 focus on their readiness for life beyond high school. Students learn to set goals and further develop the skills, knowledge and attitudes that increase their readiness to successfully transition beyond high school to the world of work, post-secondary or community living. Through an emphasis on goal setting and the development of competencies, students are free to experiment, try new things and take risks.

In this stage, students engage with a variety of learning opportunities aimed at enhancing their readiness for the next chapter of their life, and select courses that support their transition to post-secondary, the world of work or community living. They may participate in Career and Technology Studies (CTS), fine arts, sciences, languages, locally developed courses (LDCs) or other courses that align with their goals and help prepare them for the future. Students have the opportunity to explore off-campus education opportunities such as [Work Experience](#) courses or the [Registered Apprenticeship Program \(RAP\)](#). Additionally, Campus EPSB and dual credit opportunities allow students to earn both high school and post-secondary credits or credentials, bridging the transition to their life beyond Grade 12. From Grades 10 to 12, students continue to set goals, select courses and programs that align to their interest, passions and plans to support a successful transition to the world of work, community living or post-secondary studies.

Advancing the Mandate Letter Priorities

The Premier's mandate letter to the Minister of Education includes several priorities aimed to enhance educational opportunities for students and support their journey from Kindergarten to Grade 12 with the goal of transitioning from high school to a life of dignity, fulfillment and possibilities. Edmonton Public Schools' Career Pathways Model illustrates the Division's strategic approach to advancing these priorities. There are many school and central supported Career Pathways learning opportunities that align with the priorities outlined in the mandate letter. The Division would like to profile the following four opportunities that illustrate our commitment to *enhancing pathways for student success*: Career & Technology Foundations, The Educational Partnership Foundation, Campus EPSB and Career Day.

Career & Technology Foundations (CTF)

The mandate letter outlines the importance of access to CTF opportunities for students. Beginning in Grade 5 and continuing through to Grade 9, the CTF [curriculum](#) enables students to explore their passions and interests through career-connected programming. By engaging in activities such as planning, designing and implementing solutions to real-life challenges, students develop an understanding of various industries, connect their learning to the real world and learn about related career pathways possibilities. To support schools with planning and implementing responsive programming, a Student Interest Survey is administered with the support of the Division's Career Pathways team. Every two years, students from Grades 7 to 12 participate in the [Student Interest Survey](#). The data collected is used by schools and the Career Pathways team to help with developing programming and fostering partnerships that will support learning opportunities aligned with student interest and demand.

As an example of this, 20 different junior high schools took part in a design challenge with the Edmonton Construction Association (ECA). Students were asked to repurpose materials to create a product that made their schools a better place. Students in construction classes built a range of items for their school communities including toys, benches and storage units. As part of this collaboration, ECA generously donated up to \$4,000 worth of tools and materials to each participating school's construction class.

Edmonton Public Schools and The Educational Partnership Foundation (TEPF)

The mandate letter signals the priority of increasing student access to education and training opportunities in the skilled trades. In alignment with this priority, Edmonton Public Schools works closely with [TEPF](#). Through this collaborative endeavour, students are offered hands-on learning opportunities across various skilled trades, conducted at off-campus locations with training by industry experts. This initiative introduces students to high-demand careers, equipping them with work integrated learning, gaining skills in a range of trades areas and attaining micro-credentials while earning work experience high school credits.

32 students participated in opportunities with TEPF industry partners in the 2022–23 school year.

Each cohort has a capacity of 12 students.

During the 2022–23 school year, the following opportunities were available to students through this partnership:

- Introduction to Electrical and Pipe Trades
- Exploring Trades in Metalworking
- Boilermaker, Carpentry and Mechanical Insulator Summer opportunities

Upon completion of this work experience opportunity, students may choose to continue their apprenticeship training through RAP. The RAP program enables students to earn high school credits, wages and on the job apprenticeship hours for a head start toward journeyman certification after high school.

Campus EPSB

Campus EPSB is aimed at increasing student access to specialized programming and facilities. Campus EPSB enables students to travel to another Division high school for a single semester and engage in an immersive learning opportunity in a field of interest.

[Campus EPSB](#) is designed to provide students with another way to earn high school and post-secondary credits, gain industry credentials, advance in their studies or prepare for further education. Campus EPSB courses are tailored to meet both student interests and the current industry demands.

131 students engaged in **Campus EPSB** courses during the 2022–23 school year.

Campus EPSB single semester offerings for the 2022–23 year included:

- Automotive Service Technician
- Community Care
- Cosmetology
- Culinary Arts
- Exploring Aviation
- Performing Arts

Career Day

The mandate letter signals the importance of opportunities such as Career Fairs to help students to set goals and plan for their future. The Division annually hosts an online Career Day for students from Grades 7 to 12. This day is a collaborative endeavour between schools and is supported by the Division's Career Pathways team.

On February 17, 2023, the fourth annual Career Day featured over 100 sessions across all five career pathways:

- Art, Design and Communication
- Business and Information Technology
- Construction, Manufacturing and Transportation
- Health, Education and Human Services
- Natural Resources and Environmental Sciences

The day included 45-minute sessions with time for questions and answers moderated by EPSB staff. Career Day serves to provide students with insights into various career pathways and to facilitate connections between students and industry professionals and/or organizations. Many catchments and schools also organize career day events that enable students to explore the many options available to them in the world of work.

At least **31** schools
participated with an estimated
5,000 students
throughout the day.

Literacy and Numeracy

Achievement Data Through the Lens of Social Complexity

The Division revisited the analysis of achievement data presented in the [March 23, 2021, Strategic Plan Update Report](#) using Provincial Achievement Tests (PATs), Highest Level of Achievement for writing (HLATs) and CAT4 data from 2022–23, with this most recent analysis paralleling the original findings from 2021 (see [Appendix A](#) for a complete overview of this analysis). These results align with the body of research examining the relationship between socioeconomic status and educational achievement. Generally, as the social vulnerability index (SVI) ranking of a school increases (i.e., signaling decreasing social complexity), students in those schools have higher levels of achievement. This pattern of achievement is predictable across assessment measures (i.e., PATs, HLATs, CAT4s), grades and across specific student cohorts (English as an Additional Language, self-identified First Nation, Métis and Inuit students and students with special education coding).

Equity Achievement and Literacy and Numeracy Projects

Informed by research, the EAP is a strategic and intentional response to ensure children in some of Edmonton’s most socially complex communities are set up for success in school, and ultimately in life. The project’s approach and actions in its second year are intended to continue to build towards progress on achievement of the EAP’s overarching goal for intentional support of student learning, leading to improved academic outcomes for our most vulnerable students.

Reflecting the research, year two continued to strengthen and build capacity in high impact, research-informed instructional practices and school leadership, while also focusing on observing growth in learner behaviour, in students’ self-efficacy as readers, writers and mathematicians and achievement data. The [Year Two Evaluation Report](#) provides a review of this work and the promising early results from 2022–23.

In the spring of 2023 schools were invited to participate in the Literacy and Numeracy Achievement Project (LNAP)—an evidence-based initiative focusing on writing and mathematical reasoning, and building off of the professional learning (PL), strategies and lessons learned through EAP. Beginning in the fall of 2023, LNAP schools carried forward the role of the lead teacher and participated in literacy and numeracy PL including key strategies identified through EAP as having high efficacy in support of student learning. Additionally, schools were supported through access to evidence-based literacy and numeracy resource hubs and communities of practice.

The PL and resources developed through both EAP and LNAP are incorporated into broader PL opportunities for teachers and leaders across the Division and made available through the internal EAP resource site. These opportunities and resources contribute to the Division’s supports for high quality evidence-based teaching and learning that are outlined in the following section.

Students reported math is something they enjoyed most about the year. Hands on, lots of group work, so neat to see math learning in this way, no more worksheets.

—EAP Math lead teacher

Supports for High Quality Teaching and Learning

Literacy and numeracy form the foundation for successful living, learning and participation in society. Evidence suggests that proficiency in literacy and numeracy are key determinants of educational outcomes, which in turn significantly influence earning potential, career trajectory and overall quality of life.³ Higher levels of achievement in Kindergarten to Grade 12 education are associated with greater school engagement, high school completion and more successful transitions to post-secondary education or the world of work.⁴

Evidence-based Strategies

Supporting every student on their unique learning journey is foundational to the Division’s progress towards Priority 1 of the Strategic Plan. Foundational to these efforts are evidence-based practices within the construct of the cycle of improvement. Every year, teachers use data to help inform programming and monitor student progress in literacy and numeracy. By being responsive to students through Tier 1 (universal) approaches, teachers engage with a range of instructional strategies that support and address their students’ learning needs. Beginning in the fall and continuing throughout the school year, teachers monitor for progress. This information helps teachers to differentiate classroom instruction, identify students requiring additional support or possibly intervention and track the individual growth of each student. This approach supports a learning environment where all students can cultivate the necessary skills and abilities to excel on their own learning journey. The following table highlights many of the evidence-based practices used across Division classrooms that serve as the foundation to Tier 1 programming for all students and enable teachers to be responsive to the individual learning needs of each student.

As set out in Table 2, Division teachers are continuously evolving their evidence-based teaching practices in the areas of literacy and numeracy.

Table 2. Highlights of evidence-based practices for literacy and numeracy learning being used across Division classrooms

Literacy Learning	Numeracy Learning
<p>As teachers implement the new Kindergarten to Grade 6 English Language Arts and Literature (2022) curriculum, they use a range of effective, explicit whole class and small group strategies to support student growth such as:</p> <ul style="list-style-type: none"> ● Targeted small group reading and writing support ● Systematic and sequential phonics instruction ● Integrated phonemic awareness and phonics instruction ● Interactive read-alouds with think-alouds ● Interactive writing ● Modeled reading and writing skills, strategies and behaviours ● Specific vocabulary instruction and strategies to determine word meanings ● Comprehension strategy instruction (e.g., comprehension monitoring, inferring, text structure) 	<p>The implementation of the new Kindergarten to Grade 6 Mathematics (2022) curriculum provided further opportunity for teachers to implement research-based, whole class and small group instructional processes across a range of aspects of mathematical learning including:</p> <ul style="list-style-type: none"> ● Mathematical representations, such as: <ul style="list-style-type: none"> ○ concrete materials, manipulatives and tools ○ pictures ○ numbers and symbols ○ graphs and charts ● Engaging in reading, writing and oral communication of mathematics ● Number talks and problem strings ● Computational and mental math strategies ● Vocabulary development

³ Lane & Conlon, 2016; Education at a Glance 2015: OECD Indicators; OECD Skills Outlook 2013; OECD Skills Matter: Additional results from the Survey of Adult Skills.

⁴ Rothman and McMillian, 2003

- Peer collaboration (e.g., partner reading, echo reading, turn and talk, peer editing)
- Visual supports (e.g., anchor charts, graphic organizers, mentor texts, checklists)

- Using reasoning to solve problems

Building Capacity through Professional Learning

PL offered across the Division is focused on providing teachers with skills and strategies to enhance literacy and numeracy learning. In addition to supporting teachers to further enhance their classroom practice, PL has the goal to develop capacity in school leaders to provide instructional leadership in literacy and numeracy. The research-based practices shared as part of the multi-year EAP provides an example of how the Division activates the key learnings from one body of work to inform the ongoing professional development offered to all schools.

Table 3 provides examples of PL opportunities available to staff from Curriculum and Learning Supports (CLS) and Specialized Learning Supports (SLS) throughout the 2022–23 school year.

Table 3. Examples of literacy and numeracy professional learning opportunities offered by CLS and SLS

Literacy PL offered by CLS or SLS	Numeracy PL offered by CLS or SLS
<ul style="list-style-type: none"> ● 10 Things You Need to Know About Teaching Phonics ● A Recipe for Effective Vocabulary Instruction in Grades Kindergarten–2 Classrooms ● Building on Foundations: Grades Kindergarten–1 ● Comprehensive Conventional Literacy for Students with Complex Needs (SLS) ● Comprehensive Literacy: Emergent Literacy for Students with Complex Needs (SLS) ● Developing the Word Solving Skills of Beginning Readers ● Educational Assistants Supporting Literacy ● Educational Assistants Supporting Students’ Literacy in Elementary ● Enhancing Letter Learning ● Foundations of Secondary Language Arts ● From Speech to Literacy: The Role of Metalinguistic and Phonological Awareness (SLS) ● High Impact Literacy Practices: For Students with Learning Disorders (SLS) ● High Leverage Literacy Practices in Multilingual Classrooms ● Implementing the New Grades Kindergarten-3 English Language Arts and Literature Curriculum ● Introducing Clicker: Developing Independence with Literacy Skills through Supplementary Software (SLS) ● Introduction to Guided Reading/Small Group Reading ● Language and Literacy Project—Session 1, 2 & 3 (SLS) ● Lifting the Level of Writing in Your Classroom (Grades 1–6) ● Literacy Foundations: Grades Kindergarten–1; 	<ul style="list-style-type: none"> ● Assessment Planning for the New Curriculum ● Centering on Math Manipulatives—Dice, Pattern Blocks and Tangrams (Grades Kindergarten–3) ● Centering on Math Manipulatives—Dice, Pattern Blocks and Tangrams (Grades 4–6) ● Comprehensive Numeracy for Students with Complex Needs—Part 1 (SLS) ● Fraction Fun for Early Learners (Grades Kindergarten–3) ● Grade 2 Mathematics—New Curriculum Community of Practice ● High Impact Mathematical Strategies and Models for Computation (Grades 4–9) ● Introduction to a Guided Approach to Math—Fall Series (Elementary) ● Introduction to a Guided Approach to Math—Spring Series (Elementary) ● Introduction to a Guided Approach to Math—Winter Series (Elementary) ● Junior High Math: Data Distribution, Perspectives ● Junior High Math: Redefining Geometry ● Junior High Math: Understanding Equality ● LDF: An Overview of a Guided Approach to Math for School Leaders ● Literacy and Numeracy Programming for Leaders ● Loving Literature in Your Math Classroom (Grades Kindergarten–3) ● Math Fair: Making it Happen! ● Mathematics Resources, PL and Supports ● Maximizing Math Cards (Grades Kindergarten–3)

- Reading; Word Study; Writing
- Middle Years Literacy Intervention (MYLI) Initial Teacher Training
- Off to a Great Start: Literacy Instruction (Grades Kindergarten–1)
- Oral Language: Practical Tips and Tricks for Effective Talk
- Oral Storytelling: Using Indigenous Picture Books to Promote Oral Language Skills in the Classroom
- Oral Traditions in the New ELAL Curriculum
- Phonological awareness in the FIM classroom
- Planning for Literacy Interventions
- PreDLM—Intervention Overview
- Reading, Writing, Speaking: the Metacognitive Connection—Junior High
- Supporting Below Grade Level Readers
- Supporting English Language Learners with Literacy in the Elementary Classroom
- Teach Morphology Across the Day
- Teaching Phonics in Grades Kindergarten–3 Classrooms
- Teaching Reading Comprehension in Grades Kindergarten–2 Classrooms
- Vocabulary—More Than Just Definitions (Elementary)

- New Curriculum Spotlight on: Mathematical Word Problems. What’s the story?
- Numeracy Interventions Planning for Grades 1, 2, 3
- Pre-DLM: An Overview of a Guided Approach to Math (Elementary) for School Leaders
- Pre-DLM: Navigating Divisional PL, Resources and Supports for Mathematics
- Pre-DLM: First Steps in Math Overview
- Spotlight on: Math New Curriculum (Div II)

Staff have the opportunity to participate in PL through multiple means, providing flexibility and responsiveness to a range of learning needs and styles. This occurs through PL opportunities offered by both internal and external providers at a Division level, a catchment level, a school level and staff’s self-directed learning choices. Together these four layers of PL support building staff capacity and confidence in Tier 1 (universal) classroom instructional processes that research confirms are foundational to student learning and achievement.

A Closer Look at Division Data

Education does not exist in isolation and, as we experienced with the pandemic, outcomes are influenced by the context around us. As we continue to move forward from the learning disruption caused by COVID-19⁵, the 2022–23 school year was the first year to fully return to normal operations. Within this context, our patterns of achievement are not unusual as they reflect trends that can be observed globally ([Lewis & Kuhfeld, 2023](#), [Measuring Up: Canadian Results of the OECD PISA 2022 Study](#)). The Division continues to move forward from the pandemic disruption with its intentional efforts to support every student where they are at in their learning journey. These efforts include monitoring for growth and progress.

The following figures (2a–c) provide a snapshot of student growth and achievement by looking at student results on the CAT4 from the fall of 2022 to the fall of 2023. For this analysis the Division compared CAT4 stanine data for a matched cohort of students who were in Grade 4 in the fall of 2022 and in Grade 5 in the fall of 2023. This cohort wrote the assessments at their grade level and had valid results in both years. This cohort represented 86.2 per cent of all Grade 4 students who completed the grade-level test in reading, 86.7 per cent of students for math and 86.6 per cent of students for computation and estimation.

⁵ [Naff, Williams, Furman-Darby, & Yeung, 2022; Whitley, Beauchamp, & Brown, 2021.](#)

The following figures indicate the number and percentage of students achieving at each stanine, with the fall 2022 results represented in the bottom set of bars and the fall 2023 results in the top set of bars. The stanine scores present data on a nine-point scale, where:

- Stanine scores of 1, 2 and 3 are considered below average
- Stanine scores of 4, 5 and 6 are considered average
- Stanine scores of 7, 8 and 9 are considered above average

For the purpose of this analysis stanines scores are colour coded as follows:

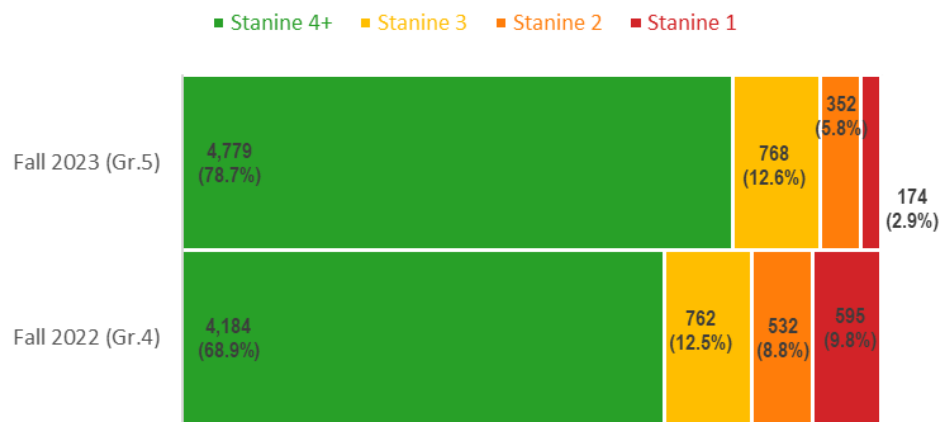
	Stanine scores 4–9 green bar		Stanine score of 2 orange bar
	Stanine score of 3 yellow bar		Stanine score of 1 red bar ⁶

This comparison illustrates how Division students have progressed from the fall of 2022 to the fall of 2023 and generally indicates improvement as evidenced by the upward movement of students within stanines. Overall there are fewer students in stanines 1 through 3 and more students achieving at stanine 4 or higher. For students not yet achieving at stanine 4 there is evidence of growth upwards, as the data for fall 2023 shows fewer students achieving at stanines one or two within the majority of the cohorts.

Results for Grades 5 to 6 and Grades 6 to 7 can be found in [Appendix B](#).

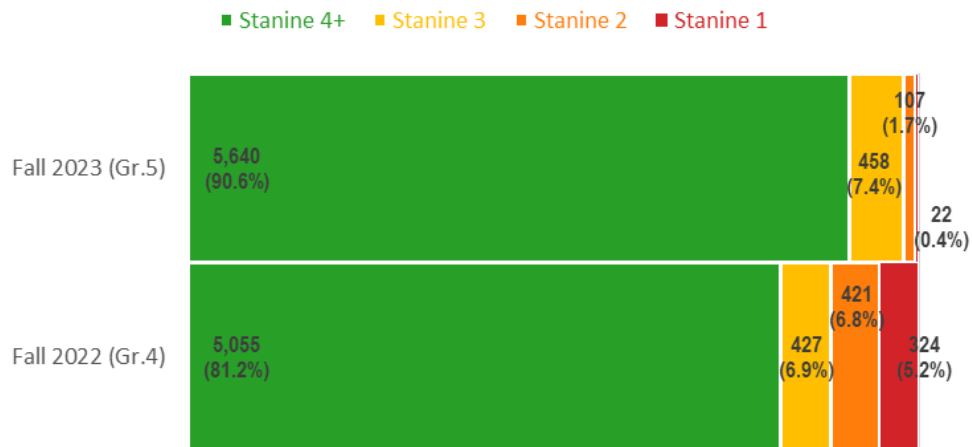
Figures 2a–c. CAT4 results for a matched cohort of students from fall Grade 4 to fall Grade 5

a) CAT4 Reading: progression of matched cohort of students from **Grade 4 to Grade 5**

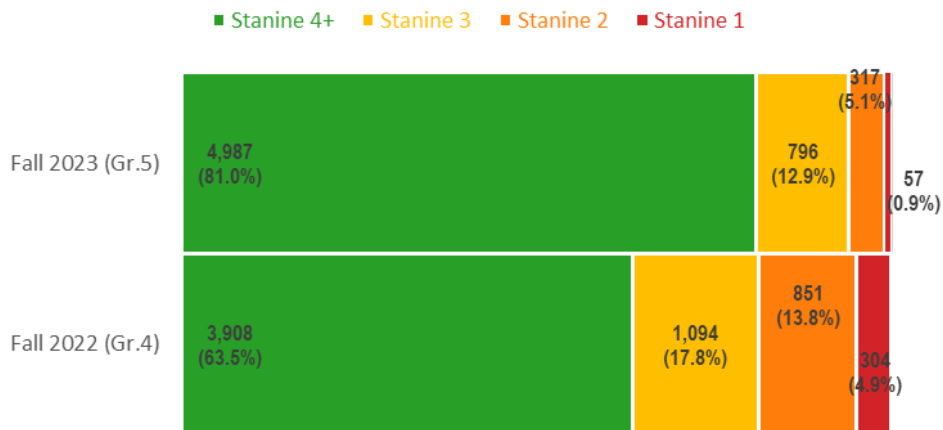


⁶ Note that when stanine 4 (red bar) constitutes less than 1 per cent of students, the bar representing them in the figures is sometimes so thin it can be difficult to see.

b) CAT4 Math: progression of matched cohort of students from **Grade 4 to Grade 5**



c) CAT4 Computation & Estimation: progression of matched cohort of students from **Grade 4 to Grade 5**



Conclusion

The Division has embedded the Career Pathways Model into classroom learning, emphasizing awareness, understanding and readiness for over a decade. This framework spans across all three priorities of the Division's Strategic Plan. Aligning with the Division's commitment to literacy and numeracy, this focus on career pathways is designed to equip students with the knowledge, skills and competencies to support successful transitions beyond high school to the world of work, community living or post-secondary learning. This framework serves a foundation to an educational environment that prepares students for lifelong success and adaptability in an evolving world. The commitment to awareness, understanding and readiness empowers each student to live a life of dignity, fulfillment, empathy and possibility.

Supporting high quality literacy and numeracy learning is fundamental to Kindergarten to Grade 12 education and to the continuous growth and success of each student in preparation for life beyond high school. This report extends from the results presented in the Annual Education Results Report, highlighting a sampling of the intentional work across the Division that builds on evidence-based practices that support the ongoing growth and success of each student on their journey from early learning to high school completion and beyond.

Next Steps

Career Pathways

- Continue to support career pathways opportunities in alignment with the new curriculum and in support of the Premier's mandate letter.
- Continue to review data sources in collaboration with schools to identify and support innovative student learning opportunities (e.g., student interest data, labour market demand, etc.).
- Continue to explore industry and community partnerships and opportunities to support experiential and responsive learning opportunities.

Equity Achievement Project

- In Year 3 of the EAP (2023–24), participating schools have selected an area of focus for literacy and for mathematics that reflects their local context. These focuses support school communities in deepening their knowledge and practice in support of their students' learning.
- Continue to refine teaching and learning practices through the literacy and numeracy resources and supports provided in collaboration with CLS consultants.
- Continue to build knowledge and capacity around research exploring student achievement in socially complex school communities.

Literacy and Numeracy

- In 2023–24, LNAP was established to extend the literacy and mathematics frameworks developed for the EAP across the Division. Twenty-two schools are participating.
- Continue support of new curriculum implementation through PL and resources.
- Continue to apply and integrate learnings from EAP and LNAP across the Division through catchment conversations and the integration of PL and resources.

Appendix A—PATs, HLATs and CAT4 Social Complexity Analysis

The charts in Appendix A provide a high level overview of Division literacy and numeracy results analyzed within the context of social complexity. The context of this analysis is set out in Table 4 and the complete set of charts reflecting the full analysis across all three data sets follows.

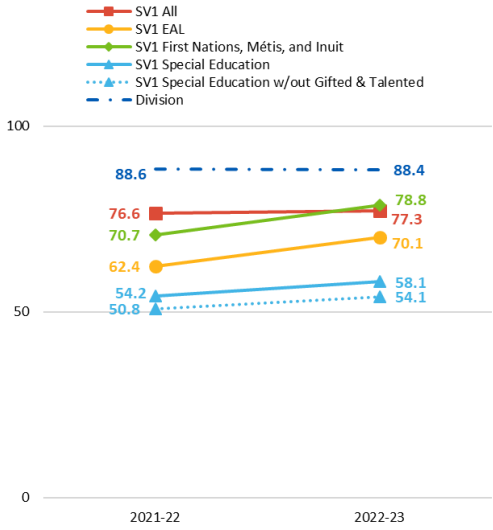
Table 4. Analyzing achievement results through the lens of social complexity.

Social Complexity (social vulnerability index—SVI)	Provincial Achievement Tests (PATs) and Highest Level of Achievement Test (HLAT— writing)	CAT4—Nationally normed assessment
<p>The SVI is an evidence-based measure that takes into account three factors that research has demonstrated have a direct impact on school success:</p> <ul style="list-style-type: none"> • Student mobility (Division data) • Median family income (Census data) • Lone parent family status (Census data) <p>The analysis of achievement data through the lens of social complexity is conducted by using the Division’s SVI ranking to assign schools into four groupings: SVI 1 consists of the 60 most complex schools, and the remainder of the Division’s schools are then divided between SVI 2 through 4 (with SVI 4 being the least complex).</p>	<p>For PAT and HLAT data sets, the SVI groupings have been further disaggregated into the following demographic cohorts of students:</p> <ul style="list-style-type: none"> • All students in the SVI grouping (red square). • English as an Additional Language (EAL) (yellow circle). • Self-Identified First Nation, Métis and Inuit students (green diamond). • All students with special education coding (light blue triangle). • Students with special education coding excluding the gifted and talented code (light blue triangle and dotted line). • All Division students are represented by the dashed blue line. 	<p>Fall CAT4 data, from students writing their grade level assessments, in reading, mathematics and computation and estimation has been analyzed through the lens of the four SVI groupings (but not into any further demographic groupings).</p> <ul style="list-style-type: none"> • SVI 1 (violet circle—most complex) • SVI 2 (teal diamond) • SVI 3 (orange triangle) • SVI 4 (navy square—least complex) • Division (dashed blue line) • Normed Canadian average (dotted black line)

Overall, the results highlighted below parallel those in the [March 23, 2021](#), report. The lower the social complexity ranking of a cohort of schools, the higher the academic outcomes of their students.

Figures 3a–h. Grades 6 and 9 English Language Arts (ELA) PAT by SVI and demographic subgroups.

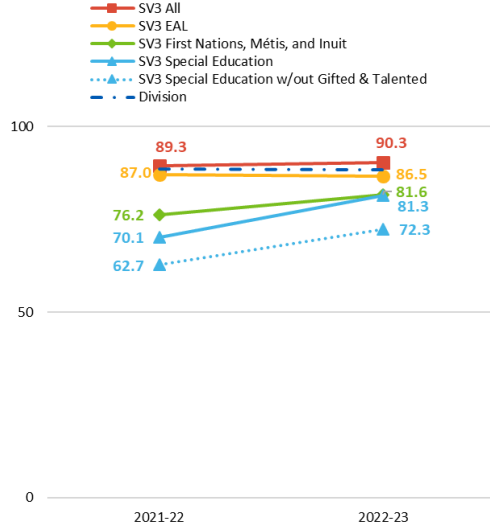
a) Grade 6 ELA PAT (% Acceptable & Excellence) - SVI 1



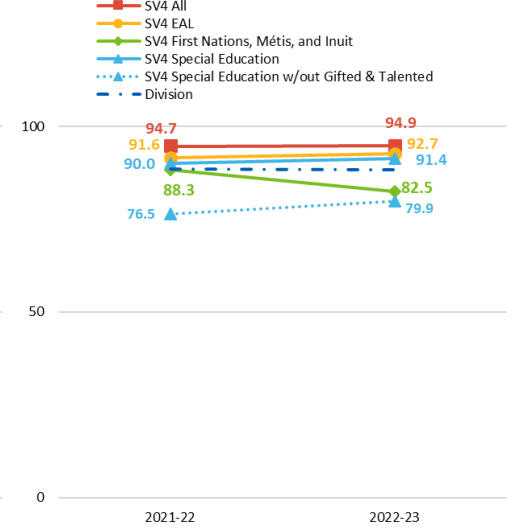
b) Grade 6 ELA PAT (% Acceptable & Excellence) - SVI 2



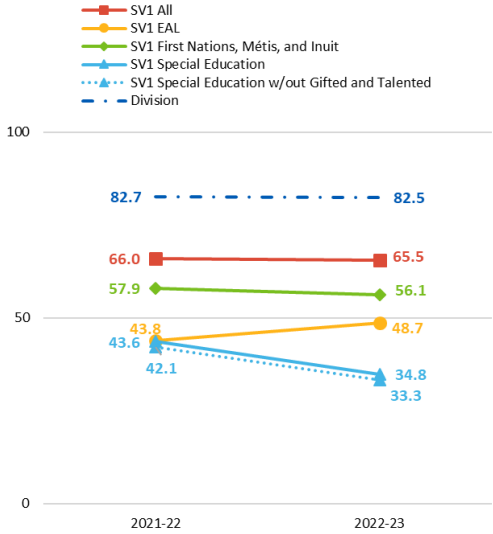
c) Grade 6 ELA PAT (% Acceptable & Excellence) - SVI 3



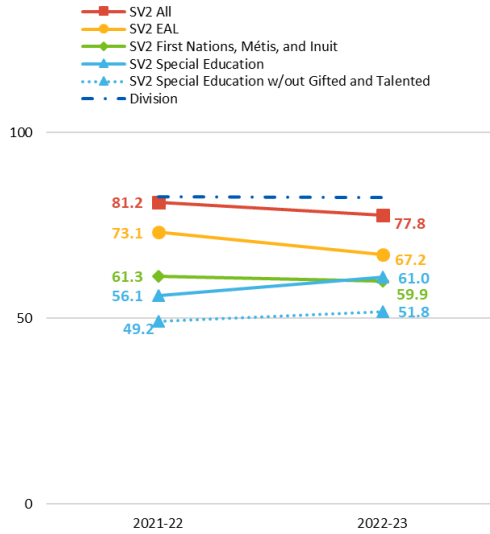
d) Grade 6 ELA PAT (% Acceptable & Excellence) - SVI 4



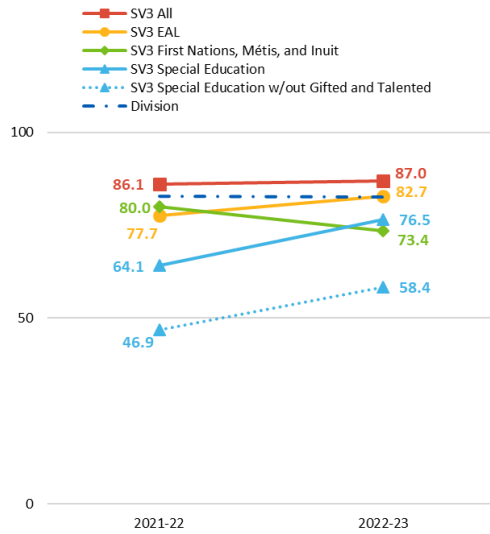
e) Grade 9 ELA PAT (% Acceptable & Excellence) - SVI 1



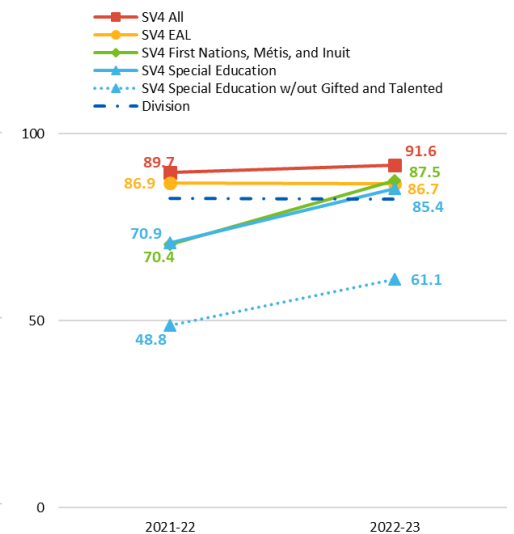
f) Grade 9 ELA PAT (% Acceptable & Excellence) - SVI 2



g) Grade 9 ELA PAT (% Acceptable & Excellence) - SVI 3

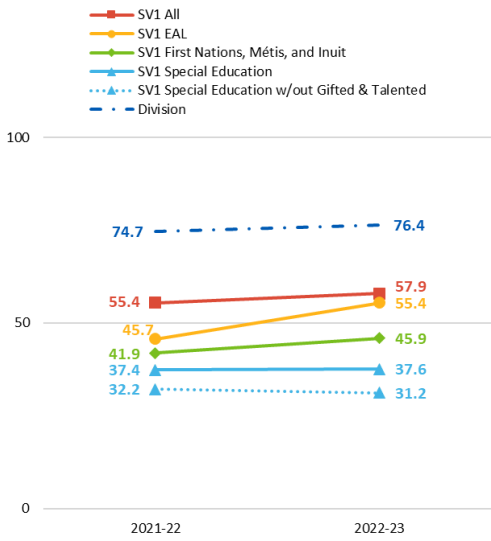


h) Grade 9 ELA PAT (% Acceptable & Excellence) - SVI 4

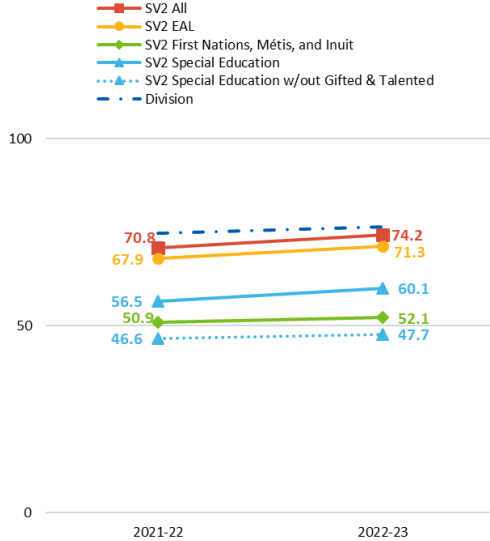


Figures 4a–h. Grades 6 and 9 Mathematics (Math) PAT by SVI and demographic groups.

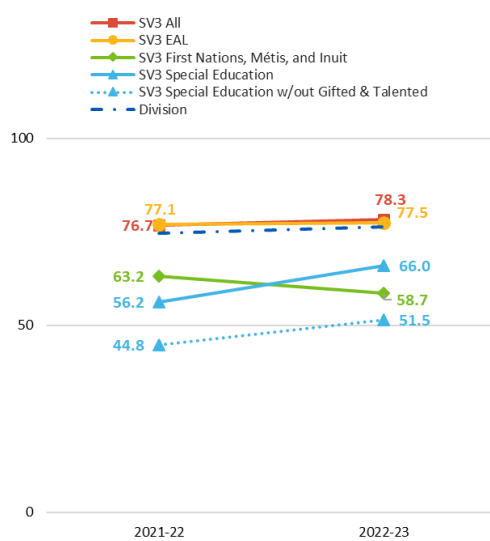
a) Grade 6 Math PAT (% Acceptable & Excellence) - SVI 1



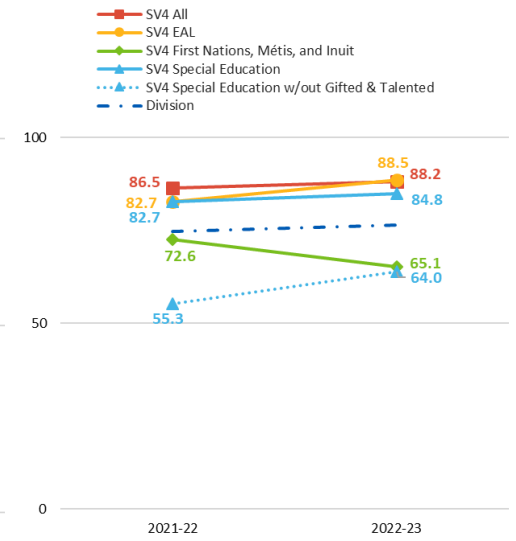
b) Grade 6 Math PAT (% Acceptable & Excellence) - SVI 2



c) Grade 6 Math PAT (% Acceptable & Excellence) - SVI 3



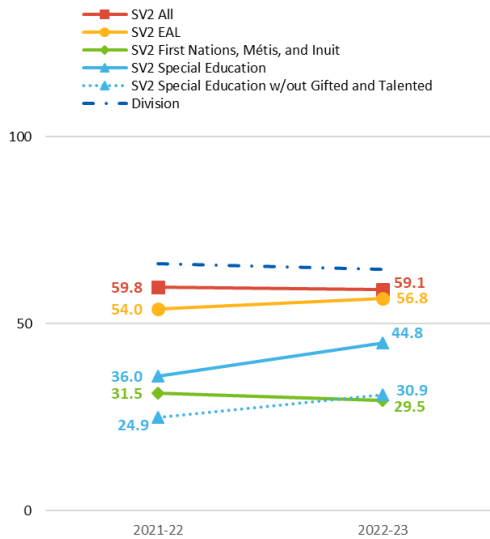
d) Grade 6 Math PAT (% Acceptable & Excellence) - SVI 4



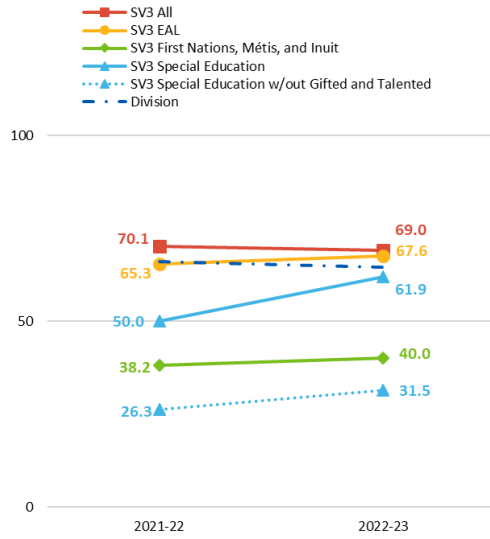
e) Grade 9 Math PAT (% Acceptable & Excellence) - SVI 1



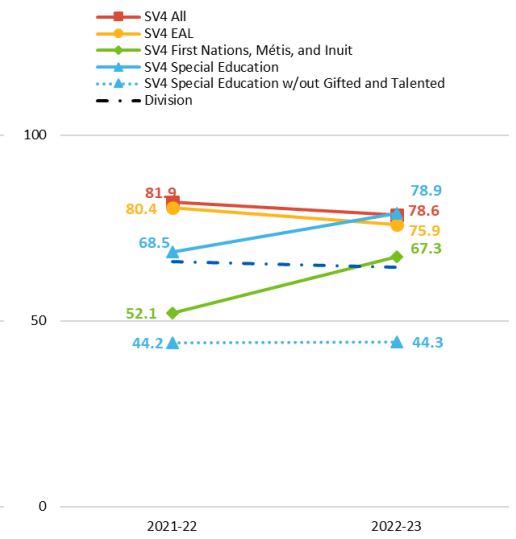
f) Grade 9 Math PAT (% Acceptable & Excellence) - SVI 2



g) Grade 9 Math PAT (% Acceptable & Excellence) - SVI 3

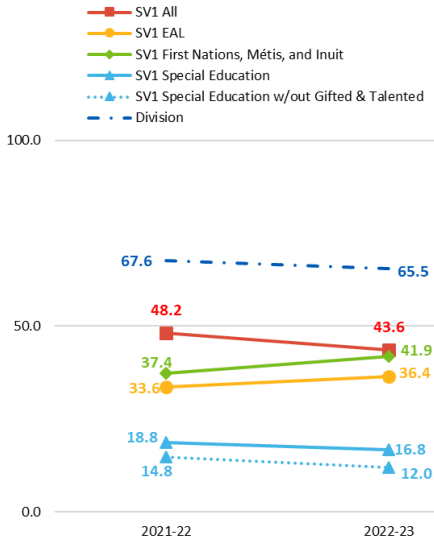


h) Grade 9 Math PAT (% Acceptable & Excellence) - SVI 4

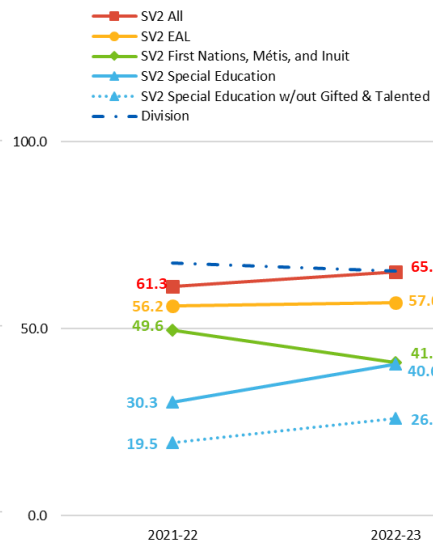


Figures 5a–h. Grades 6 and 9 HLATs by SVI and demographic groups.

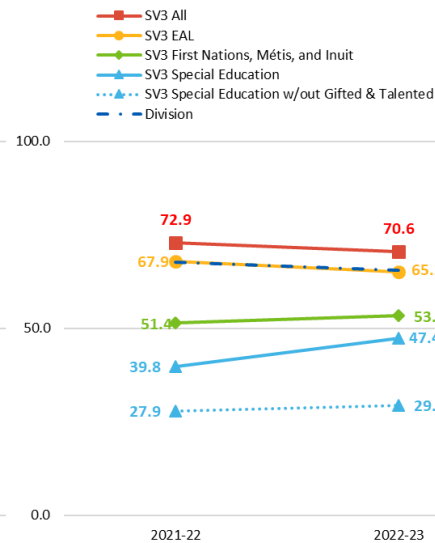
a) Grade 6 HLATs (% At & Above Average) - SVI 1



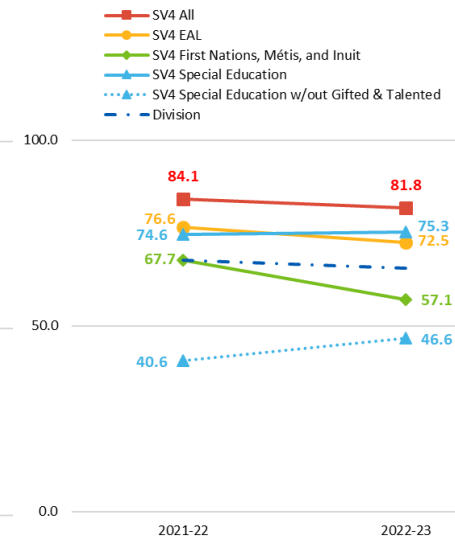
b) Grade 6 HLATs (% At & Above Average) - SVI 2



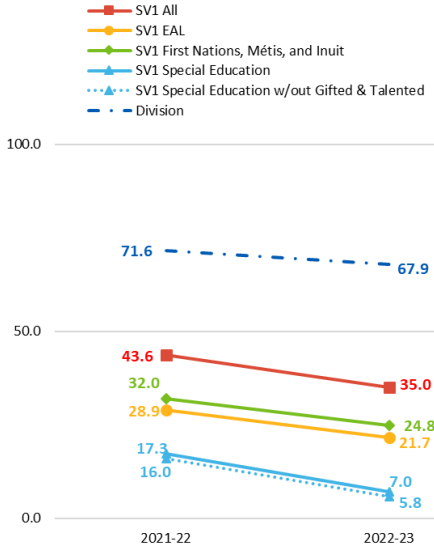
c) Grade 6 HLATs (% At & Above Average) - SVI 3



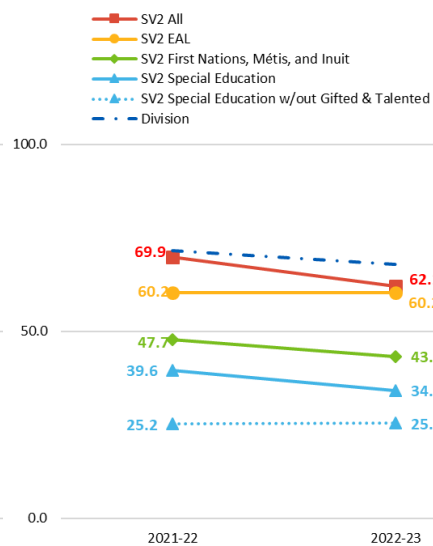
d) Grade 6 HLATs (% At & Above Average) - SVI 4



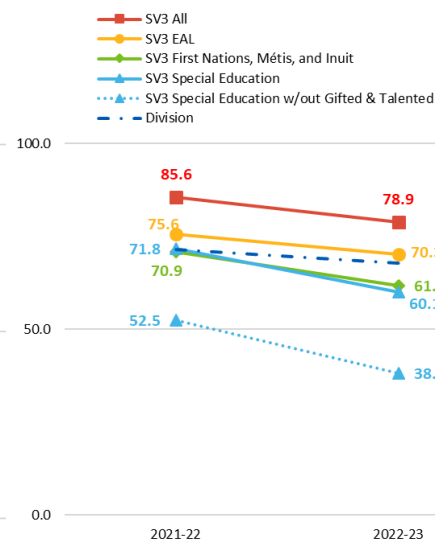
e) Grade 9 HLATs (% At & Above Average) - SVI 1



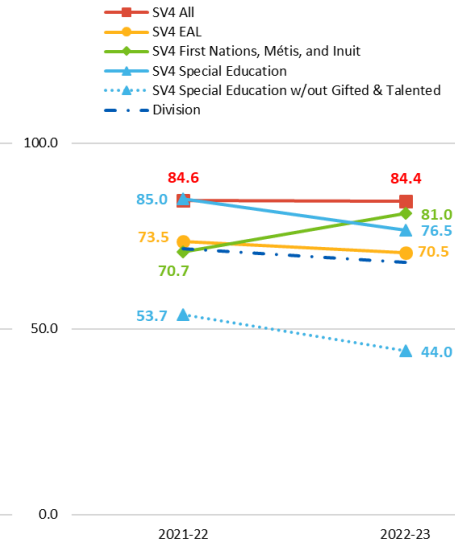
f) Grade 9 HLATs (% At & Above Average) - SVI 2



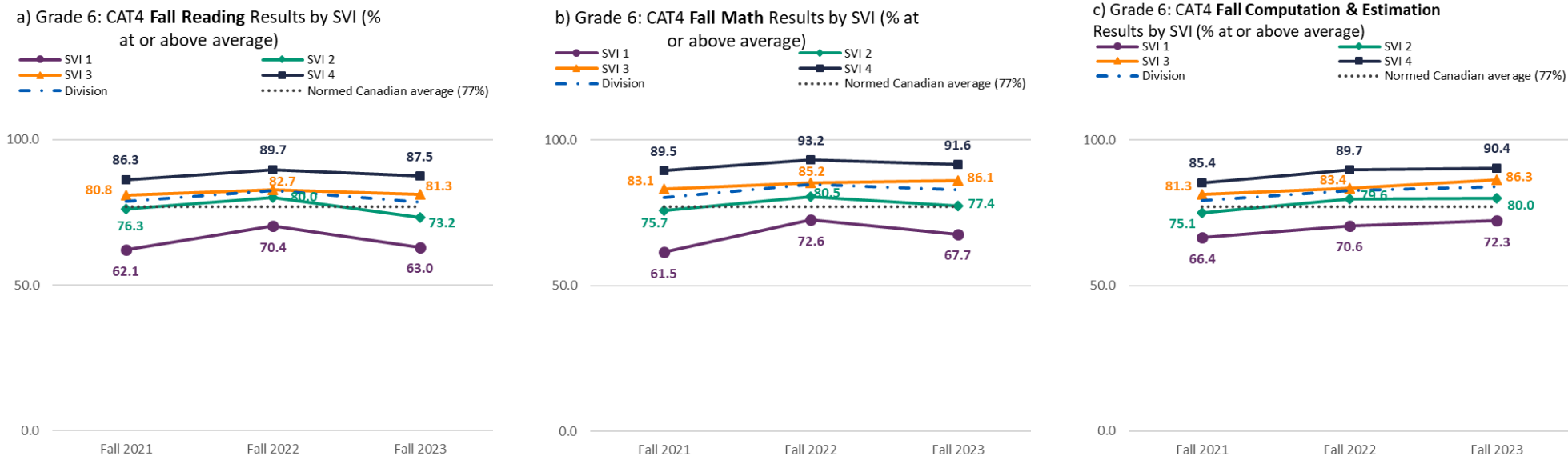
g) Grade 9 HLATs (% At & Above Average) - SVI 3



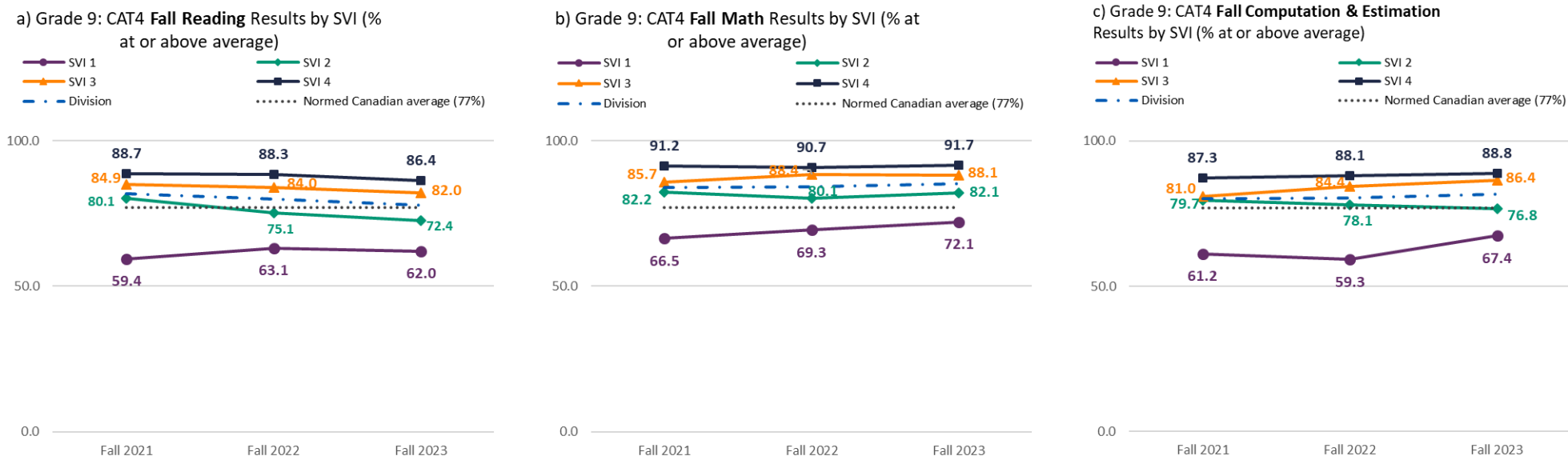
h) Grade 9 HLATs (% At & Above Average) - SVI 4



Figures 6a–c. Fall CAT4 results for Grade 6 Reading, Mathematics and Computation & Estimation by the four SVI cohorts



Figures 7a–c. Fall CAT4 results for Grade 9 Reading, Mathematics and Computation & Estimation by the four SVI cohorts



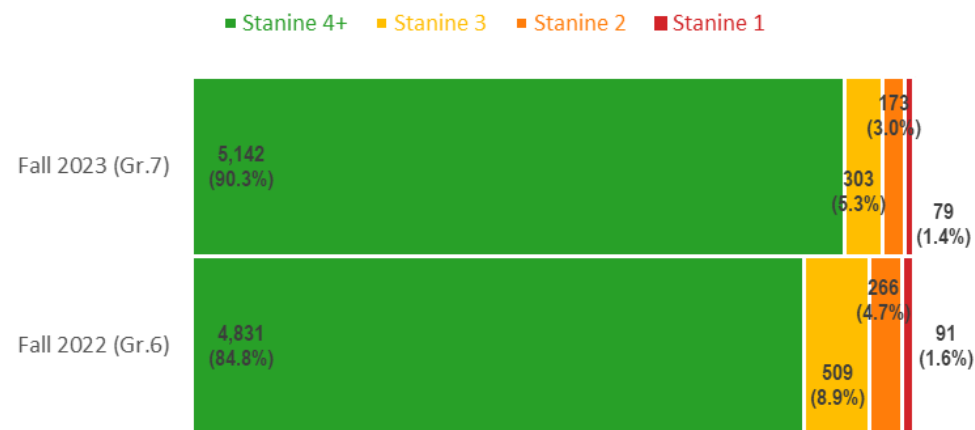
Appendix B—CAT4 Match Cohort Data from Fall 2022 to Fall 2023

Figures 8a–f.

a) CAT4 Reading: progression of matched cohort of students from **Grade 5 to Grade 6**



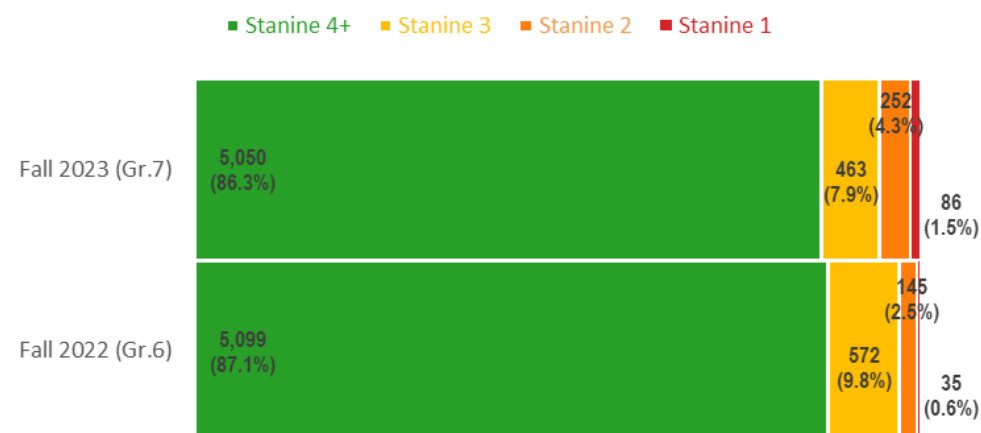
d) CAT4 Reading: progression of matched cohort of students from **Grade 6 to Grade 7**



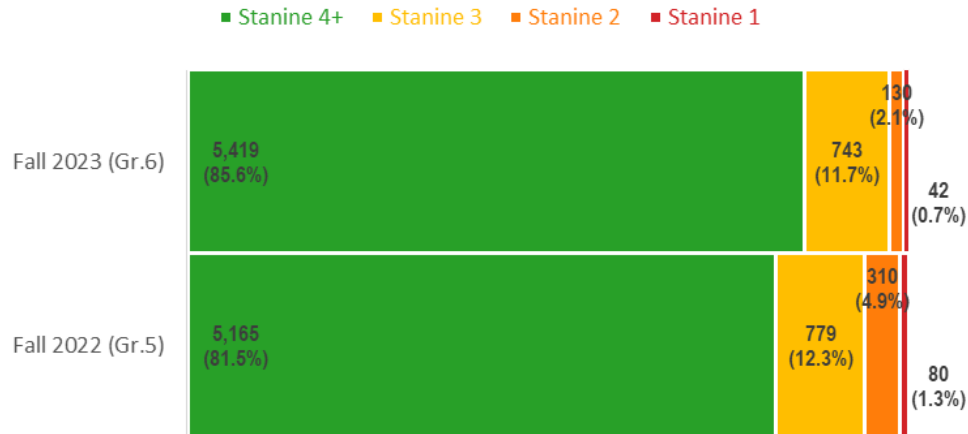
b) CAT4 Math: progression of matched cohort of students from **Grade 5 to Grade 6**



e) CAT4 Math: progression of matched cohort of students from **Grade 6 to Grade 7**



c) CAT4 Computation & Estimation: progression of matched cohort of students from **Grade 5 to Grade 6**



e) CAT4 Computation & Estimation: progression of matched cohort of students from **Grade 6 to Grade 7**

