

<b>Date</b>	December 9, 2025
<b>To</b>	Board of Trustees
<b>From</b>	Superintendent of Schools
<b>Subject</b>	Annual Education Results Report 2024–25 School Year
<b>Originator</b>	Ron Thompson, Superintendent of Schools
<b>Resource Staff</b>	Angela Anderson, Danette Andersen, Clarice Anderson, Catherine Bay, Marnie Beaudoin, Anne-Marie Belley, Dave Bennell, Todd Burnstad, Andrea Colling, Grace Cooke, Ian Crighton, Vicki de Haan, Graeme Dowdell, Kelsey Dubel, Blythe Evans, Bryan Evans, Vicki Evans, Erin Faught, Husna Foda, Terri Gosine, Zaki Hirabe, Lee Hodgkinson, Katie Holubowich, Sean Jones, Willa Kung-Sutton, Rin Lawrence, Owen Livermore, Maegan Lukian, Tracy Mastrangelo, Coreen Moccia, Colette Mondor, Larry Payne, Nancy Petersen, Bernice Pui, Randy Radmanovich, Wanas Radwan, Maureen Roszell, Shelley Ryan, Sunita Sas, Billie-Jo Scott, Christine Simmons, Melissa Skinner, Soleil Surette, Anne Szczesny, Sharon Then, Carol Van Kuppeveld, Andrea Volk, Candace Wang, Amanda Wong, Greg Wongda, Jon Yin.
<b>Reference</b>	Funding Manual for School Authorities 2025/26 School Year (Sections B and L)

## ISSUE

Alberta Education and Childcare requires school jurisdictions to submit an Annual Education Results Report (AERR) by December 19, 2025. This year's AERR reports on the Division's progress for the 2024–25 school year.

## RECOMMENDATION

- 1. That the Edmonton Public Schools' 2024–25 AERR be approved.**

## BACKGROUND

School jurisdictions are required to annually report on their results guided by Alberta Education and Childcare's Assurance Framework.

The AERR is legislatively required as per the *Education Act*, Section 67; *Sustainable Fiscal Planning and Reporting Act*, Section 10; *Education Act, School Councils Regulation (94/2019)*, Section 12; and *Ministerial Grants Regulation (AR215/2022)*, as amended, Sections 3 and 8.

The AERR serves as part of the annual provincial planning, reporting and monitoring cycle the Division uses to advance its strategic direction, as set out in the 2022-26 Strategic Plan. The AERR reflects the Division's

progress over the past year in support of high quality public education and meeting the Division's priorities for 2024–25 as set out in year three of the 2022–26 Four-Year Education Plan. In collaboration with families and community, we have continued our efforts to empower every student to live a life of dignity, fulfillment, empathy and possibility.

#### **RELATED FACTS**

- Each year the Division submits an AERR to Alberta Education and Childcare.
- The AERR serves as one of the planning, reporting and monitoring tools the Division uses to advance its strategic direction and demonstrate accountability.
- The draft report coming forward for Board of Trustees approval meets all reporting requirements set out by the province.

#### **OPTIONS**

Based on the information provided in this report, the following options are considered most appropriate:

1. Approve the 2024–25 AERR as written.
2. Provide feedback and request changes be made to the 2024–25 AERR prior to submission to the province by December 19, 2025.

#### **CONSIDERATIONS and ANALYSIS**

- The Division is required to submit an approved version of the AERR to Alberta Education and Childcare by December 19, 2025.

#### **NEXT STEPS**

- Upon approval, the final AERR will be submitted to the province and posted for public awareness on the Division website by December 19, 2025.

#### **ATTACHMENTS and APPENDICES**

ATTACHMENT I      Annual Education Results Report 2024–25 School Year

NP: ss



EDMONTON PUBLIC SCHOOLS

# ***Annual Education Results Report (AERR) 2024–25 School Year***

3020 The Edmonton School Division  
Submitted to Alberta Education  
December 2025

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## Message from the Board Chair and Superintendent

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Edmonton Public Schools is honoured to have served over 120,000 students and their families in the 2024–25 school year. We believe that an investment in children is the best investment we can make as a society. Public education is a fundamental good, positively impacting productivity, income, crime and health<sup>1</sup>. Our work in support of student success is guided by this belief, which is reflected in the [Division Strategic Plan 2022–26](#), and our actions are grounded in our Cornerstone Values—*Accountability, Collaboration, Equity and Integrity*.

Foundational to a thriving school community and student success is the strong partnership between families and educators. The importance of this partnership unfolds every day across our school communities as we work together in support of student success.

This year's Annual Education Results Report reflects the Division's progress over the past year in support of high-quality public education and meeting the priorities for 2024–25 as set out in year three of the [2022–26 Four-Year Education Plan](#). With guidance from our Education and Strategic Plans, and in collaboration with families and community, we have continued our efforts to empower every student to live a life of dignity, fulfillment, empathy and possibility.

We are proud to share our story and results with you.

A black ink signature of Saadiq Sumar, featuring a stylized 'S' and a long horizontal stroke.

Saadiq Sumar  
Board Chair

A blue ink signature of Ron Thompson, featuring a stylized 'R' and 'T'.

Ron Thompson  
Superintendent of Schools

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<sup>1</sup> [Moretti, 2005](#); [Lochner, 2011](#); [Machin et al., 2012](#); [Deming, 2022](#).

## Accountability Statement

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Under the direction of the Board of Trustees, the Annual Education Results Report for Edmonton Public Schools for the 2024–25 school year was prepared in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. The Board of Trustees are committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2024–25 was approved by the Board of Trustees on December xx, 2025.

Saadiq Sumar  
Board Chair  
(original signed)





## 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.



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# How to Read this Report

The Annual Education Results Report (AERR) serves as a comprehensive accountability tool that collates data from many sources. To provide a transparent overview of Edmonton Public Schools' activities in support of the third year of the [2022–26 Four-Year Education Plan](#), this report has been organized and designed to promote clarity. As a Division, we are accountable to Alberta Education and Childcare, and various guiding documents:

- Alberta Education and Childcare oversees provincial education policy and regulations and as such the AERR reports on provincial requirements as outlined in the Alberta Education and Childcare [2025–26 Funding Manual for School Authorities](#).
- Edmonton Public Schools selects local criteria that are outlined in the Division's [2022–26 Four-Year Education Plan](#), which was informed by the [Division Strategic Plan 2022–26](#) and the [Education: Ministry Business Plan 2024–27](#).

This report will include the following sections:

- Who We Are: introducing our Board of Trustees and Division Leadership.
- Accountability and Assurance: our evaluations through the Alberta Education and Childcare Assurance Measures (AEAMs) and avenues for Division and school-level engagement.
- Progress towards each of the three Strategic Plan Priority areas specifically referencing Outcomes, Goals and Strategic Actions that were identified within the 2022–26 Four-Year Education Plan, as well as any additional actions taken to enhance pathways for student success.
- Summary of our Financial Results from the Year.
- Annual Report of Disclosures.
- Appendices for supplementary data on our Division's work that may be helpful for understanding our story.

Coloured tables or boxes will be used to clarify the varied data sources utilized in this report, as per below:

**Alberta Education and Childcare**

**Edmonton Public Schools**



In presenting our *Required Alberta Education and Childcare Assurance Measures—Overall Summary* table (e.g. Table 2, page 12), we have included the provincial measure evaluation (the achievement, improvement, overall colours) for a clearer picture of our students' current educational standing in Alberta. We have applied this comparison information to all provincial assurance tables in the report. As such, these comparisons will be included where available for both the Division and the province.

Every year, the Alberta government assesses performance across all school authorities through assurance measures, including the [Alberta Education and Childcare Assurance \(AEA\) survey](#), Provincial Achievement Tests (PATs) in Grades 6 and 9 and Diploma Exams results, as well as three-, four- and five-year high school graduation, drop out, Rutherford Scholarship and transition rates. These results are categorized using Alberta Education and Childcare's colour-coded system and definitions, as shown in the chart below.

<b>Achievement</b>	Very Low	Low	Intermediate	High	Very High
<b>Improvement</b>	Declined Significantly	Declined	Maintained	Improved	Improved Significantly
<b>Overall</b>	Concern	Issue	Acceptable	Good	Excellent

**Note:** For a detailed breakdown of each level's calculation and measure evaluation, refer to [Appendix A](#).

# Who We Are

## Board of Trustees

Edmonton Public Schools proudly served over 120,000 students in the 2024–25 school year. As stated in the [Education Act](#), the Board of Trustees is responsible to provide “a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.” This responsibility is fulfilled by providing oversight and stewardship to public education, evaluating and reporting on results achieved and setting priorities and policies that provide overall direction for the Division and provide each student with the opportunity to achieve their potential. Learn more about the Board of Trustees at: [epsb.ca/ourdistrict/board](https://epsb.ca/ourdistrict/board).



**Left to right:** Dawn Hancock (*Ward E, C*), Sherri O’Keefe (*Ward A, C*), Marcia Hole (*Ward C, resigned February 28, 2025*), Julie Kusiek (*Ward F, D*), Marsha Nelson (*Ward B*), Jan Sawyer (*Ward H & I*), Saadiq Sumar (*Ward G*), Trisha Estabrooks (*Ward D, resigned January 23, 2025*).

## Division Leadership

The Superintendent, with the support of the Division Support Team (DST), provides advice and support to the Board of Trustees, ensures the Division meets expectations set out in board policy, administrative regulations and all relevant legislation and works toward the goals and outcomes of the Division Strategic Plan 2022–26. The 2024–25 Division Support Team was comprised of:

**Darrel Robertson** Superintendent of Schools

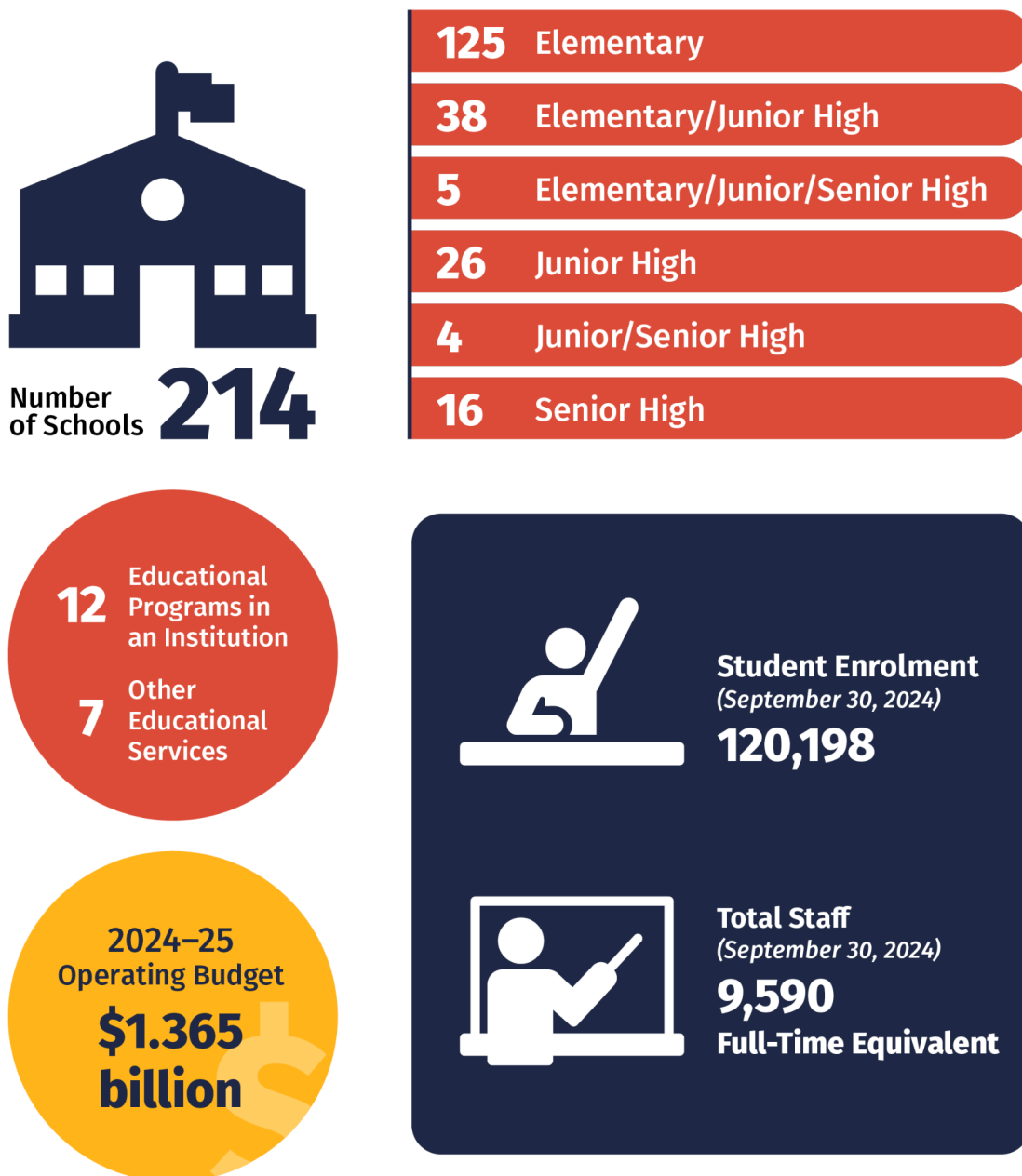
<b>Angela Anderson</b>	Chief Human Resources Officer	<b>Nancy Petersen</b>	Managing Director, Strategic Division Supports
<b>Todd Burnstad</b>	Chief Financial Officer	<b>Kent Pharis</b>	Assistant Superintendent of Schools
<b>Grace Cooke</b>	General Counsel	<b>Cliff Richard</b>	Chief Infrastructure and Technology Officer
<b>Andrea Cooper</b>	Assistant Superintendent of Schools	<b>Carrie Rosa</b>	Managing Director, Communications
<b>Karen Mills</b>	Director, Board and Superintendent Relations	<b>Ron Thompson</b>	Assistant Superintendent of Schools
<b>Kathy Muhlethaler</b>	Assistant Superintendent, Instructional and Strategic Division Supports	<b>Liz Yule</b>	Assistant Superintendent of Schools

## Division Overview

The Division is committed to enhancing pathways for success for every student we serve. This work is a collective responsibility shared among the Board of Trustees, senior leadership, staff, as well as families and community members who, together, strive to fulfil the Division's 2022–26 Vision: *Enhancing pathways for student success*.

To meet the diverse range of students' learning needs and to support family choice, the Division offers many educational program options, including regular programming from Kindergarten to Grade 12, more than 30 alternative programs and 13 specialized programming options, including Pre-Kindergarten. A comprehensive list of all programming from Edmonton Public Schools can be found on [epsb.ca](https://epsb.ca).

**Figure 1.** Edmonton Public Schools' Educational Infrastructure and Demographic Overview for the 2024–25 School Year



## Student Profile

In September 2024, the Division welcomed over 120,000 students into our schools, an increase of 4.35 per cent over the previous year, slightly below the City of Edmonton's population growth of 5.73 per cent.<sup>2</sup> Over the first three years of the 2022–26 Strategic Plan, the Division has experienced a 9.4 per cent growth in overall student enrolment, while the rate of increase in special education-coded students more than doubled that. This trend in enrolment is further broken down by year in Table 1 for a more detailed understanding. The Division's steady growth in enrolment aligns with the broader provincial and municipal population growth patterns for the same period. For example, over the past three years, Edmonton experienced a net population increase of 10.9 per cent, as per Government of Alberta population data<sup>2</sup>.

Table 1 showcases four elements of enrolment data for the past three years: overall student enrolment, English as an Additional Language learners (EAL), self-identified First Nations, Métis, and Inuit learners and students meeting provincial special education coding requirements, as calculated at the end of September of every school year.

Table 1. Student Profile—September	2022	2023	2024	Net Change Over 3 Years (%)
Total students	109,840	115,176	120,198	9.4
English as an Additional Language students	26,068	29,159	28,674	10.0
Self-Identified First Nations, Métis and Inuit students	9,227	9,299	9,221	-0.1
Special Education-Coded students	13,370	14,535	16,562	23.9



<sup>2</sup> [Regionaldashboard.alberta.ca](https://regionaldashboard.alberta.ca)—Last updated—March 17, 2025.



## Accountability and Assurance

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Edmonton Public Schools' AERR celebrates the Division's accomplishments and highlights the results from the 2024–25 school year. The AERR provides an annual overview of Edmonton Public Schools' commitment to advancing both our Division priorities and those of the province. As well, the AERR complements the other reporting available including School Plans and Results Review (see [Appendix B](#)), Catchment Conversations and Strategic Plan Update reports. Within the Division's culture of evidence-based decision-making, these reporting processes help the Division to monitor for progress, reflect on what has been accomplished, determine strategic actions and the best use of resources. As well as data, the Division also uses feedback from stakeholders to help inform ongoing work. This approach reflects alignment with the intent and structure of the provincial assurance framework.

Evidence-based decision-making is central to the Division's assurance model, where data is used to monitor for progress, reflect on the impact of our actions and celebrate what has been accomplished. This information helps to inform decisions around the use of resources.

Foundational to the planning and reporting cycle are the Division's Vision, Mission, Values, 2022–26 Strategic Plan and the current Ministry Business Plan: Education. These are brought to life through the shared leadership and responsibility of the Board of Trustees and Division and school leadership. All of these pieces come together to form the basis of accountability and assurance within the Division. A critical component of reporting and assurance are the budget planning and Results Review processes where central units and schools reflect on their results and establish plans. This work is evidence-based and includes engaging with staff, students and families. From this, the Division develops its annual AERR and Four-Year Education Plan.

Upon approval from the Board of Trustees, the AERR will be posted on the Division's website at [epsb.ca/ourdistrict/results/aerr](https://epsb.ca/ourdistrict/results/aerr) and then be submitted to Alberta Education and Childcare by December 19, 2025. As well results review documents and budget plans are available on [epsb.ca](https://epsb.ca). (For the fall of 2025, these school level documents will be posted by December 30, 2025.)





## Alberta Education and Childcare Assurance Measures

The AEAMs serve as one source of information, guiding our efforts towards continuous improvement. The following four tables (*see Tables 2–5*) provide a summary of Division results through the lens of Alberta Education and Childcare’s five assurance domains:

- Student Growth and Achievement
- Teaching & Leading
- Learning Supports
- Governance and Local
- Societal Context

Each assurance domain can have one or more measures, which can include student achievement results and/or survey results. The primary purpose of the education system is student achievement and growth, which is the core outcome for the assurance framework.<sup>3</sup> Within its local and societal context and under the direction of our 2022–26 Strategic Plan, Edmonton Public Schools supports each of its students to live a life of dignity, fulfilment, empathy and possibility through the work undertaken in support of student growth and achievement. The work engaged in by the Division in respect to the other four domains supports and strengthens the efforts focused on student growth and achievement.

### Data Updates

<i>Assurance Survey</i>	In 2024–25, there was a change to the process for inviting families to participate in the provincial Assurance Measures survey <sup>4</sup> . Historically, Alberta Education and Childcare mailed a survey invitation directly to families; however, in 2024–25, school divisions were asked to share the provincial survey invitation with their families directly. At Edmonton Public Schools, families were emailed an invitation to participate on February 26, 2025. A reminder email was sent on March 12, 2025, and the survey was open until March 21, 2025. For the 2024–25 survey, approximately 20 per cent fewer families completed the provincial survey than in 2023–24.
<i>Provincial Achievement Tests (PATs)</i>	<p>In the 2024–25 school year, the status of Grade 6 PATs administered were:</p> <ul style="list-style-type: none"> <li>● New Curriculum: <ul style="list-style-type: none"> <li>○ English Language Arts and Literature 6, Mathematics 6</li> </ul> </li> <li>● Optional Implementation: <ul style="list-style-type: none"> <li>○ Social Studies 6</li> </ul> </li> <li>● Not Administered: <ul style="list-style-type: none"> <li>○ French Language Arts 6 année, Français 6 année, Science 6</li> </ul> </li> </ul> <p>Grade 6 aggregate PAT results are not available:</p> <ul style="list-style-type: none"> <li>● Aggregate reporting is only possible for tests that have achievement standards and are administered to all students across the province. No Grade 6 tests administered in the 2024–25 school year met these criteria.</li> </ul>

<sup>3</sup> [Alberta Education and Childcare Funding Manual 2025–26](#), p.30.

<sup>4</sup> See this [site](#) for the specific Alberta Education and Childcare Assurance (AEA) survey questions that make up the measures in each Assurance Domain.

## Accountability and Assurance

In order to accurately interpret all AEAM tables in this report, please note the contextual information below that has been provided by Alberta Education and Childcare and is necessary to fully understand the data:

### Notes:

1. The standard of excellence results for PATs and Diplomas are a subset of the acceptable standard results.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
3. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
4. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
5. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
7. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
8. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
9. Beginning in 2022/23, results for the Grade 6 PATs do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
10. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

## Overall Summary

In general, we have much to celebrate, while also recognizing the opportunities for continuous improvement. These results affirm the focus of the 2022–26 Strategic Plan and the 2022–26 Four-Year Education Plan (Year Three), which the Division continues to support through intentional efforts that promote welcoming school environments and high-quality teaching and learning experiences.

Tables 2 and 3 provide a summary of both the Division’s results and those of the province, enabling us to better understand our results within a broader context. This comparison is presented both quantitatively and through the coloured-coded provincial achievement standards.

Table 2. Required Alberta Education and Childcare Assurance Measures—Overall Summary												
All Students—Division compared to Province												
Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
<b>Student Growth and Achievement</b>												
Student Learning Engagement	83.4	83.7	84.4	Intermediate	Declined Significantly	Issue	83.9	83.7	84.4	Intermediate	Declined Significantly	Issue
Citizenship	78.3	79.0	80.0	High	Declined Significantly	Issue	79.8	79.4	80.4	High	Declined Significantly	Issue
3-year High School Completion	77.8	76.5	78.5	Intermediate	Maintained	Acceptable	81.4	80.4	81.4	Intermediate	Maintained	Acceptable
5-year High School Completion	85.9	86.6	85.9	Intermediate	Maintained	Acceptable	87.1	88.1	87.9	Intermediate	Declined Significantly	Issue
PAT9: Acceptable	63.4	63.2	62.6	Low	Improved	Acceptable	62.5	62.5	62.6	Low	Maintained	Issue
PAT9: Excellence	19.4	19.1	19.0	High	Maintained	Good	15.6	15.4	15.5	Intermediate	Maintained	Acceptable
Diploma: Acceptable	81.8	81.5	80.9	Intermediate	Improved	Good	82.0	81.5	80.9	Intermediate	Improved Significantly	Good
Diploma: Excellence	25.9	25.5	24.8	Very High	Improved Significantly	Excellent	23.0	22.6	21.9	High	Improved Significantly	Good
<b>Teaching &amp; Leading</b>												
Education Quality	86.5	87.2	87.9	Intermediate	Declined Significantly	Issue	87.7	87.6	88.2	High	Declined Significantly	Issue
<b>Learning Supports</b>												
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.3	82.6	83.7	Low	Declined Significantly	Concern	84.4	84.0	84.9	Intermediate	Declined Significantly	Issue
Access to Supports and Services	76.6	76.8	78.3	Low	Declined Significantly	Concern	80.1	79.9	80.7	Intermediate	Declined Significantly	Issue
<b>Governance</b>												
Parental Involvement	77.6	77.9	77.4	Intermediate	Maintained	Acceptable	80.0	79.5	79.1	High	Improved Significantly	Good

## Accountability and Assurance

Table 3. Supplemental Alberta Education and Childcare Assurance Measures—Overall Summary												
All Students—Division compared to Province												
Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
4-year High School Completion	<b>81.7</b>	83.2	83.9	Intermediate	Declined Significantly	Issue	<b>84.7</b>	85.1	86.2	Intermediate	Declined Significantly	Issue
Drop Out Rate	<b>2.3</b>	2.1	2.2	Very High	Maintained	Excellent	<b>2.4</b>	2.5	2.4	Very High	Maintained	Excellent
Rutherford Scholarship Eligibility Rate	<b>68.3</b>	71.0	71.2	Intermediate	Declined Significantly	Issue	<b>69.4</b>	70.7	70.9	High	Declined Significantly	Issue
Transition Rate (6 yr)	<b>66.1</b>	65.2	65.2	High	Improved	Good	<b>59.9</b>	60.1	60.0	Intermediate	Maintained	Acceptable

Alberta Education and Childcare and Edmonton Public Schools are dedicated to providing timely and relevant learning support for EAL students and self-identified First Nations, Métis, and Inuit students. The summaries of these results are outlined below in Tables 4 and 5.

In 2023–24, as part of the annual review of students coded as EAL learners, schools reviewed academic information to see if students still required support. As a result of this work, significantly fewer students were identified for coding as EAL learners, particularly in junior high and high schools. These changes continue to be reflected in 2024–25 data (see details in [Appendix C, Tables C9 and C15](#)).

Table 4. Alberta Education and Childcare Assurance Measures—Overall Summary												
English as an Additional Language Students—Division compared to Province												
Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
<b>Student Growth and Achievement</b>												
3-year High School Completion	<b>56.9</b>	68.8	72.3	Very Low	Declined Significantly	Concern	<b>73.5</b>	72.0	74.4	Low	Maintained	Issue
4-year High School Completion	<b>78.0</b>	79.6	80.9	Low	Declined	Issue	<b>81.1</b>	82.2	84.5	Intermediate	Declined Significantly	Issue
5-year High School Completion	<b>83.7</b>	87.3	86.4	Intermediate	Declined	Issue	<b>85.3</b>	88.1	87.6	Intermediate	Declined Significantly	Issue
PAT9: Acceptable	<b>43.0</b>	49.3	53.6	Very Low	Declined Significantly	Concern	<b>51.2</b>	52.7	54.0	Very Low	Declined Significantly	Concern
PAT9: Excellence	<b>7.9</b>	10.5	13.0	Very Low	Declined Significantly	Concern	<b>10</b>	10.1	10.5	Low	Declined	Issue
Diploma: Acceptable	<b>64.7</b>	60.8	64.8	Very Low	Maintained	Concern	<b>67.4</b>	66.3	66.7	Very Low	Maintained	Concern
Diploma: Excellence	<b>15.2</b>	14.4	15.8	Intermediate	Maintained	Acceptable	<b>14.8</b>	14.0	13.9	Intermediate	Improved	Good
<b>Supplemental Measures</b>												
Drop Out Rate	<b>3.4</b>	1.8	1.9	High	Declined Significantly	Issue	<b>3.1</b>	2.6	2.4	High	Declined Significantly	Issue
Rutherford Scholarship Eligibility Rate	<b>39.6</b>	56.4	58.1	Very Low	Declined Significantly	Concern	<b>52</b>	56.8	59.5	Low	Declined Significantly	Concern
Transition Rate (6 yr)	<b>71.4</b>	67.9	69.4	High	Maintained	Good	<b>64.6</b>	65.2	64.6	High	Maintained	Good

## Accountability and Assurance

Results in Table 5 reinforce the importance of the Division's work in support of reconciliation and First Nation, Métis, and Inuit student success which is explored in greater detail in the [Priority 2 Goal](#) section of this report.

Table 5. Alberta Education and Childcare Assurance Measures—Overall Summary												
<i>Self-identified First Nations, Métis and Inuit Students—Division compared to Province</i>												
Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
<b>Student Growth and Achievement</b>												
3-year High School Completion	<b>45.6</b>	49.0	46.7	Very Low	Maintained	Concern	<b>59.8</b>	58.6	58.4	Very Low	Improved	Issue
4-year High School Completion	<b>56.4</b>	54.2	55.7	Very Low	Maintained	Concern	<b>65.8</b>	65.3	66.6	Very Low	Maintained	Concern
5-year High School Completion	<b>61.8</b>	60.0	60.6	Very Low	Maintained	Concern	<b>69.7</b>	69.4	69.6	Very Low	Maintained	Concern
PAT9: Acceptable	<b>36.1</b>	34.7	33.0	Very Low	Improved	Issue	<b>41.6</b>	41.4	40.4	Very Low	Improved	Issue
PAT9: Excellence	<b>5.6</b>	5.7	4.8	Very Low	Maintained	Concern	<b>6.3</b>	6.1	5.7	Very Low	Improved	Issue
Diploma: Acceptable	<b>78.5</b>	77.2	75.6	Intermediate	Improved	Good	<b>77.5</b>	76.9	75.9	Low	Improved	Acceptable
Diploma: Excellence	<b>11.8</b>	11.0	11.0	Low	Maintained	Issue	<b>11.9</b>	11.8	11.6	Low	Maintained	Issue
<b>Supplemental Measures</b>												
Drop Out Rate	<b>5.8</b>	6.4	6.1	Intermediate	Maintained	Acceptable	<b>5.2</b>	5.2	5.1	Intermediate	Maintained	Acceptable
Rutherford Scholarship Eligibility Rate	<b>42.1</b>	42.7	42.6	Very Low	Maintained	Concern	<b>44.0</b>	43.7	42.9	Very Low	Improved	Issue
Transition Rate (6 yr)	<b>34.2</b>	34.4	32.7	Very Low	Maintained	Concern	<b>37.1</b>	36.8	36.7	Low	Maintained	Issue

## Engagement

Engaging with our stakeholders—staff, families, students and community members—serves as a meaningful way in which everyone can have a role in supporting student success and well-being and serves as a key element of public assurance. Both the Board of Trustees and Division leadership value stakeholder engagement and hold themselves accountable by seeking input prior to taking action. The Division relies on recognized standards for public participation practice, such as the International Association for Public Participation (IAP2) Spectrum for Public Participation. IAP2 provides a framework for increasing levels of public engagement depending on the purpose of participation and degree of impact a decision or initiative may have on stakeholders.

Engagement occurs through multiple avenues. Through these efforts, the Division is laying the foundation for generative participation, public assurance and confidence in its decision-making and policy development. Examples of engagement opportunities at both the Division and school levels include:

### Division-Level Engagement

- **Division Feedback Survey (DFS):** Conducted every year for staff, students and families, this survey monitors progress towards the 2022–26 Strategic and Four-Year Education Plans. The DFS provides both system-wide and school-level results that are used to inform planning at both levels. This past year, we received almost 63,000 responses to the DFS. The 2024–25 DFS was the third year of the survey aligned to the 2022–26 Strategic Plan, and a summary of the quantitative results is available in [Appendix D](#).
- **Extended Student Demographic Survey:** In the fall of 2022, students in Grades 4 to 12 were invited to participate in this survey to help gain insights into the self-described identities of students served by the Division. There was the opportunity to opt out of the survey, and participating students were able to respond only to questions that they felt comfortable with. Over 55,000 students (73 per cent) participated in the survey. [Preliminary findings](#) from the ESDS results were presented at the June 6, 2023, Board meeting.
- **Inclusive Education Parent and Community Advisory Committee:** Supported by Division staff, the committee is composed of family and community members as well as three members from Division Administration. The committee meets three times per year and provides ongoing feedback to help inform the delivery of inclusive education in the Division.
- **First Nations, Métis, and Inuit External Advisory Council:** Composed of members from the broader community and staff from the First Nations, Métis, and Inuit Education Team, the council provides feedback to inform the development of Division resources and supports an ongoing dialogue between council members around First Nations, Métis, and Inuit education. The council held formal meetings in November 2024 and March 2025, with informal feedback provided throughout the year.
- **Equity Advisory Committee:** Composed of former Division students, parents, members of the broader community and community partners, the committee meets three times per year to help support progress towards the three priority areas of the Division's [Anti-racism and Equity Action Plan](#).
- **Student Senate:** Student senators from across Division high schools represent their fellow high school students to provide student voice to the Board of Trustees and Administration. The Student Senate serves as a youth engagement model to promote active student participation in youth governance within education. The work of Student Senate is profiled on the [Student Senate website](#).

- **Community Consultations:** The Division and Board of Trustees bring members of the community together around a variety of key topics responsive to high-quality teacher and learning environments and the public education system. Through these opportunities staff, students, families and members of the community have provided feedback around such topics as school space and programming, board policy, belonging and safety.
- **Staff Advisory Committee to Support Anti-racism:** This committee meets three times a year and is composed of members from across all staffing groups. Its purpose is to support progress towards the Division's [Anti-racism, and Equity Action Plan](#) and Priority 2 of the Strategic Plan. Members are engaged to provide feedback on a range of topics drawing upon their individual perspectives grounded in their identity, unique experiences as a Division employee and their role within the organization.
- **Principal Committees:** Central leaders host committees around key areas of Division operations such as Budget, Human Resources, Instructional Supports, Infrastructure and Anti-Racism, Reconciliation and Equity. Principals from across a diverse range of school communities participate in the committees to provide school perspective. Committee work can include feedback that supports the implementation of an initiative, the development of tools or resources or to inform system efficiency and improvement. These committees meet between four and eight times a year and membership is reviewed annually through an expression of interest from school leaders.
- **Superintendent's Community Of Practice in Education:** The Superintendent annually establishes a group of leaders from schools and central decision units to come together to discuss key areas in support of the Division's strategic direction. These discussions provide feedback around emerging opportunities, Division processes and targeted initiatives in support of student success and well-being.
- **Superintendent's Small Group Conversations:** The Superintendent invites principals and central leaders to small group discussions around educational topics of their choice and interest. This practice offers an open platform for Division leaders to connect and dialogue around educational topics and issues.
- **School and Central Results Review:** These are yearly evidence-based discussions between Division leaders and Trustees. Schools invite students, families and community members to be part of these conversations. Through results reviews, Trustees are able to gather information, notice trends and bring back their observations to administration. These conversations help to inform future planning at the school and Division levels.
- **Catchment Conversations:** Division schools are organized in Kindergarten to Grade 12 catchment groupings that work together around common goals in support of student success. Catchment conversations provide school and central leaders with the opportunity to reflect on their results and share and learn from each other. Trustees often attend these events; the feedback from catchment conversations complements and enhances information gathered through Trustee-hosted results review conversations.
- **Teacher/Staff Collaborative Conversations:** These conversations bring together staff from across the Division around a strategic topic. Feedback from these conversations help to inform next steps in support of students. Some examples of topics addressed through a collaborative conversation include: literacy learning, mental health supports for students, numeracy learning, school safety and staff experiences of belonging through an anti-racism lens. In 2024–25, three collaborative conversations were held regarding the number, timing and structure of progress reports, one each for Kindergarten, elementary and junior high teachers.



### School-Level Engagement

- **School Councils:** One way schools engage with families is through school councils, which provide opportunities for dialogue around school operations, school plans and budget and annual results reports, as well as ongoing conversation regarding student success and well-being. Trustees often attend school council meetings as a means of connection and engagement with families and school leadership.
  - The Board of Trustees continues to support all schools in the ability to form a school council by covering the Alberta School Councils' Association membership fees on behalf of Division schools.
- **Local school activities:** Schools engage with their communities in ways that best meet the needs of their students and families. Examples of what this engagement looks like at the school level include, but are not limited to: meet the principal drop-ins, morning coffee conversations, family nights, student focus groups and school-level surveys. Feedback and voice from these various activities help to support decision-making and inform planning and programming within the school community.
  - Recognizing the importance of the role of parents as partners in their child's learning, parents are invited to participate in both results review and school budget planning.
- **Student Voice:** Many schools across the Division seek to engage with students around issues of importance to their school community, including school goals, initiatives and plans. These opportunities range from formalized groups, optional engagement sessions around a topic of focus, youth summits as well as school survey opportunities. Working collectively with students from their school community, school leaders develop responsive frameworks to advance student experience across all three areas of the Strategic Plan.

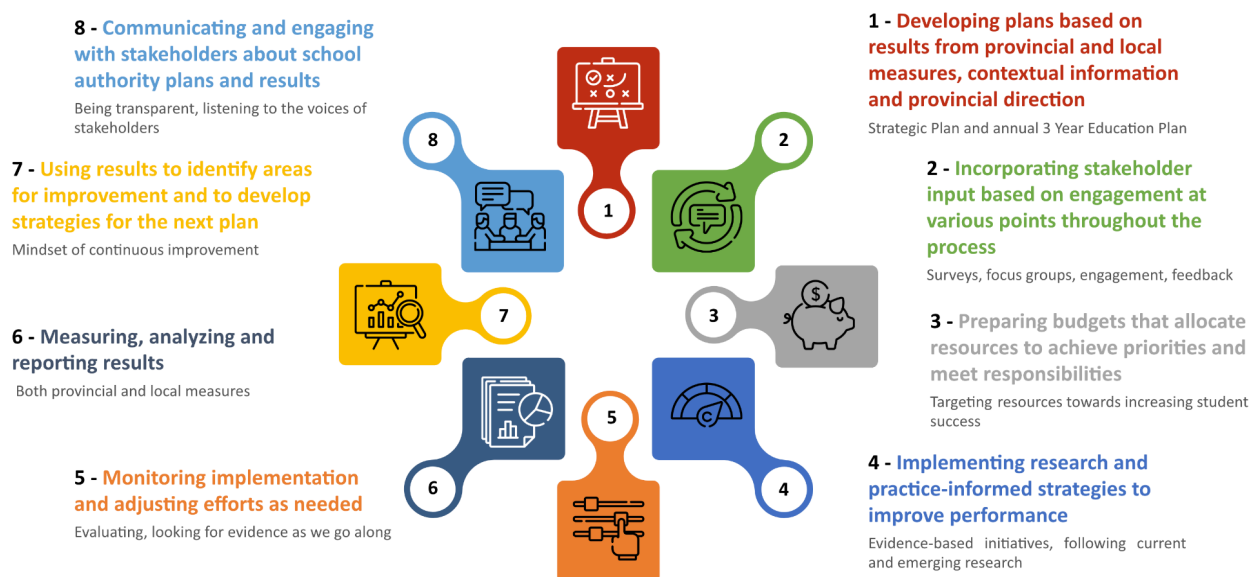




In summary the Division values the voices of staff, students, families and members of the community. The Division demonstrates its commitment to engagement through the activities identified above, while Figure 2 below highlights the importance of engagement within the provincial assurance model.

**Figure 2.** *Edmonton Public Schools: Assurance Model<sup>5</sup>*

# Assurance Model



<sup>5</sup> Designed by PresentationGO.



## Priority 1

***Build on outstanding learning opportunities for all students.***

## Priority 1: Build on outstanding learning opportunities for all students.

**Outcome: The growth and success of every student is supported throughout their journey from early learning to high school completion and beyond.**

The Division walks alongside students on their Kindergarten to Grade 12 journey towards the goal of high school completion and a life of dignity, fulfilment, empathy and possibility. Building high-quality learning opportunities that engage and motivate students on their journey to high school completion is a collective endeavour, involving Division staff, community partners and families. The three goals of Priority 1 work together to support the growth and success of every student throughout their learning journey to high school completion and beyond. High school completion is a foundational milestone that influences future educational paths, life goals and ultimately quality of life. This work could not be accomplished without the support of families who are key partners in their child's learning and participate in a range of meaningful ways within the school community.

High-quality teaching and learning environments are at the heart of student success. To support these environments, the Division prioritizes the development and growth of staff through a range of opportunities that support professional learning and leadership development and by creating opportunities for collaboration. In addition, the Division provides staff with access to supports, services and resources, such as coaching, mentoring, communities of practice, as well as guides and frameworks. These are responsive and tailored to meet staff where they are at on their journey of professional growth.

### **2024–25 DFS results indicate that:**

**87 per cent** of principals, teachers and classroom support staff agree with the statement “I know how to access resources to help me meet the diverse learning needs of all students.”

The provision of high-quality teaching and learning is also guided by the Division's Administrative Regulation [FGCA.AR Supervision and Evaluation of Teachers](#) and the Continuing Contract Recommendation Handbook that stipulates:

- The Division has a formal evaluation process for new teachers, beginning principals and assistant principals who have been identified for evaluation.
- Teachers and school leaders develop annual professional growth plans.
  - These plans reflect alignment with the Teaching Quality Standard (TQS) and Leadership Quality Standard (LQS), as well as reflecting the Division's Strategic Plan.
  - Many staff use an inquiry-based approach to developing and participating in these plans.
  - Teachers collaborate with their principal in the development of their plan.
- The TQS and LQS inform the decisions and actions of certificated teachers and leaders.
  - To support staff attainment and growth within these standards, the Division offers professional learning that aligns with and enhances capacity across the standards.

The work to provide professional learning opportunities that will positively impact student success resides across the Division, as schools, catchments and central units all play a role in building staff capacity. Particular areas of focus for the Division include:

- Professional learning around the TQS and LQS competencies.
- Supporting emerging, aspiring and experienced leaders through the Leadership Development Framework.

## Priority 1: Build on outstanding learning opportunities for all students

- Facilitating a community of practice approach to support first and second year principals.
- Offering a range of professional learning for all staff in the areas of literacy, numeracy, anti-racism, reconciliation, equity and First Nations, Métis, and Inuit education and new curriculum.

Preparing for the 2024–25 school year the Division was focused on well-being and meeting each student where they were at on their learning journey. This prioritized work carried forward, but was disrupted during support staff job action. The Division worked hard to retain momentum despite the challenge of these circumstances. According to the 2024–25 DFS, student and family confidence in students' learning opportunities decreased slightly (between 1.5 and 2 per cent) compared to both last year and 2022–23 results (see [Appendix D](#), Figures D3 and D67).

### 2024–25 DFS results indicate that:

**81 per cent of students** agreed that “school staff have high expectations for me to be successful in my learning.”

**79 per cent of families** agreed that “I feel my child’s learning needs are supported at their school.”



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

### P1G1 Strategic Action: Provide targeted professional learning and resources that support the implementation of the new curriculum.

- Curriculum and Learning Supports (CLS) developed a range of professional learning (PL) opportunities and resources to support new curriculum implementation, including scopes and sequences and resource collections. These were provided to support implementation of new subjects across the following grades for the 2024–25 school year:
    - Grades 4 to 6 Science
    - Grades 4 to 6 French Immersion Language Arts and Literature
  - Eighty-eight teachers across the Division piloted the Kindergarten to Grade 6 social studies curriculum. Piloting teachers were supported by consultants from CLS and had access to social studies resources.
- 2024–25 DFS results indicate that:**  
**84 per cent** of staff<sup>6</sup> agreed that “the Division resources for teaching the new curriculum have been helpful.”
- CLS continued to offer a range of flexible PL opportunities supporting new curriculum for Division schools, including brief, targeted “spotlight sessions.” The convenience of this format has been popular with schools; 2,252 teachers and administrators participated in sessions targeted at both English and French implementation of the new curriculum during the 2024–25 school year.
  - CLS also provided monthly new curriculum implementation PL focused on specific subjects and grade levels.
    - Approximately 150 teachers attended these sessions.
  - Through targeted provincial funding, the Division continued to provide leadership to the development of science resources for Kindergarten to Grade 6. This project was in collaboration with Calgary Board of Education, Calgary Catholic Schools and Edmonton Catholic Schools and led by Edmonton Public Schools. Nine teacher writers were onboarded into the science resource development team in CLS for the year to develop Grades 4 to 6 science resources. These comprehensive resources were field tested across all four metro boards, including 32 Division schools. Resources were revised based on teacher feedback.
    - The completed resources for Grades 4 to 6 were posted internally and were submitted to Alberta Education and Childcare to be posted on the provincial resources platform New Learn Alberta, supporting teachers from across the province.
  - Through additional targeted provincial funding, CLS developed teaching and learning resources to support implementation of the new Kindergarten to Grade 6 social studies curriculum. Twenty centrally-created social studies resources (Snapshots) were provided in English and French to teachers in preparation for curriculum implementation in Kindergarten to Grade 3 in the 2025–26 school year.
  - Through targeted provincial funding, CLS started developing resources to support piloting and implementation of the draft junior high curriculum for mathematics, social studies, physical education and wellness and career education and financial literacy.

<sup>6</sup> Staff who reported using new curriculum resources in a prior DFS question.



### **P1G1 Strategic Action: Continue to refine the Individual Program Planning<sup>7</sup> process as a means to monitor for student growth and enhance collaborative goal setting with families.**

Individual Program Plans (IPP) prioritize areas of growth for individual students who have a special education code or who are identified as benefiting from an IPP. The IPPs are focused around a student's academic growth or social engagement and may include strategies that support engagement within the classroom environment. To support IPPs that are responsive to the learning and social needs of each individual student, the Division has a range of IPP templates. Schools engage with families around this process and the IPP serves as a document that informs programming throughout the school year and captures student growth and progress. This collaborative process recognizes and builds upon a student's areas of strength and sets goals to support continuous improvement.

**2024–25 DFS  
results indicate  
that:**

**81 per cent** of families who have a child with an IPP agreed that “my child’s IPP goals are appropriate for their development.”

- Work has been undertaken to support revisions to the various IPP templates to further enhance the effectiveness of these planning documents. This work included collaboration with school administrators and reflects the following updates:
  - The addition of goal boxes that support teachers in monitoring for progress.
  - Refining the template to support IPP planning for the unique learning needs of children in pre-Kindergarten.
  - Providing supporting resources, including tip sheets and exemplars to support goal setting.
  - Designing the template to reflect planning and programming responsive to the learning and social needs of students identified as Gifted and Talented.
- Four of the six revised templates are currently being used by schools. The revised template for students with severe/profound needs and the combined IBSP/IPP template will be completed by the end of this school year.

### **P1G1 Strategic Action: Support a range of programming choices for families through ongoing engagement and the monitoring of enrolment data.**

- Programming choice for families to support the success of all students through high-quality teaching and learning environments is a cornerstone commitment at Edmonton Public Schools. The Division offers regular, alternative and specialized programming in response to this commitment. To support this work, the Division develops an annual student accommodation plan.
  - Consistent with the Division's commitment to parental choice and inclusive education, a student's first placement option is their attendance area school. Specialized program classroom placement is determined by monitoring enrolment in existing specialized classes and new requests for programming. The Division offers a range of specialized programs in over 130 schools. Superintendent approval is required to expand or reduce specialized classrooms. Decisions regarding specialized classrooms are made around a variety of factors including parent choice, student enrolment and school space.
  - There are over 30 alternative programs (such as Cogito, Sakinah Circle, Arts Core or German Bilingual) offered by the Division. The Board of Trustees is responsible for establishing programs. Once established, placement of alternative programs is data-driven using our metrics to determine program viability and sustainability (see [Board Policy GAA.BP Delivery of Student Programs of Study](#)).
    - For a complete list of all current program options please see [epsb.ca](https://www.edmonton.ca/epsb)

<sup>7</sup>The IPP delineates the specific instructional strategies and resources provided by a school to cater to the unique needs of each student.

## Priority 1: Build on outstanding learning opportunities for all students

- In response to student interest and anticipated future labour market and industry demands, a Business and Innovation alternative program was approved by the Board of Trustees to begin at McNally High School in September 2024. This new program provides students with the opportunity to explore the Business and Information Technology Career Pathway. Students in this program benefit from cross-curricular learning opportunities that blend business and entrepreneurship CTS courses with a focus on innovation. Through entrepreneurial thinking, students focus on building competencies that will serve them in life beyond high school.
  - Thirty-two students registered in the Business and Innovation alternative program in its inaugural year and 46 enrolled for the 2025–26 school year, including 21 returning students. Table 6 provides more detailed enrolment information.

Table 6. McNally Business and Innovation Program (BAI) Enrolment

	Grade 10	Grade 11	Grade 12	Total Students
Students in BAI 2024–25	25	6	1	32
Students in BAI 2025–26	22	18	6	46
2025-26 Students who took BAI program the previous year	-	16	5	21
2025-26 Students new to the BAI program	22	2	1	25

### Additional Actions Taken in Support of Priority 1 Goal 1

#### Educational Assistant Internship (EAI) Project

- The EAI supports school authorities throughout Alberta in meeting the need to provide professional development and training to Educational Assistants (EA). The goals are to:
  - Provide coaching throughout the training.
  - Foster networks of support for EAs via Communities of Practice (CoP).
  - Combine online modules with in-class experience and feedback.
  - Remove geographic and financial barriers to training.
  - Increase recruitment and retention of EAs.
  - Create a program that can be adjusted to meet the needs of each school division.
  - Edmonton Public Schools continued to lead this provincial initiative through the 2024–25 school year.
- In the fall of 2024 Edmonton Public Schools and one other division offered the internship independently with 84 participants. In the spring of 2025 the project ran province wide with 21 school divisions and 479 interns participating. This was an increase from the 14 divisions and 278 interns in 2023–24.
- Participating divisions included urban and rural authorities representing public, separate, Francophone, charter and federal First Nations schools.
- The participating divisions agreed to complete the full EAI project, designate a staff member to be an EAI coach, allocate time for their interns to participate in the CoP sessions, provide the means and time for the interns to access the online modules and provide school practicum placements.
- The 16-week program included orientation for the interns and coaches. Edmonton Public Schools supported the other divisions by providing an orientation package, coordinating the coaching orientation and facilitating a weekly provincial CoP.
- School authorities could offer the internship to prospective EAs or to established EAs working within their systems. Edmonton Public Schools' 197 interns were all new recruits with no prior EA experience in the Division.
- The 193 interns at Edmonton Public Schools who completed the program were all hired as Supply EAs.

## Priority 1: Build on outstanding learning opportunities for all students

### Autism Support Team

- For the 2024–25 school year the Division introduced an additional Specialized Learning Supports school-linked team dedicated to supporting Autistic students. The Autism Support Team provided a range of supports and services such as specialized assessments, consultations, teacher coaching/mentoring and PL designed to further build and support staff capacity and confidence. This new team developed and delivered over 30 PL sessions for Division staff targeted to the unique needs of students with Autism. Some examples of session topics include:
  - Roots of Regulation in Autistic Learners
  - Getting in the Groove with Routines and Visuals
  - Embedding Literacy in Complex Classrooms
  - Sensory Ways to Play and Learn
  - Relationship Building and Including Students' Interests in Programming
- In its first year the team focused on neuro-affirming educational practices with newly established and/or expanded Interaction classroom teams using a coaching/mentoring approach. Practices included: adapting curriculum, differentiating instruction and integrating assistive technologies such as Augmentative and Alternative Communication (AAC).
- The impact of this work is very encouraging, as participating classrooms were observed to gradually evolve from a strong focus on classroom management to a learning environment where staff were able to implement supporting structures and practices that centred around instruction and learning.

### P1G1: Summary of Results and Analysis

Edmonton Public Schools uses a variety of performance indicators to track efforts for continuous improvement. Assurance measures include preparing all students to graduate, supporting the transition into post-secondary education and the world of work, as well as quality of education, parental involvement, student engagement in learning and access to supports and services (see Tables 2 to 5 on pages 12-14).

### Provincial Measures

#### Alberta Education and Childcare Assurance Measures

Education Quality: Responses to the AEA survey indicated that the education quality in Edmonton Public Schools is perceived by respondents as high and intermediate, similar to provincial results. Also similarly, there was no improvement compared to the prior three year average across respondent groups regarding the perception of education quality (see Table 7). The Division remains committed to implementing actions that support continuous improvement.

Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Overall	86.5 (n=30,739)	87.2 (n=29,182)	87.9 (n=29,971)	Intermediate	Declined Significantly	Issue	87.7 (n=269,550)	87.6 (n=265,643)	88.2 (n=257,586)	High	Declined Significantly	Issue
Parent	82.0 (n=3,152)	83.6 (n=3,916)	84.1 (n=3,989)	High	Declined Significantly	Issue	84.3 (n=34,466)	83.8 (n=33,250)	84.8 (n=32,289)	High	Declined	Acceptable
Student	84.9 (n=23,365)	84.6 (n=21,495)	85.5 (n=21,919)	Intermediate	Declined	Issue	84.8 (n=201,514)	84.9 (n=200,322)	85.5 (n=193,500)	Intermediate	Declined Significantly	Issue
Teacher	92.5 (n=4,222)	93.3 (n=3,771)	94.0 (n=4,062)	Intermediate	Declined Significantly	Issue	93.9 (n=33,570)	93.9 (n=32,071)	94.5 (n=31,797)	Intermediate	Declined Significantly	Issue



## Priority 1: Build on outstanding learning opportunities for all students

**Parental Involvement:** Parental involvement has been maintained at intermediate by the provincial achievement measure, with parents feeling more involved in their child's education than they have over the previous three-year average (*see Table 8*). Though slightly down from the previous year, DFS results remain encouraging with 86.0 per cent of families reporting they feel they have a positive relationship with staff in support of their child's learning. Additionally, in the 2024–25 DFS, 81.8 per cent of families agreed that the information they receive about their child's learning helps them support their child in their learning, reinforcing the importance of schools and families working together. Teacher perception around parent involvement remains lower than the province on the AEAM. In examining these responses more closely, a greater percentage of teachers indicated they “don't know” across multiple questions of the assurance survey related to parent involvement, when compared to provincial results.

Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Overall	77.6 (n= 7,316)	77.9 (n= 7,620)	77.4 (n= 7,986)	Intermediate	Maintained	Acceptable	80.0 (n= 67,669)	79.5 (n= 64,949)	79.1 (n= 63,765)	High	Improved Significantly	Good
Parent	74.2 (n= 3,140)	73.9 (n= 3,888)	72.7 (n= 3,968)	Very High	Improved	Excellent	75.6 (n= 34,316)	74.4 (n= 33,070)	73.1 (n= 32,129)	Very High	Improved Significantly	Excellent
Teacher	81.0 (n= 4,176)	81.9 (n= 3,732)	82.1 (n= 4,018)	Low	Declined	Issue	84.3 (n= 33,353)	84.6 (n= 31,879)	85.2 (n= 31,636)	Low	Declined Significantly	Concern

**Student Engagement and Providing Support:** In 2021–22, the province introduced the following two assurance measures:

- Whether students are engaged in their learning at school.
- Whether students have access to the appropriate support and services at school.

Results for both the province and Division signal the importance of working with students and families to better understand student learning needs and their connection to the school community (*see Table 9*).

The Division remains committed to building relationships with each student and meeting them where they are at in support of their learning. The work being done by schools to engage with students and hear their voices is a key strategy to support improvement across this area. (*See Appendix C for detailed provincial stakeholder results*).

The percentage of teachers, parents and students who agree that:												
Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Students are engaged in their learning at school	83.4 (n= 30,669)	83.7 (n= 29,106)	84.4 (n= 29,949)	Intermediate	Declined Significantly	Issue	83.9 (n= 269,076)	83.7 (n= 265,079)	84.4 (n= 257,344)	Intermediate	Declined Significantly	Issue
Students have access to the appropriate supports and services at school.	76.6 (n= 30,647)	76.8 (n= 29,064)	78.3 (n= 29,917)	Low	Declined Significantly	Concern	80.1 (n= 268,786)	79.9 (n= 264,733)	80.7 (n= 257,099)	Intermediate	Declined Significantly	Issue

Priority 1: Build on outstanding learning opportunities for all students

Access to Supports and Services (Specialized Learning Supports): The satisfaction of parents of students who qualify for specialized supports decreased significantly compared to the previous year (*see Table 10*). This decline is likely influenced by the impact of the 2024–25 support staff job action. In this same area, satisfaction of teachers increased very slightly compared to the previous year, but remained below results from previous years. Division results reflect a provincial trend. The Division will continue to explore and implement actions that are responsive and support programming for students with specialized learning needs.

**2024–25 DFS results indicate that:**  
**76 per cent** of staff<sup>8</sup> agreed that “I have the knowledge and skills to program for/support students in need of specialized supports.”

Table 10. Alberta Education and Childcare Assurance Measures—Division Specialized Supports											
a. Parent satisfaction the specialized supports their child receives enables them to be successful learners											
Measure & Evaluation	Edmonton School Division					Alberta					
	2021	2022	2023	2024	2025		2021	2022	2023	2024	2025
Parents	83 (n= 532)	83 (n= 690)	80 (n= 709)	80 (n= 695)	72 (n= 597)	Parents	84 (n= 5,500)	82 (n= 5,954)	81 (n= 6,562)	78 (n= 6,871)	79 (n= 7,658)
b. Teacher satisfaction their school can access supports for students with specialized needs in a timely manner											
Teachers	78 (n= 3,560)	75 (n= 4,055)	69 (n= 4,177)	66 (n= 3,690)	67 (n= 4,094)	Teachers	79 (n= 29,312)	78 (n= 30,162)	75 (n= 31,575)	73 (n= 31,191)	72 (n= 32,605)



<sup>8</sup>For this question, staff includes principals, assistant principals and teachers.

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

Literacy and numeracy form the foundation for successful living, learning and participation in society. Evidence suggests that proficiency in literacy and numeracy are primary determinants of educational outcomes, which in turn significantly influence earning potential, career trajectory and overall quality of life.<sup>9</sup> It is important for students to develop proficient literacy and numeracy skills to realize their full potential in school and ultimately in the workplace and life. Supporting students where they are at on their learning journey is fundamental to the work of educational staff and to each student's success. The Division's actions described below highlight our strategic, collective commitment to how students grow and thrive in these key areas.

### P1G2 Strategic Action: Examine data and implement programming, interventions, professional learning and resources that have the greatest impact on student growth.

- During the 2024–25 school year, CLS provided school-based collaborative PL and coaching to enhance literacy instruction. Through this approach, schools have requested support with literacy topics such as small group reading, writing instruction, literacy interventions, assessing literacy needs in a variety of PL approaches, such as working with individual teachers, a whole school or catchment area. This flexible literacy support model was developed based on feedback from the Instructional Supports Principal committee and successfully implemented in several Division schools and catchments, with over 40 schools participating.
- The Literacy and Numeracy Achievement Project (LNAP) continued in the 2024–25 school year with 30 schools participating in this professional CoP. Each school selected a focus area in either literacy or numeracy. Through LNAP, schools participated in PL focused on evidence-based strategies and came together to share and reflect around the implementation of these strategies within their school communities.
- To build upon existing staff capacity across the Division in the areas of literacy and numeracy, CLS provided a total of 274 PL opportunities (in-servicing, consultations and/or coaching) for 4,943 participants. Topic areas of this PL included:
  - Using math resources.
  - Organizing for literacy instruction.
  - Instructional strategies to support writing growth.
  - Formal and informal reading interventions.
  - Planning with the new English Language Arts and Literature curriculum.
  - Planning with the new mathematics curriculum.
  - Use of book clubs in Kindergarten to Grade 12.
  - Instructional strategies to teach mathematical reasoning.
  - Teaching guided math.
  - Early literacy and early numeracy.

#### Staff Feedback

In the 2024–25 school year CLS provided PL (in-servicing, consultations and/or coaching) to 12,039 Division staff across Kindergarten to Grade 12. This PL was provided to support teaching in the areas of assessment, career pathways, curriculum (including preparation for new curriculum implementation), literacy, numeracy and First Nations, Métis, and Inuit education to support curriculum and teacher foundational knowledge.

Staff valued these learning experiences, as approximately 99 per cent of participants who provided feedback indicated the outcomes of these PL opportunities were achieved.

- The Division completed the development of the Dossier Dashboard, which is a data visualization platform intended

<sup>9</sup> [Green & Riddell, 2001](#); [Green & Riddell, 2012](#); [Lane & Conlon, 2016](#).

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to help facilitate data analysis in both schools and centrally in support of student growth.

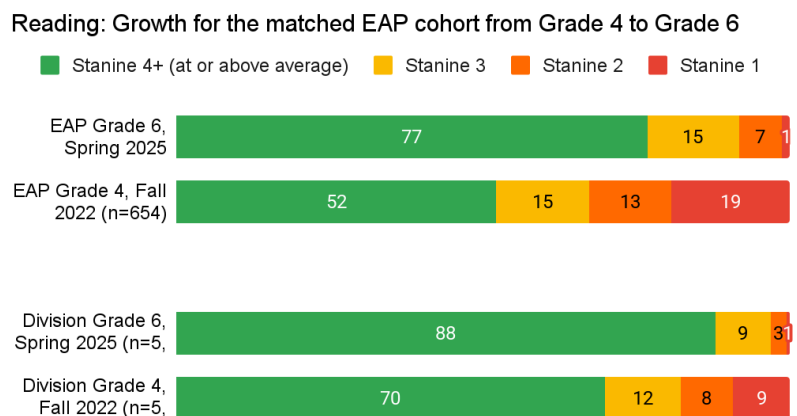
- In 2024–25, the dashboard was updated to include the Demographics and Enrolment module, providing a school profile with metrics related to enrolment trends and limits, demographic groups within the school cohort and an overview of school level assessment results.
- To support school leaders in utilizing the Dossier Dashboard, professional development was provided to first and second year principals and additional optional training was available for all school leaders.

### P1G2 Strategic Action: Through collaboration and convergence of practice, schools and catchments implement evidence-based teaching and learning strategies that are responsive to the needs of their students.

Informed by research, the Equity Achievement Project (EAP) is a strategic Division project to ensure children in some of Edmonton's most socially vulnerable communities are set up for success in school, and ultimately in life. The overarching goal of this project is the ***intentional support of student learning, leading to improved academic outcomes for our most vulnerable students.***

- Year 4 continued to build on the foundation of research and evidence-based practices established in the first three years. The [Year 1](#) and [Year 2](#) evaluation reports provide an overview of the work undertaken to strengthen and build capacity in high impact, research-informed instructional practices and school instructional leadership.
- For Year 4 of EAP, the Division supported the following:
  - Targeted funding for each of the 41 project schools to support the lead teacher role (0.35 FTE) in the area of either literacy or numeracy.
  - Targeted funding for literacy and numeracy consultant expertise and support (5.0 FTE).
  - Project leadership and facilitation of the lead teachers and school leaders CoP supporting ongoing collaboration, communication, monitoring and implementation of the work.
- Lead teachers and CLS consultants worked collaboratively to support building capacity in implementing evidence-based Tier 1 instructional practices and routines across the school community. This work included coaching, mentoring and collaboration responsive to the context of each school community and the students they serve.
- Figure 3 demonstrates the positive impact EAP has on student achievement based on the Division's [CAT4 \(Canadian Achievement Tests\)](#) reading results. The data in Figure 3 follows students in their learning from fall of 2022 to spring 2025. Students at stanines 1, 2 and 3<sup>10</sup> in Figure 3 are reading below average. Students at stanine 4 or above are considered to be reading at or above average on the CAT4. Figure 3 shows the pattern of improvement as a greater number of students achieved at stanine 4 or above in spring of 2025 compared with fall of 2022.
- Figure 3 shows results for both the Division and the EAP schools cohort. This comparison also demonstrates how the gap between EAP schools and the Division decreased by nine per cent during this same time period. (*Results for mathematics and computation & estimation can be found in [Appendix E](#).*)

**Figure 3. CAT4 Reading Results**



<sup>10</sup> Please see the [CAT4](#) section on p.31 for a brief explanation of stanines.

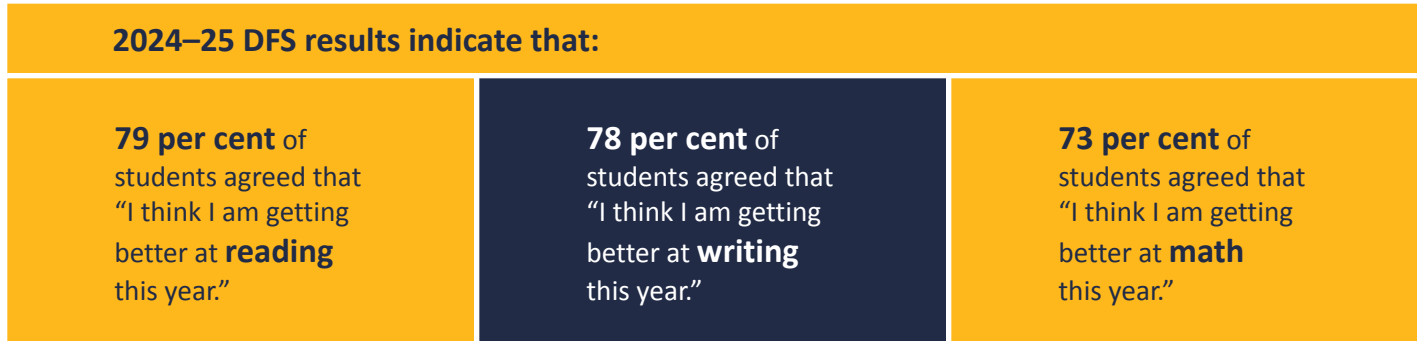
P1G2: Summary of Results and Analysis

Division staff work together to analyze various data sources to support the literacy and numeracy development of all students. These include local Division-wide assessments such as the CAT4 (which covers reading, math and computation and estimation), Highest Level of Achievement Test (HLAT) writing, as well as provincial assessments such as PATs, diploma exams, the Assurance Survey and the provincial Early Years literacy and numeracy screening assessments. Teachers plan for instruction by reflecting on the results from these assessments, other classroom and local school-based assessments and their own professional observations. This helps teachers tailor instruction to meet the specific learning needs of each student, inform programming and identify students in need of additional support or intervention in pursuit of continuous improvement and success for every student. In addition, this information is helpful in communicating with families around their child’s literacy and numeracy journey.

Local Measures

Reading, Writing and Mathematics

Teachers use a triangulation of evidence (observations, conversations and products) with students to determine if students are reading at, above or below grade level based on outcomes from the Alberta curriculum. An important part of a student’s learning journey is their belief in themselves as learners. The number of students expressing confidence in their academic growth is encouraging; however, DFS data also demonstrates the opportunity to support more students to experience this confidence.



Overall Reading Levels and HLAT Writing

Table 11 provides a summary of local measures in the areas of reading and writing for students in Grades 1 to 9 at the Division level and disaggregated for both EAL students and students who self-identify as First Nations, Métis, or Inuit. These results highlight the importance of the work teachers are doing to identify where each student is at in their literacy and numeracy development and to monitor throughout the year for ongoing evidence of growth and progress. Results by grade level are available in [Appendix E](#).



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Table 11. Local Reading and Writing Results

	2020–21*		2021–22		2022–23		2023–24		2024–25**	
Students At or Above Grade Level for Reading (Gr. 1–9)	% At or Above	N size	% At or Above	N size	% At or Above	N size	% At or Above	N size	% At or Above	N size
All Division students	69.4	70,130	69.9	71,543	67.6	75,612	68.0	78,212	<b>68.8</b>	79,983
EAL students	63.5	20,759	62.5	19,825	59.6	22,340	54.5	22,567	<b>55.9</b>	22,866
Self-identified First Nations, Métis, and Inuit students	43.3	5,938	45.9	6,083	43.7	6,270	47.9	5,901	<b>49.2</b>	5,839
Students At or Above Grade Level for Writing (HLAT) (Gr. 1–9)	% At or Above	N size	% At or Above	N size	% At or Above	N size	% At or Above	N size	% At or Above	N size
All Division students	68.8	66,198	68.8	68,317	66.4	72,001	64.1	75,359	<b>61.4</b>	58,661
EAL students	64.0	19,991	64.1	19,257	60.1	21,512	53.6	21,983	<b>52.2</b>	17,973
Self-identified First Nations, Métis, and Inuit students	41.4	4,820	42.3	5,298	42.1	5,511	41.3	5,481	<b>39.3</b>	4,183

\*In 2020–21, approximately 30 per cent of Division students were online.

\*\* HLAT (Writing) assessment was optional in 2024–25 due to the disruption of support staff job action

### CAT4

In 2024–25, students in Grades 4 to 9 completed the CAT4 in reading, mathematics and computation and estimation for the fourth year. One way CAT4 data can be analyzed to capture progress over the school year is to compare fall results to spring results. In fall, the CAT4 assesses students on end of year grade-level expectations for their prior grade, and in the spring students are assessed against end of year expectations for their current grade (prorated to eight months). In the fall, teachers triangulate this data with other information (e.g., classroom assessments and their own professional observations) to inform programming for student learning and identify the need for intervention. In the spring the CAT4 assessments can be used again in support of assessing for student growth.

For the AERR, Division level results have been investigated to show learning trends between fall and spring for students in Grades 4 to 9<sup>11</sup>. At the Division level, these CAT4 results are illustrated through stanines. Stanine scores on the CAT4 are a score based on percentiles using a nine-unit scale from 1 to 9. The stanine scores present data on a nine-point scale, where:

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

Table 12 illustrates how Division students have progressed in their reading from the fall of 2024 to the spring of 2025 using the CAT4. These results demonstrate growth or improvement for students in Grades 4 to 6. While results for students in Grades 7 to 9 indicate a slight decrease. This has been a consistent occurrence over the past four years and is thought to be at least partially a result of differences in curricular alignment. Division CAT4 results for mathematics, and computation and estimation, as well as disaggregated results for EAL and self-identified First Nations, Métis, and Inuit students are available in [Appendix E: CAT4](#). In general these results represent a similar pattern of achievement for students across Grades 4 to 9.

<sup>11</sup> The CAT4 data represents the cohort of students who wrote at their enrolled grade level.

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Table 12. CAT4 Reading - Percentage of All Students Achieving Across Stanines: Fall and Spring				
	Stanine 4+ (Green)	Stanine 3 (Yellow)	Stanine 2 (Orange)	Stanine 1 (Red)
Grade 4, Spring 2025	73	13	10	4
Grade 4, Fall 2024	58	15	11	15
Grade 5, Spring 2025	85	10	4	1
Grade 5, Fall 2024	75	13	8	4
Grade 6, Spring 2025	84	12	4	1
Grade 6, Fall 2024	77	13	7	3
Grade 7, Spring 2025	84	7	5	4
Grade 7, Fall 2024	85	7	5	3
Grade 8, Spring 2025	78	9	6	7
Grade 8, Fall 2024	82	7	6	5
Grade 9, Spring 2025	75	10	8	8
Grade 9, Fall 2024	79	10	5	6

Foundational to this work is ensuring that teachers know how to respond to the learning needs of every learner and the importance of ongoing access to PL and resources that support teachers in this work. Over the past three years, teacher voice from the DFS indicates a high level of confidence from teachers in meeting the literacy and numeracy learning needs of the students they teach. Through Division, catchment and school level efforts teachers will continue to be supported in the area of high-quality literacy and numeracy instruction to meet the learning needs of each of their students.

### 2024–25 DFS results indicate that:

**93 per cent** of staff agreed that “I have the knowledge and skills to support students in their literacy learning.”

**90 per cent** of staff agreed that “I have the knowledge and skills to support students in their numeracy learning.”

## Provincial Measures

### Alberta Education and Childcare Assurance Survey

Reading and Writing Support (*see Table 13*): From the AEA Survey, it is evident that students’ belief in their ability to access reading and writing help at school has seen fluctuations over the years at both the Division and provincial levels. For 2024–25, there were gains in all three student grade-level cohorts compared to the prior year. Of note, results for Grades 10 to 12 students have improved by six per cent since 2020–21, where student perceptions were likely impacted by the quarter system, online learning and general social distancing requirements.

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Table 13. Alberta Education and Childcare Assurance Measures—5-Year Historical Division Help with Reading & Writing

Percent of students in Grades 4 to 12 who believe they can access reading and writing help at school when needed.

EPSB						Alberta					
Grade	2021	2022	2023	2024	2025		2021	2022	2023	2024	2025
Grade 4 to 6	85 (n= 8,931)	85 (n= 9,478)	82 (n= 9,859)	82 (n= 9,193)	83 (n= 9,143)	Grade 4 to 6	86 (n= 72,003)	86 (n= 76,408)	86 (n= 76,795)	84 (n= 79,653)	85 (n= 77,680)
Grade 7 to 9	85 (n= 5,462)	85 (n= 6,232)	83 (n= 6,834)	81 (n= 6,394)	83 (n= 7,146)	Grade 7 to 9	85 (n= 55,194)	84 (n= 60,972)	83 (n= 62,369)	82 (n= 64,441)	82 (n= 64,976)
Grade 10 to 12	71 (n= 3,553)	74 (n= 5,168)	76 (n= 6,066)	75 (n= 5,503)	77 (n= 6,574)	Grade 10 to 12	78 (n= 39,142)	78 (n= 45,983)	78 (n= 51,147)	79 (n= 52,565)	80 (n= 54,511)

In the 2024–25 DFS students were asked to respond to, “I know how to get help with my learning in school.” Though broader in nature than the provincial assurance measure, 84 per cent of students indicated a positive response to this question. This data reinforces the importance of relationships between students and school staff.

### Provincial Early Years Literacy and Numeracy Screeners and Assessments

Early Years Literacy and Numeracy Screeners and Assessments: In the 2024–25 academic year, the Division continued to administer the Early Years literacy and numeracy screening assessments introduced by the province in 2021–22 to help address pandemic related learning disruption. These Early Years assessments are now part of provincially required measures to inform assurance reporting and to support programming for children and students in the early years at the classroom level. These assessments are administered up to three times per year and are intended to identify students who may require additional supports in the areas of literacy or numeracy. For the 2024–25 school year Division teachers used the following Alberta Education and Childcare approved screening assessments as part of this work:

- Castles & Coltheart 3 (CC3) Assessment English and French
- Letter Name-Sound (LeNS) Assessments English and French
- Phonological Awareness Screening Test (PAST) English and French
- Rapid Automatized Naming (RAN) English and French
- Numeracy Screening Assessments English and French

Table 14 illustrates the grade requirements and schedule for each of these assessments throughout the year. Note that Kindergarten assessments only occur once per year in January. The September assessment for Grades 1 to 3 provides information to inform programming. Of these assessments, the Division is only required to report January and May results for the CC3, LeNS and numeracy to the province in the AERR.

Table 14. Required Early Years Literacy and Numeracy Screeners and Assessments

	Kindergarten			Grade 1			Grade 2			Grade 3		
	Sep	Jan	May	Sep	Jan	May	Sep	Jan	May	Sep	Jan	May
CC3					✓	✓	✓	✓	✓	✓	✓	✓
LeNS		✓		✓	✓	✓	✓	✓	✓			
PAST		✓		✓								
RAN		✓		✓								
Numeracy		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓



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Table 15 represents the number and percentage of Kindergarten children identified as requiring additional supports using data from the four assessments conducted in January. This data can serve as an early indicator for schools to provide responsive programming.

Table 15. Early Years Literacy and Numeracy Assessments for Kindergarten	Literacy			Numeracy
	PAST	LeNS	RAN	Numeracy
Total number of children initially assessed (January)	6,697	6,865	6,762	6,864
Total number of children identified as requiring additional supports based on the initial assessment	2,435 (36.4%)	2,058 (30.0%)	2,082 (30.8%)	1,727 (25.2%)

Table 16 indicates the number of Grades 1 to 3 students identified as needing additional supports in January and in May using the CC3, LeNS (Grades 1 and 2 only) and Numeracy (Grades 1 to 3) assessments. The bottom row in Table 16 highlights the positive impact of intervention through the number of students who transitioned out of the category of requiring additional supports.

Table 16. Early Years Literacy and Numeracy Assessments Grades 1 to 3	CC3			LeNS		Numeracy		
	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 1	Grade 2	Grade 3
Total number of students initially assessed (January)	7,445	7,913	8,305	7,519	7,952	7,515	8,074	8,302
Total number of students identified as requiring additional supports based on the <b>initial</b> assessment	1,757 (23.6%)	1,913 (24.2%)	1,987 (23.9%)	2,120 (28.2%)	2,332 (29.3%)	1,715 (22.8%)	2,275 (28.2%)	2,163 (26.1%)
Total number of students identified as requiring additional supports at the <b>end</b> of the school year	1,237 (16.6%)	1,411 (17.8%)	1,318 (15.9%)	1,491 (19.8%)	1,479 (18.6%)	1,375 (18.3%)	1,455 (18.0%)	1,355 (16.3%)
<b>Students identified as requiring additional supports in January who no longer required additional supports when assessed in May</b>	<b>520</b>	<b>502</b>	<b>669</b>	<b>629</b>	<b>853</b>	<b>340</b>	<b>820</b>	<b>808</b>

To support ongoing growth and progress, teachers used universal instructional supports, targeted (small group) and specialized, individualized strategies to support every student in their literacy and numeracy learning. Teachers across the Division supported students identified as at risk in the area of literacy and numeracy learning, through a range of research-based literacy and numeracy intervention strategies including, but not limited to, the following examples:

Literacy	Numeracy
<ul style="list-style-type: none"> <li>Comprehension: Activate and build content knowledge, self-monitor for understanding, develop inference skills and use text structure knowledge.</li> <li>Vocabulary: Explicitly teach tier two words and word learning strategies.</li> <li>Fluency and Sight Word Acquisition: Employ repeated reading and build automaticity with high frequency words.</li> <li>Phonemic Awareness and Phonics: Explicitly and systematically teach letters, letter combinations and associated sounds and teach isolating, blending, segmenting and manipulating of sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Mathematical Representations, which includes <ul style="list-style-type: none"> <li>Visuals, such as pictorial representations.</li> <li>Concrete or “hands-on” materials.</li> <li>Mathematical or symbolic notations.</li> </ul> </li> <li>Mathematical Dialogue, which includes: <ul style="list-style-type: none"> <li>Sharing ideas and clarifying understanding verbally.</li> <li>Number talks and mental math activities.</li> <li>Vocabulary development to express mathematical ideas.</li> </ul> </li> <li>Mathematical Writing, which includes: <ul style="list-style-type: none"> <li>Graphic organizers and charts.</li> <li>Using pictures, numbers and symbols.</li> </ul> </li> </ul>

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## Provincial Achievement Results

PAT Results for all Division students, EAL students and Self-Identified First Nations, Métis, and Inuit students: Tables 17, 18 and 19 detail the aggregate PAT results for the percentage of students who achieved the acceptable standard or the standard of excellence for each of the three cohorts of students. For each cohort, these students are compared to the provincial cohort.

Overall Division PAT results for Grade 9 students demonstrate improvement over the previous year for both acceptable standard and standard of excellence. This improvement builds upon last year's growth (*see Table 17*).

Overall cohort results	Edmonton School Division							Alberta						
	2022	2023	2024	2025	Achievement	Improvement	Overall	2022	2023	2024	2025	Achievement	Improvement	Overall
Grade 9 Enrolment	8,151	8,297	8,710	9,108				53,039	57,925	60,682	61,071			
Overall percentage of students in Grade 9 who achieved the acceptable standard on PATs.	64.3	62.0	63.2	63.4	Low	Improved	Acceptable	62.9	62.6	62.5	62.5	Low	Maintained	Issue
Overall percentage of students in Grade 9 who achieved the standard of excellence on PATs.	21.2	18.9	19.1	19.4	High	Maintained	Good	16.8	15.5	15.4	15.6	Intermediate	Maintained	Acceptable

When looking at PAT results for Grade 9 EAL students (*see Table 18*), it should be noted that as part of the 2023-24 annual review of students coded EAL, schools reviewed academic information to see if students still required support and EAL coding. This work resulted in significantly fewer students continuing to be identified for coding as EAL learners for the 2023-24 school year. This has continued to influence the size of the EAL student cohort for the 2024–25 school year and remains reflected in our results with nine per cent fewer EAL students than in 2024 and 30 per cent fewer than in 2022. The Division continues to provide programming and interventions to support EAL students in their learning and to provide opportunities for staff to further enhance their capacity and confidence to meet the learning needs of EAL students.

**2024–25 DFS results indicate that:**  
**73 per cent** of staff<sup>12</sup> agreed that “I have the knowledge and skills to program for/support students who are English Language Learners (ELL).”

EAL cohort results	Edmonton School Division							Alberta						
	2022	2023	2024	2025	Achievement	Improvement	Overall	2022	2023	2024	2025	Achievement	Improvement	Overall
Grade 9 Enrolment	1,703	1,613	1,303	1,185				6,575	7,162	7,405	7,682			
Overall percentage of students in Grade 9 who achieved the acceptable standard on PATs.	62.1	57.8	49.3	43.0	Very Low	Declined Significantly	Concern	54.8	55.3	52.7	51.2	Very Low	Declined Significantly	Concern
Overall percentage of students in Grade 9 who achieved the standard of excellence on PATs.	17.8	15.5	10.5	7.9	Very Low	Declined Significantly	Concern	11.3	11.0	10.1	10.0	Low	Declined	Issue

<sup>12</sup>For this question, staff includes principals, assistant principals and teachers.

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### 2024–25 DFS results indicate that:

**82 per cent** of staff<sup>13</sup> agreed that “I have the knowledge and skills to program for/support students who are First Nations, Métis, and Inuit.”

PAT results in 2025 for Grade 9 self-identified First Nations, Métis, and Inuit students (*see Table 19*) continue to show improvement from 2022. This is an encouraging trend in improvement for self-identified First Nations, Métis, and Inuit students and is a testament to the collaborative work of students, their families, community members and staff in support of student achievement and success. This continuous trend is encouraging and indicates the importance of the Division’s ongoing commitment to this work.

Table 19. Overall PAT Acceptable/Excellence Results for Self-Identified First Nations, Métis, and Inuit Students

	Edmonton School Division							Alberta						
	2022	2023	2024	2025	Achievement	Improvement	Overall	2022	2023	2024	2025	Achievement	Improvement	Overall
Grade 9 Enrolment	719	740	768	733				4,188	4,717	4,868	4,924			
Overall percentage of students in Grade 9 who achieved the acceptable standard on PATs.	31.1	31.3	34.7	36.1	Very Low	Improved	Issue	41.9	39.4	41.4	41.6	Very Low	Improved	Issue
Overall percentage of students in Grade 9 who achieved the standard of excellence on PATs.	4.0	4.0	5.7	5.6	Very Low	Maintained	Concern	5.4	5.3	6.1	6.3	Very Low	Improved	Issue

### Diploma Exams

Overall Diploma Exam Results for all Division students, EAL students and Self-Identified First Nations, Métis, and Inuit students: Tables 20, 21 and 22 detail the aggregate diploma results for the percentage of students who achieved the acceptable standard or the standard of excellence for each of the three cohorts of students. For each cohort, these students are compared to the provincial cohort.

Results for all Division students continue to demonstrate improvement and have been designated overall as good at the acceptable standard and excellent at the standard of excellence. This result largely aligns with the province, although a higher percentage of Division students achieved the standard of excellence compared to the province (*see Table 20*). These results reinforce the importance of actions taken across the Division to support high school students in their planning towards high school completion and preparation for their future aspirations.

Table 20. Overall Diploma Exam Course Acceptable/Excellence Results for All Division Students

Overall cohort results	Edmonton School Division							Alberta						
	2022	2023	2024	2025	Achievement	Improvement	Overall	2022	2023	2024	2025	Achievement	Improvement	Overall
Writers	10,317	12,163	12,876	13,630				58,444	67,294	72,444	78,236			
Overall percentage of students who achieved the acceptable standard on diploma examinations.	73.8	80.2	81.5	81.8	Intermediate	Improved	Good	75.2	80.3	81.5	82.0	Intermediate	Improved Significantly	Good

<sup>13</sup>For this question, staff includes principals, assistant principals and teachers.

## Priority 1: Build on outstanding learning opportunities for all students

Overall percentage of students who achieved the standard of excellence on diploma examinations.	21.1	24.0	25.5	25.9	Very High	Improved Significantly	Excellent	18.2	21.2	22.6	23.0	High	Improved Significantly	Good
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High school students were also part of the 2023-24 annual review of students coded EAL, where schools reviewed academic information to see if students still required support and EAL coding. This resulted in fewer high school students continuing to be identified for coding as EAL learners in 2023-24 and also in 2024–25 (*see Table 21*). Overall, results were maintained compared to the previous three-year average, but there has been substantial variability. In 2022 and 2023, this variability followed the provincial pattern; but in 2024 and 2025, the smaller cohort is likely a factor in the Division's results.

Table 21. Overall Diploma Exam Course Acceptable/Excellence Results for English as an Additional Language Students

EAL cohort results	Edmonton School Division							Alberta						
	2022	2023	2024	2025	Achievement	Improvement	Overall	2022	2023	2024	2025	Achievement	Improvement	Overall
Writers	1,624	1,911	940	1,100				5,396	6,167	5,610	6,878			
Overall percentage of students who achieved the acceptable standard on diploma examinations.	58.8	68.7	60.8	64.7	Very Low	Maintained	Concern	59.0	67.1	66.3	67.4	Very Low	Maintained	Concern
Overall percentage of students who achieved the standard of excellence on diploma examinations.	13.6	17.2	14.4	15.2	Intermediate	Maintained	Acceptable	10.8	13.8	14.0	14.8	Intermediate	Improved	Good

Diploma results for self-identified First Nations, Métis, and Inuit students (*see Table 22*) continue to show improvement in the percentage of students achieving the acceptable standard, with Division results slightly higher than provincial result for this student cohort. This encouraging trend of improvement highlights the success of collaborative efforts by students, their families, community members and staff to support academic achievement. Results for standard of excellence were maintained and are on par with those of the province. The Division will continue to provide meaningful learning experiences that meet high school students where they are at in their learning and support their goals towards life after high school.

Table 22. Overall Diploma Exam Course Acceptable/Excellence Results Self-Identified First Nations, Métis, and Inuit Student

	Edmonton School Division							Alberta						
	2022	2023	2024	2025	Achievement	Improvement	Overall	2022	2023	2024	2025	Achievement	Improvement	Overall
Writers	469	615	611	672				3,107	3,949	4,258	4,726			
Overall percentage of students who achieved the acceptable standard on diploma examinations.	67.7	74.0	77.2	78.5	Low	Improved	Good	68.7	74.8	76.9	77.5	Low	Improved	Acceptable
Overall percentage of students who achieved the standard of excellence on diploma examinations.	8.2	11.1	11.0	11.8	Low	Maintained	Issue	8.5	11.3	11.8	11.9	Low	Maintained	Issue

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

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Preparing all students to graduate and supporting their transition into post-secondary education, the world of work, lifelong learning and community citizenship is a fundamental outcome of public education. The following actions support students in thinking about and preparing for the future.

#### **P1G3 Strategic Action: Enhance innovative, experiential learning opportunities that encourage all students to think about, explore and plan for the future.**

- The Division's work in support of career pathways seeks to connect students to authentic, hands-on learning opportunities grounded in curriculum and supporting competency-focused experiences. The Division's [Career Pathways](#) initiative supports career exploration from Awareness (Kindergarten to Grade 4), to Understanding (Grades 5 to 9) to Readiness (Grades 10 to 12). The Career Pathways team engages staff through PL opportunities, curriculum planning and facilitating connections to community partners. Some examples of the work occurring across the Division, includes:
  - MakerWeek, a cross-curricular design challenge for students that emphasized creative problem solving. Ten schools signed up to participate in 2024–25.
  - Inquiring Minds, immersive off-campus learning experiences for Kindergarten to Grade 12 students, included some of the following themes: Legislature School, Winspear School, Fort School, Aviation School, Active Living School, Museum School, River Hawks School, Science School, City Hall School and Edmonton Oilers Ice School. Eighty-two classes visited an Inquiring Minds site in 2024–25.
  - The Career Pathways' Community Marketplace, where 9,100 students and professionals from more than 60 organizations explored careers together. Through the Marketplace, volunteer professionals visited classrooms on 330 occasions to share information with students and lead the class in authentic, hands-on, career pathways-focused learning activities.
  - The Student Spaceflight Experiments Program (SSEP) is an opportunity in partnership with the National Center for Earth and Space Science Education for students in Grades 6 to 9 to research Science, Technology, Engineering and Mathematics (STEM) topics in microgravity. Students compete to send their experiment to the International Space Station (ISS). This program is conducted in a partnership between SSEP and NASA.
    - In the 2024–25 school year, eight schools and 890 student researchers participated in the SSEP Mission 19 competition. In conjunction with this competition, a cross-curricular Mission Patch Art and Design competition was also held. Two mission patch designs were chosen from approximately 400 entries (Kindergarten to Grade 9). The flight experiment and winning mission patches will launch to the ISS in April 2026.
  - Over 2,000 students from four elementary schools participated in an event focused on artificial intelligence (AI). In collaboration with the Alberta Machine Intelligence Institute (Amii), the event aimed to ignite student curiosity and foster a deeper understanding of AI and its real-world applications, including robotics.

## Priority 1: Build on outstanding learning opportunities for all students

- The Student AI Conference, organized by the Division's Technology Integration and Planning Support (TIPS) team and Career Pathways, connected approximately 300 students in Grades 10 to 12 from across the Division to explore the field of AI. Through a dynamic program featuring a keynote speaker from Amii, 20 breakout sessions, 21 exhibition hall booths and hands-on activities, students deepened their understanding of AI literacy, ethics, real-world applications and career pathways. Participant feedback was highly positive, with 95 per cent of post-conference survey results from students and staff reporting high satisfaction.

### Student Voice

"I really liked how interactive and how interesting the sessions/ exhibits were. I enjoyed the hands-on activities which helped expand and develop an understanding of AI. "

-Student Participant, Student AI Conference

- Through continued support from the Edmonton Construction Association Tools for Schools initiative 2024–25, six additional Division junior high schools each received donated equipment, tools and materials to support programming, bringing the total number of schools supported through this initiative to 34 schools. The goal of the initiative is to increase interest and provide positive experiences for students in construction classes.
- In alignment with the identified goal in the Premier's education mandate letter to raise awareness and create opportunities for young Albertans in Grades 9 to 12 to explore career pathways in skilled trades and technology professions, Edmonton Public Schools submitted an application for a Skilled Trades and Technology Collegiate, which was approved in May 2025.
- Through Campus EPSB students immerse themselves in engaging, hands-on courses and take courses at another school or industry site to earn high school credits and potentially industry credentials. In 2024–25, Campus EPSB semestered courses were offered at seven Division high schools across the city. Additionally, semestered courses were offered at six industry training sites and summer Campus EPSB courses were offered at nine industry training sites. (For a complete list of these course options see the chart below.) Training and experience at industry sites is supported in partnership with The Educational Partnership Foundation (TEPF). Seventy-four students chose this path of learning through one of these opportunities.

Semester in school courses	Semester industry training sites	Summer industry training sites
<ul style="list-style-type: none"> <li>● Automotive Service Technician</li> <li>● Community Care</li> <li>● Cosmetology</li> <li>● Culinary Arts</li> <li>● Electrician Apprenticeship</li> <li>● Exploring Aviation</li> <li>● Restaurateur</li> </ul>	<ul style="list-style-type: none"> <li>● Carpentry and Painters and Allied Trades</li> <li>● Electrical and Pipes Trades</li> <li>● Iron Working and Millwrighting</li> </ul>	<ul style="list-style-type: none"> <li>● Bricklayer</li> <li>● Boilermaker</li> <li>● Carpentry</li> <li>● Electrician</li> <li>● Finishing Trades</li> <li>● Industrial Millwright</li> <li>● Insulator Heat and Frost</li> <li>● Ironworker</li> <li>● Pipe Trades</li> </ul>



## Priority 1: Build on outstanding learning opportunities for all students

### P1G3 Strategic Action: Engage students from Kindergarten to Grade 12 to self-reflect and set goals that develop their skills, increase their awareness of career pathways and support their readiness to transition to life beyond high school.

- A key step to high school completion and readiness for life beyond Grade 12 is mapping out a path to high school completion focused on a students' goals and interests. This work happens across Division schools in a variety of ways, with staff engaging in conversations with students and supporting them in documenting their learning plan. myBlueprint, an online tool accessed by students and staff through SchoolZone, is one example of a resource schools can use to support students in this planning for their futures.
  - myBlueprint is designed to support students' awareness of various career pathways and their readiness to transition to life beyond high school. This tool is available to all students from Kindergarten to Grade 12 and enables them to:
    - Create portfolios
    - Self-reflect
    - Set goals and create high school plans
    - Explore careers, post-secondary education and trades
    - Build resumes or cover letters
  - During the 2024–25 year, myBlueprint was accessed by many students from Kindergarten to Grade 12. While high school students are the most likely to use myBlueprint, Grade 9 students also have the opportunity to create a high school plan using this tool. Table 23 highlights the percentage of students in Grade 9 with a high school plan and students in Grades 10 to 12 accessing their myBlueprint account.
  - myBlueprint student logins exceeded 200,000, which represents a new benchmark for usage of this online tool in the Division.

	2020-21	2021-22	2022-23	2023-24	2024-25
Percentage of Grade 9 students with a high school plan	45	30	30	35	35
Percentage of high school students accessing their account	55	53	60	60	55
Percentage of self-identified First Nations, Métis and/or Inuit high school student accessing their account	40	47	51	48	43

- The [fifth annual Edmonton Public Schools Virtual Career Day](#) was organized by Division high schools and supported by the central Career Pathways team. This event provided 114 sessions, including sessions in French. In total, session streams were viewed more than 21,000 times by students from junior high and high schools across the Division.
- [What's Next!](#) was a live conference hosted by Student Senators in April, at a Division high school. This event provided students with the opportunity to explore careers through small group sessions, one-on-one discussions with experts and live demonstrations. Breakout sessions focused on career insights, hands-on skill-building opportunities and finances. In total, 83 students from 16 Division high schools attended this event.

#### Student Voice

"It was excellent, and I wish there was time for more sessions."

-Grade 10 Student, Virtual Career Day

"Do this more often."

-Grade 8 Student, Virtual Career Day

**P1G3 Strategic Action: Build students' awareness and understanding of climate change through curriculum, learning resources and experiential learning opportunities.**

- Students' awareness and understanding of the environment and climate change is connected in school through the curriculum, student-led initiatives and current events. This includes but is not limited to:
  - The Stepping Into Science Alberta Kindergarten to Grade 6 resource project included the development of lessons where students build an awareness and understanding of humans' impact on the environment. In 2024–25 the new Grades 4 to 6 science curriculum was implemented and examples of possible lessons addressing climate change include but are not limited to:
    - A Grade 4 lesson in which students investigate how Earth's systems are interconnected, integrating First Nations and Métis perspectives on relationships within the environment.
    - A Grade 5 lesson that introduces students to conservation-focused agricultural practices in an Alberta context.
    - A Grade 6 lesson where students discuss how Elders, traditional Knowledge Keepers and scientists collaborate to support awareness of changes in climate.
  - The inaugural two day sâkipakâwi Gardening Summit, hosted by the Bennett Centre, brought together Kindergarten to Grade 12 students and staff, Indigenous Knowledge Keepers and gardening experts to support sustainable school gardening across Edmonton.
  - The Bennett Centre also hosts an annual Climate Summit for high school students and staff to explore how to create a better climate future. Students are able to work with Knowledge Keepers and experts from across diverse fields to engage in climate optimism and explore hopeful, community-rooted responses to the climate crises.
  - Student leadership and school-wide initiatives take on a variety of activities that support the environment and climate, such as recycling programs or writing for environmental grants.
- The [Division Energy and Environment Strategy \(2023–26\)](#) continues to bring the Division's commitment to environmental and social responsibility to life. The document serves as an overview of existing sustainability efforts and a framework for upcoming initiatives that recognize the importance of environmental education and sustainable learning environments. It outlines efforts ranging from small projects that support larger sustainability initiatives, through to Division-wide environmental policy and program development. An [update](#) was presented to the Board of Trustees on October 22, 2024. In 2024–25, in support of environmental initiatives in schools, the Division conducted a range of activities, including the following:
  - Supported the [EcoSchools in Alberta](#) program, which is an online platform that engages schools in climate curriculum and sustainable action projects while working towards certification. EcoSchools certification represents environmental excellence for schools in Canada. Currently there are 57 Division schools registered to participate in this program.
    - The Division joined the EcoSchools Program Advisory Committee, which is a team of school board representatives who offer insight and expertise to enhance the EcoSchools program and effectively support schools and school boards across the country.
  - Supported Division events and initiatives, including Climate Change and School Gardening Summits organized by the Bennett Centre, to raise awareness of how students can participate in activities that promote environmental stewardship.
  - Developed resources to support teachers and students with sustainable activities, like the [Energy Vampire Poster](#), [Sustainability Conversations Guide](#) and [Actions to Reduce Energy Use at School Checklist](#).
  - Engaged with principals from the Energy and Environment Principal Advisory Committee for ongoing feedback to help inform initiatives and school resources.

## Priority 1: Build on outstanding learning opportunities for all students

- Updated the Environmental Dashboard, which provides both Division and school-level summaries of utility consumption and solar generation (where applicable), including historical data. The Dashboard includes data that can be used by teachers in the classroom.
- Installed solar panels on two additional schools (Londonderry and W.P. Wagner) in support of the Division Solar Strategy, increasing the total number of Division schools with solar installations to 26.

### Additional Actions Taken in Support of Priority 1 Goal 3

#### Artificial Intelligence 25-35

- Artificial Intelligence 25-35 was developed as a locally developed course by the Division and approved at the May 6, 2025, Board meeting. This new course sequence supports students in developing their digital literacy skills in the area of artificial intelligence.

#### Dual Credit Courses

- During the 2024–25 school year, the Division increased its dual credit offerings from seven courses to 15 courses, across eight Division high schools. These courses were offered through Memorandums of Understanding (MOU) with the Northern Alberta Institute of Technology (NAIT), MacEwan University, Norquest College and Athabasca University.
  - In total, 220 students participated in dual-enrolled, dual credit courses, including: Sustainable Business, Introduction to Psychology, Introduction to Early Learning Childcare, Individual Health and Wellness, Sociology, Accounting, Health Care Aide, Advanced Welding, Foundations of Design, Introduction to Veterinary Technician, Training for Performance and Introduction to Rehabilitation.

#### Official Languages in Education Programs (OLEP) Hub Project

- The OLEP Hub Project is a new provincial model for supporting French language learning that requires active collaboration among school jurisdictions. This first provincial language HUB project spans from 2024 to 2026.
  - The Institute for Innovation in Second Language Education (IISLE) was one of seven projects in the province approved for this funding. The Hub Project involves collaboration with eight other school divisions to address specific needs in French Immersion (FIM) education. The goal of the project is to support students' French oral language development as well as new curriculum implementation through the development of cross-curricular lessons that incorporate the French Immersion Language Arts and Literature (FILAL) Kindergarten to Grade 6 curriculum with the mathematics Kindergarten to Grade 6 curriculum, the science Kindergarten to Grade 6 curriculum and the physical education and wellness Kindergarten to Grade 6 curriculum. Participating school divisions receive PL from French consultants in CLS, and provide feedback to the cross-curricular lessons. The work began in the 2023–24 school year and continued into the 2024–25 school year.

### P1G3: Summary of Results and Analysis

Engaging and motivating students on their journey to high school completion is a collaborative effort between Division staff, community partners and families that begins in the earliest years. The actions described above exemplify our Division's collaboration with the community to empower student learning for a changing society, workforce and climate. The following measures, along with those in Tables 2 to 5 (*see p.12-14*), illustrate both the ongoing success of the Division in supporting students to high school completion and preparing them for lifelong learning as well as identifying opportunities for continuous improvement in the active citizenship measure.

## Priority 1: Build on outstanding learning opportunities for all students

### Local Measures

High School Course Completion Rates: Division high schools work to explore responsive and creative ways to support student engagement and increased course completion. Course completion is a critical step towards achieving high school completion. These efforts have supported the average course completion rate to remain stable or increase as noted in Table 24. This data also reflects the steady enrolment growth at the high school level over the past several years.

	2020-21	2021-22	2022-23	2023-24	2024-25
Number of enrolments in HS courses	254,000	296,761	314,151	333,779	352,735
Number of completed HS courses	222,214	252,588	266,972	286,950	304,809
Completion rate	87.5	85.1	85.0	86.0	86.4

\* Enrolled in course for more than 14 days and completed with a school mark of 50% or greater

### Provincial Measures

High School Completion rates are a significant indicator of the Division's success in supporting all students in achieving the goal of high school completion and a life of dignity, fulfilment, empathy and possibility. Tables 25 and 27 highlight three-, four- and five-year high school completion rates for all Division students and for EAL students at the Division. A caution regarding interpreting high school completion rates over time was provided by Alberta Education and Childcare (*see note 4 on page 11*), as participation in the 2019–20 to the 2022–23 diploma exams was impacted by the pandemic. This impact included exams being cancelled at different times and their weighting being reduced from 30 per cent to 10 per cent in 2021–22 and to 20 per cent in 2022–23.

These factors likely impacted graduation rates, hence the caution in interpreting results over time. The four- and five-year rates (*see Table 25*) continue to be impacted by the various changes to diploma exams that occurred between 2019–20 and 2022–23.

This year's dropout rate of 2.3 per cent demonstrates maintenance of positive outcomes, with an overall assessment of excellent. Notably, the six year transition rate continues to trend upwards from its already high level of achievement. While the Rutherford scholarship eligibility rate (68.3 per cent) declined significantly, which follows the trend of the provincial average (*see Table 25*), it also would have been impacted by various changes to diploma exam requirements between 2019-20 and 2022-23.

Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
3-year High School Completion	<b>77.8</b>	76.5	78.5	Intermediate	Maintained	Acceptable	<b>81.4</b>	80.4	81.4	Intermediate	Maintained	Acceptable
4-year High School Completion	<b>81.7</b>	83.2	83.9	Intermediate	Declined Significantly	Issue	<b>84.7</b>	85.1	86.2	Intermediate	Declined Significantly	Issue
5-year High School Completion	<b>85.9</b>	86.6	85.9	Intermediate	Maintained	Acceptable	<b>87.1</b>	88.1	87.9	Intermediate	Declined Significantly	Issue
Drop Out Rate	<b>2.3</b>	2.1	2.2	Very High	Maintained	Excellent	<b>2.4</b>	2.5	2.4	Very High	Maintained	Excellent

## Priority 1: Build on outstanding learning opportunities for all students

Rutherford Scholarship Eligibility Rate	<b>68.3</b>	71.0	71.2	Intermediate	Declined Significantly	Issue	<b>69.4</b>	70.7	70.9	High	Declined Significantly	Issue
Transition Rate (6 yr)	<b>66.1</b>	65.2	65.2	High	Improved	Good	<b>59.9</b>	60.1	60.0	Intermediate	Maintained	Acceptable

Table 26 shows the diploma exam participation rate compared to the three-year high school completion rate each year from 2015 to 2024 for all students. The three-year high school completion rate is consistently higher in the years 2020, 2021 and 2022, when the pandemic affected the writing of diploma exams.

Table 26. All Students - Division: Historical Diploma Exam Participation Rate (4+ Exams) and 3-Year High School Completion Rate										
	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Diploma Exam Participation Rate (4+Exams)	60.1	60.7	60.2	60.2	61.3	0.0	0.0	4.9	56.3	59.3
3-year High School Completion	72.3	75.4	73.8	75.1	76.4	78.7	80.6	78.2	76.5	77.8
n size	6,199	6,308	6,271	6,567	6,589	6,772	6,973	7,107	7,235	7,771

When examining Division results for EAL students it is important to note the shift in the cohort size for this group of students (from 1,091 to 323 students). This change in cohort size is due to the review of EAL coding that occurred in 2023–24 (see page 13). As can be observed in Table 27, this change affected results for the three-year completion rate, the drop out rate and the Rutherford Scholarship eligibility rate. The transition rate for EAL students in the Division (71.4 per cent), which is not yet affected by the coding review, continues to exceed that of the province and has been maintained over time (see Table 27).

Table 27. Alberta Education and Childcare Assurance Measures—High School Completion												
English as an Additional Language Students—Division compared to Province												
Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
3-year High School Completion	<b>56.9</b>	68.8	72.3	Very Low	Declined Significantly	Concern	<b>73.5</b>	72.0	74.4	Low	Maintained	Issue
4-year High School Completion	<b>78.0</b>	79.6	80.9	Low	Declined	Issue	<b>81.1</b>	82.2	84.5	Intermediate	Declined Significantly	Issue
5-year High School Completion	<b>83.7</b>	87.3	86.4	Intermediate	Declined	Issue	<b>85.3</b>	88.1	87.6	Intermediate	Declined Significantly	Issue
Drop Out Rate	<b>3.4</b>	1.8	1.9	High	Declined Significantly	Issue	<b>3.1</b>	2.6	2.4	High	Declined Significantly	Issue
Rutherford Scholarship Eligibility Rate	<b>39.6</b>	56.4	58.1	Very Low	Declined Significantly	Concern	<b>52.0</b>	56.8	59.5	Low	Declined Significantly	Concern
Transition Rate (6 yr)	<b>71.4</b>	67.9	69.4	High	Maintained	Good	<b>64.6</b>	65.2	64.6	High	Maintained	Good

The cohort size of EAL students graduating within three years in the Division changed significantly, going from 1,091 coded students in 2023 to 323 students in 2024 (see Table 28). When looking at Division results caution is required when interpreting these results over time due to this shift in cohort composition.

## Priority 1: Build on outstanding learning opportunities for all students

Table 28. English as an Additional Language Students - Division: Historical Diploma Exam Participation Rate (4+ Exams) and 3-Year High School Completion Rate

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Diploma Exam Participation Rate (4+Exams)	59.2	63.2	65.0	59.7	54.0	0.0	0.0	5.1	52.7	38.7
3-year High School Completion	65.9	76.1	78.0	68.1	71.0	71.0	76.7	71.2	68.8	56.9
n size	470	631	765	763	691	776	841	937	1,091	323

Results for Self-Identified First, Nations, Métis, and Inuit students are addressed under Priority 2 of this report (starting on page 62).

Citizenship: The Division's provincial achievement result on the measure of students modelling the characteristics of active citizenship is high (*see Table 29*); however, it continues to reflect an overall downward trend, also seen at the provincial level. A more in-depth review of this measure, which is made up of five sub questions on the provincial assurance survey, found the following:

- The sub questions regarding students following rules and respecting each other consistently remain the areas with the greatest opportunity for improvement in student, parent and teacher perception.
- The sub questions regarding student citizenship or helping their community, continue to be areas of strength for students, parents and teachers. Additionally, there continues to be positive agreement and consistently high agreement that students are encouraged at school to try their best.

Table 29. Alberta Education and Childcare Assurance Measures—Citizenship

*Teachers, parents and students who are satisfied that students model the characteristics of active citizenship*

Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Overall	78.3 (n= 30,689)	79.0 (n= 29,106)	80.0 (n= 29,952)	High	Declined Significantly	Issue	79.8 (n= 269,117)	79.4 (n= 265,100)	80.4 (n= 257,367)	High	Declined Significantly	Issue
Parent	76.4 (n= 3,150)	78.8 (n= 3,906)	79.1 (n= 3,984)	High	Declined Significantly	Issue	78.6 (n= 34,441)	78.7 (n= 33,217)	79.5 (n= 32,258)	High	Declined Significantly	Issue
Student	69.3 (n= 23,318)	68.7 (n= 21,432)	70.4 (n= 21,907)	High	Declined Significantly	Issue	70.3 (n= 201,119)	69.6 (n= 199,816)	71.0 (n= 193,317)	High	Declined Significantly	Issue
Teacher	89.2 (n= 4,221)	89.4 (n= 3,768)	90.4 (n= 4,061)	Intermediate	Declined	Issue	90.5 (n= 33,557)	89.8 (n= 32,067)	90.6 (n= 31,792)	Intermediate	Maintained	Acceptable

Lifelong Learning and Work Readiness: Agreement that students are taught attitudes and behaviours that will make them successful at work has an achievement evaluation of high but has declined compared to the prior three-year average (*see Table 30*). Teachers and parents remain satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning, but again results declined compared to the prior three-year average.



## Priority 1: Build on outstanding learning opportunities for all students

Table 30. Alberta Education and Childcare Assurance Measures—Success after High School and Lifelong Learning

	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
<i>a. Teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.</i>												
Overall	80.9 (n= 6,986)	82.4 (n= 7,276)	83.1 (n= 7,622)	High	Declined Significantly	Issue	83.7 (n= 63,905)	82.8 (n= 61,407)	83.6 (n= 60,533)	High	Maintained	Good
<i>b. Teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.</i>												
Overall	78.2 (n= 7,120)	78.6 (n= 7,431)	79.3 (n= 7,782)	High	Declined	Acceptable	80.8 (n= 65,274)	79.9 (n= 62,712)	80.4 (n= 61,855)	High	Improved	Good

Career Planning: Grades 7 and 10 students' perception that they get the help they need planning for a career decreased somewhat in 2023-24 and have returned or exceeded previous results for 2024–25, indicating continued opportunities to build relationships with students and engage them in career and post-secondary planning (*see Table 31*). Results for students in Grades 7 to 9 may be reflective of this age group's readiness and awareness of goals beyond high school. Detailed stakeholder results for the provincial assurance survey can be found in [Appendix C](#).

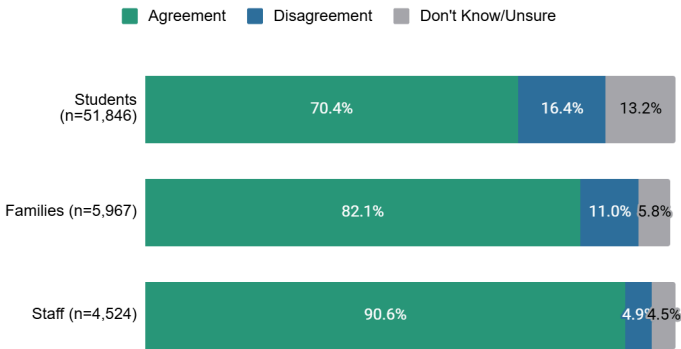
Table 31. Alberta Education and Childcare Assurance Measures—5-Year Historical Division and Province—Career Planning

<i>Students reporting that they get the help they need planning for a career.</i>										
	Edmonton School Division					Alberta				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Grades 7 to 9	53 (n= 5,206)	56 (n= 6,063)	56 (n= 6,680)	52 (n= 6,242)	58 (n= 7,022)	52 (n= 51,598)	53 (n= 57,068)	53 (n= 58,836)	52 (n= 60,928)	54 (n= 60,962)
Grades 10 to 12	73 (n= 3,611)	77 (n= 5,193)	78 (n= 6,054)	75 (n= 5,508)	78 (n= 6,627)	76 (n= 39,431)	76 (n= 46,267)	77 (n= 51,168)	76 (n= 52,587)	78 (n= 54,837)

In the 2024–25 DFS, students in Grades 10 to 12, families and school staff were asked two questions focused around how the Division is doing to help students be prepared for their futures. These results, as presented in Figures 4 and 5 below, reflect a high level of staff confidence in the role school plays in preparing youth for their futures. As youth explore and wonder about their futures beyond high school, student feedback shows less agreement with these two questions.

Priority 1: Build on outstanding learning opportunities for all students

Figure 4. What students are learning in school will prepare them for the future

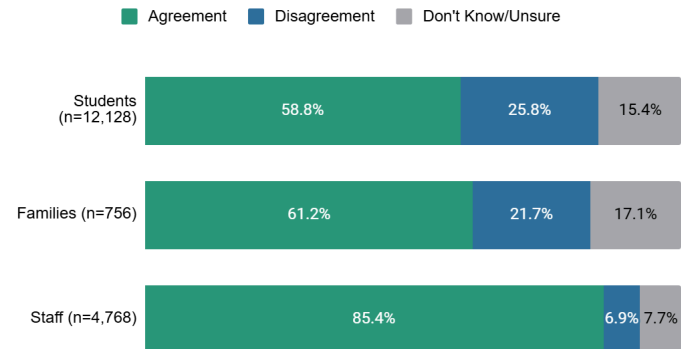


**Students:** What I learn in school will help me in my future

**Families:** What my child learns in school will help prepare them for their future

**Staff:** I feel confident connecting curricular outcomes to the development of competencies students will need for their futures

Figure 5. School is supporting students to prepare for life after high school



**Students:** I feel supported to prepare for life after I finish high school (Grades 10 to 12)

**Families:** My child's school supports them to transition to life after high school (Grades 10 to 12)

**Staff:** I feel confident that the work I am doing is preparing students to transition to life after high school



## Priority 2

***Advance action  
towards anti-racism  
and reconciliation.***

## Priority 2: Advance action towards anti-racism and reconciliation.

**Outcome: Authentic and meaningful progress advancing towards anti-racism and reconciliation.**

Edmonton Public Schools is committed to anti-racism, reconciliation and equity. This commitment unfolds under the direction and actions set out in board policy, Priority 2 of the 2022–26 Strategic Plan and the Division's [Anti-racism and Equity Action Plan](#).

The Division believes that listening to, and learning from, students, staff, families and community is critical to understanding what is important. These voices have helped inform the development of a multi-year action plan which is structured around three key areas:

- Support for schools and enhancing school capacity
- Human Resource practices
- Extended student demographic data collection

The actions outlined in this plan are intended to lead to authentic and long-term systemic change. DFS results provide the Division with an indication of the awareness around this work for staff, students and families. Since the beginning of the Strategic Plan (2022–23), perceptions of awareness about truth and reconciliation initiatives in schools have increased slightly for students (79.6 per cent to 81.6 per cent) and families (69.3 per cent to 71.6 per cent). Over the same time span, staff awareness, which remains high, decreased from 93.6 per cent to 90.7 per cent.

### 2024–25 DFS results indicate that:

**82 per cent** of students agreed that “my school takes actions that support truth and reconciliation.”

**72 per cent** of families agreed “my child’s school keeps me informed of steps they are taking to support truth and reconciliation.”

**91 per cent** of staff agreed “the Division is taking actions that support truth 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.**

### **P2G1 Strategic Action: Support the Division's intentional efforts towards anti-racism through an annual cycle of goal setting, monitoring and reporting on progress.**

In 2024–25 work in support of the three key areas of the action plan continued, building on progress made in the previous years. A comprehensive summary of the Division's work in support of anti-racism, reconciliation and equity for year three of the [Action Plan](#) provides an update on progress made in the 2023-204 school year. This progress served as momentum in guiding the work into 2024–25.

#### **Action Plan Highlights**

- ❖ In May 2024 The Board of Trustees approved the revised version of [Board Policy GCA.BP Approval of the School Year Calendar](#). The work to revise the policy prioritized the inclusion of days of significance whenever possible.
- ❖ To support Division leaders in this work, the Diversity Hub resource on Connect was launched as a centralized online one stop shop featuring videos, toolkits and service contacts to support Division staff in accessing Diversity Education initiatives and materials.
- ❖ To support equitable and inclusive hiring practices a resource and PL content was developed. *The Equitable and Inclusive Hiring Practices* resource includes practices supporting applicant screening, interviewing, selection and post-interview follow-up. This content was integrated into sessions supporting Division leaders in their work to hire staff.
- ❖ Initial work was done to explore the potential collection of staff demographic data.
- ❖ The Division's work continued to be informed and supported through engagement with staff, community members and Division leaders through established advisory committees.

Carrying forward, highlights from the 2024–25 school year include:

#### **Working towards Reconciliation**

- The Division, led by CLS, hosted an event on September 27, 2024, to commemorate the National Day for Truth and Reconciliation and Orange Shirt Day. Trustees, senior leaders, staff and students were able to attend the event in-person. The event was also live-streamed so schools across the Division could participate.
  - The in-person event also included the opportunity to hear a keynote address from a journalist who shared personal narratives on intergenerational trauma and reconciliation.
- A Cree artist from Sturgeon Lake Cree Nation, was commissioned to create an original artwork that celebrated the rich and diverse cultures of First Nations, Inuit, and Métis peoples. Prints of this artwork were gifted to self-identified First Nations, Métis, and Inuit 2025 graduates (see page 58).
- To support schools in acknowledging and recognizing National Indigenous Month and the National Day for Truth and Reconciliation, centrally curated and developed materials and learning activities were made available to schools.
- While feedback from the DFS indicates that important progress has been made, there remains significant work ahead, and our commitment to ensure that all students develop a strong understanding of residential schools and their enduring legacy continues. We remain focused on supporting educators, engaging with communities and fostering learning experiences that promote awareness, empathy and a collective responsibility toward truth



## Priority 2: Advance action towards anti-racism and reconciliation

and reconciliation.

- Schools continue to build meaningful learning opportunities and select high-quality resources that deepen students' understanding of Indigenous world views, perspectives and histories. This includes ongoing efforts to integrate age-appropriate teachings, build upon staff confidence and create learning environments that honour Indigenous cultures and contributions.

### 2024–25 DFS results indicate that:

**91 per cent** of students agreed that “in school I have the opportunity to learn about Indigenous perspectives.”

**93 per cent** of students agreed that “in school I have the opportunity to learn about treaties and agreements with First Nations.”

**91 per cent** of students agreed that “in school I have the opportunity to learn about residential schools and their legacy.”

### Support for schools and enhancing school capacity:

- The Division continued to offer a range of learning opportunities for staff focused on key topics intended to support and enhance staff capacity, awareness and knowledge in the areas of anti-racism, reconciliation and equity. Details of this work includes the following:
  - Diversity, Sexual Orientation, Gender Identity, and Expression (SOGIE) and First Nations, Métis and Inuit consultants in CLS and Specialized Learning Supports (SLS) offered more than 55 PL sessions around a range of topics, reaching over 1,280 staff members. Examples of these sessions include:
    - River Walk: Exploring Edmonton’s Indigenous History through Place-Based Education
    - Anti-racism: Bias and Microaggressions
    - Fostering Effective Conversations about SOGIE
  - Staff from CLS and SLS also supported other staff capacity building structures within the Division, such as catchment leadership groups and Human Resources leadership cohorts, with PL sessions specific to this work.
- Diversity, SOGIE and First Nations, Métis and Inuit consultants also facilitated over 10,000 interactions with students, staff, families and community. This included:
  - Approximately 50 consultations supporting anti-racism related concepts.
  - Around 350 consultations providing First Nations, Métis, and Inuit support, including:
    - Requests for cultural and curriculum supports.
    - Support building capacity and bridging relationships with students, staff and community, by providing consultations and Indigenous learning opportunities, such as The Blanket Exercise, Land Acknowledgement teachings, River Walks, Seven Grandfather teachings, Smudge teachings and building connections between schools and Elders and Knowledge Keepers.
    - Over 600 direct connections with Elders were realized this year to help guide and inform the Division’s work.
  - Over 300 consultations providing guidance and support to staff around SOGIE.
    - Through conversation and things like PL exit slips, staff feedback indicates an increased level of confidence to engage in conversations with students and families regarding SOGIE-related matters.

## Priority 2: Advance action towards anti-racism and reconciliation

- The Anti-racism Critical Support (ARCS) team, made up of staff from Diversity Education, worked alongside other central units to support emergent school-based issues related to anti-racism and equity. The support of this team remains a valued resource for the Division, though data around access to the team (*see Table 32*) indicates increasing confidence of school staff when responding to race-related situations.

Table 32. Number of requests for support received by the ARCS team				
	2021–22	2022–23	2023–24	2024–25
Support requests from schools	9	26	19	12

- The SLS team, consisting of over 300 staff members, participated in multiple PL opportunities that examined how mental health and neurodiversity are perceived from varying cultural perspectives including Arabic, Caribbean, Hispanic, Indigenous, Nigerian, Somalian, SOGIE and Southeast Asian perspectives. In collaboration with the Intercultural Consultants, the SLS team explored and adopted culturally responsive ways to support newcomer families.
- The Division’s Multifaith Calendar, a tool highlighting days of significance, was updated for 2024–25, including the continued enhancement of the brief descriptor for each day of significance.

### Human Resource practices:

- The new leadership development competency, *Works towards anti-racism, reconciliation and equity*, was launched in September of 2024, along with materials to support Division staff in introducing and implementing the new competency.
- The Superintendent shared the competency and supporting materials with the College of Alberta School Superintendents (CASS) and Alberta Education.
- All existing Division leadership courses were updated to include references to, instruction or examples in support of the new competency, where appropriate.
- Examples of using the newest competency were embedded into samples of Inquiry-Based Professional Growth Plan sessions.

**Leadership competency:** *Works toward anti-racism, reconciliation and equity*

**Learning Outcomes:** The competency provides learning outcomes and example indicators to support you along your learning journey.

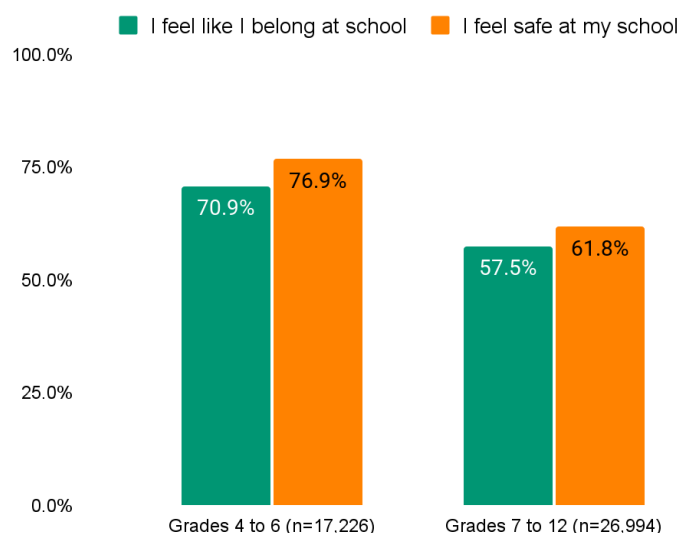
- a. Demonstrates personal qualities to support anti-racism, reconciliation and equity.
- b. Commits to ongoing learning and education to build and apply foundational knowledge of multiple anti-racism, reconciliation and equity concepts and practices.
- c. Integrates anti-racism, reconciliation and equity in planning and decision-making.
- d. Communicates effectively using culturally responsive, inclusive practices and language.

### Student Demographic Data:

- Based on research that confirms the importance of the sense of belonging and safety in respect to school success, the Division initiated an analysis to better understand students’ sense of belonging and safety at school. This included a comparison of Youth Resilience Survey data with the student demographic data. Preliminary findings reinforce the importance of the Division taking steps to support schools in furthering their efforts to understand how all students can experience a sense of belonging and safety within their school community.

## Priority 2: Advance action towards anti-racism and reconciliation

**Figure 6. Student perceptions of belonging and safety from the YRS**



- A group of 44,220 students completed both the Youth Resilience Survey (YRS) and the Student Demographic Survey (SDS). Figure 6 shows the results of the YRS for this cohort. This initial analysis of the entire cohort serves as a baseline for comparison for further analysis of the data by unique identity.

- This initial analysis further reinforces the timely responsiveness of the Division's work to develop the Belonging and Safety Framework. More information about the framework is provided under Priority 3 in this document.

### **P2G1 Strategic Action: Engage with staff, students, families and members of the community to help support and inform the Division's work and commitment towards anti-racism.**

- To support authentic engagement and accessible communication, work continued on the creation of two Division resources: a guide to courageous conversations and a document supporting guiding principles on inclusive language.
- The Superintendent's Equity Advisory Committee, comprised of members of the community and parents representing a diverse range of backgrounds and lived experiences, met three times over the course of the year. The work they focused on included exploring:
  - Belonging and safety through the lens of equity.
  - The potential of building staff capacity through the use of short videos themed around key concepts of anti-racism, reconciliation and equity.
  - The current societal and community context and what the Division should be aware of as we continue on our path.
- The Division's Staff Advisory Committee, composed of members from across all staffing groups. Its purpose is to enhance progress towards the Division's plan in support of anti-racism, reconciliation and equity plan. Members met twice over the course of the year. The work they focused on included:
  - Providing feedback to HR on aspects of a resource being developed to support equitable hiring practices.
  - Exploring the concepts of belonging and safety through the perspective of a staff member within the Division.

## Priority 2: Advance action towards anti-racism and reconciliation

- The Division's Anti-Racism, Reconciliation and Equity Principal Committee, comprised of school leaders representing a range of school communities. The committee's core mandate is to provide essential feedback ensuring that anti-racism policies and strategies are practical and effectively implemented at the school level. In 2024–25 their work focused on providing feedback to:
  - The development of the Division's Inclusive Language Guide.
  - The draft concept of the Belonging and Safety Framework.

- The Student Senate, a group of elected or appointed high school students from across Division high schools who serve as a youth engagement model to promote active student participation in youth governance within education. The senate meets monthly and their work focuses on providing student perspectives and enacting student-led initiatives and projects.

### Student Senate Highlights

In 2025, the student senate accomplished the following:

- **A live career exploration event:** This event was for students, entitled What's Next?, with speakers from a wide variety of fields and participants from across several Division high schools.
- **A live diversity event, entitled "Unity Through Diversity":** This event brought together students from diverse backgrounds to discuss identity and belonging.
- **A brochure and toolkit:** This brochure and toolkit explored strategies to assist students with time management, effective studying techniques and stress management.
- **Developed three podcasts:** These podcasts addressed balancing social and academic life, gave advice for incoming high school students and words of wisdom from a student success coach.

## P2G1: Summary of Results and Analysis

Results from the 2024–25 DFS contribute to understanding the impact of the work the Division is undertaking in support of Priority 2. According to the DFS, there have been some improvements over the last three years and there continue to be opportunities as well. The results also confirm the importance of the Division's ongoing work and commitment towards anti-racism and equity (see *Priority 2 DFS results linked in [Appendix D](#).*)

- Student feedback from the DFS: Student agreement that "many diverse cultures (i.e., languages, traditions, worldviews, histories, current realities) are represented in the books and materials at my school" increased slightly between 2022–23 and 2024–25 (76.8 per cent to 77.8 per cent), while there has been no significant change to students agreeing that they "would feel safe going to an adult at my school for help if I felt something racist or discriminatory happened" (71.4 per cent in 2022–23, 71.4 per cent in 2023–24 and 71.3 per cent in 2024–25).
- Staff feedback from the DFS: There was an increase in staff agreement with the statement "if I were to experience racism or discrimination at my workplace, I would feel safe getting help from the Division" (76.2 per cent in 2022–23, 75.2 per cent in 2023–24 and 77.0 per cent in 2024–25). This change was driven by a decrease in don't know/unsure responses, as there was also a small increase in staff disagreement. At the same time, fewer staff indicated awareness of the work Edmonton Public Schools is doing to support anti-racism and equity in schools in 2024–25 (92.3 per cent) compared to 2022–23 (95.7 per cent).
- Parent and guardian feedback from the DFS: There was an increase in agreement between 2022–23 (84.5 per cent) and 2024–25 (87.6 per cent) when parents and guardians were asked if cultural diversity is present in the



## Priority 2: Advance action towards anti-racism and reconciliation

languages, traditions, worldviews, histories and current realities represented in the events, activities and environment of their child's school.

### 2024–25 DFS results indicate that:

**78 per cent** of students agreed or strongly agreed that “many diverse cultures (i.e., languages, traditions, worldviews, histories, current realities) are represented in the books and materials at my school.”

**77 per cent** of staff agreed “if I were to experience racism or discrimination at my workplace, I would feel safe getting help from the Division.”

**71 per cent** of students agreed that “I would feel safe going to an adult at my school for help if I felt something racist or discriminatory happened.”

**88 per cent** of families agreed that “many diverse cultures<sup>14</sup> are represented in the events, activities and environment of my child's school.”

**92 per cent** of staff agreed “I am aware of the work Edmonton Public Schools is doing to support anti-racism and belonging in schools.”



<sup>14</sup> Further expanded on in the DFS as “languages, traditions, world views, histories, current realities.”



## **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.**

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Working closely with students, their families, caregivers, Elders, Knowledge Keepers and members of the broader community, the Division strives to develop a holistic understanding of First Nations, Métis, and Inuit cultures, world views, histories and current realities. It is through this holistic approach that the Division builds relationships that welcome, nurture and honour individual student's stories and cultures and support the weaving of culture and curriculum to enhance the sense of belonging and learning for all students.

The Division has framed its work in support of First Nations, Métis, and Inuit students' success around the six areas of policies and practices identified as critical to improve achievement for Indigenous students in the OECD report [\*Promising Practices in Supporting Success for Indigenous Students\*](#) (2017). The OECD research highlights the importance of relationships, working with families, engaging with the community, early learning, high-quality teaching and learning and school leadership and monitoring for evidence of growth and progress. The strategies outlined for student success are important for all students. The Division's alignment with this research is reflected across our work and throughout many of the priority actions identified for the 2024–25 school year.

### **P2G2 Strategic Action: Implement evidence-based practices, like the High School Completion Coach initiative, to support continuous improvement and enhance the achievement of First Nations, Métis, and Inuit students.**

Grounded in the OECD's 2017 report, the Division continued with evidence-based work that supports the achievement of First Nations, Métis, and Inuit students. Schools across the Division engaged with First Nations, Métis, and Inuit Elders, community partners and central units in support of building staff understanding and knowledge around Indigenous history and communities.

- During the 2024–25 school year, steps to help build staff capacity around Indigenous perspectives, world views and culture were supported through the CLS First Nations, Métis and Inuit Education and the following actions:
  - Engaging with Elders, Knowledge Keepers and Cultural Advisors to support the development of foundational knowledge.
  - Facilitating PL opportunities to increase foundational knowledge of First Nations, Métis, and Inuit cultures, languages, histories, perspectives and current realities in teaching and learning across Division classrooms.
- To support the integration of foundational knowledge into the development of the Stepping Into Science Alberta resources, the CLS resource development team:
  - Collaborated with the CLS First Nations, Métis, and Inuit Education team to support planning, writing and reviewing lessons and video scripts.
  - Connected with external community groups (e.g., Rupertsland Institute) and organizations (e.g., the Indigenous Peoples Experience at Fort Edmonton Park) to ensure accurate and authentic representation.
  - Included voices and knowledge of Alberta Knowledge Keepers (e.g., Rick Wolcott) and Elders (e.g., Elmer Ghostkeeper) in project videos.

## Priority 2: Advance action towards anti-racism and reconciliation

- To inform the development of social studies resources through a provincial grant agreement with Alberta Education, support was provided for teachers to address First Nations, Métis, and Inuit content in the new curriculum. These draft resources include:
  - Teacher background information to ensure teachers have access to factual and culturally appropriate information.
  - Sample instructional supports and learning activities.
  - Sample slide decks and instructional handouts.



- In support of high-quality teaching and learning with Indigenous perspectives, schools continued to look at their resources to ensure that books and learning materials included appropriate Indigenous examples, stories, characters and world views.
- To support Division high schools in offering learning opportunities for students that embed First Nations, Métis, and Inuit knowledge and history, the Division acquired two locally developed courses: Medicine Wheel 15 and Smudging (Elder Chronicles) 15.
- Across the Division, schools took steps to create welcoming environments and built relationships with students, families and community in many ways including:
  - Learning about and creating personalized Land Acknowledgements.
  - Inviting First Nations, Métis, and Inuit dancers, speakers, artists and authors to come into the school community to share Indigenous culture.
  - Celebrating Indigenous culture through a variety of activities or events: wâhkôhtowin (kinship) Family Nights, wîcêhtowin (partnership or friendship) Nights, powwows, round dances, Indigenous Games Day, Métis Week.
  - Working with community partners, Elders and Knowledge Keepers to support students.
  - Honouring Residential School survivors on Orange Shirt Day, recognizing Truth and Reconciliation Day (September 30) and celebrating National Indigenous Peoples Day (June 21) and National Indigenous History Month (June).
- As indicated in the OECD's research, monitoring for growth or improvement is a key strategy towards student success. Schools assess where students are in their learning in the fall to inform programming. Schools continue to monitor learning throughout the year to identify students in need of additional support or intervention. In the spring, learning is assessed to inform achievement over the course of the school year.

In order to make evidence-informed decisions about how to best support students, schools collect and analyze data. Some examples of data collected include provincial literacy and numeracy screening assessments, CAT4 (reading, mathematics, and computation and estimation), provincial exams (PATs and Diplomas), reading achievement data and the HLAT for writing.

## Priority 2: Advance action towards anti-racism and reconciliation

Using their professional judgement, teachers observe students in the learning environment and assess their ongoing growth and progress through their daily participation in learning and examples of their work.

High schools utilize student goals and tracking systems to monitor for assignment and course completion in support of a student's path to high school completion.

- Through the EAP 41 schools are part of a community of practice to support the implementation of an evidence-based project informed by the OECD research and grounded in Division-wide best practices in the areas of literacy and numeracy. Approximately 40 per cent of the Division's self-identified First Nations, Métis, and Inuit Kindergarten to Grade 6 students attend an EAP school.

### High School Completion Coach Initiative

The High School Completion Coach (HSCC) model is an evidence-based approach focused on strengthening First Nations, Métis, and Inuit students' academic achievement in an environment that is welcoming and inclusive, where First Nations, Métis, and Inuit culture is visible and valued. The model has been developed to target many of the highest impact practices identified in the OECD's 2017 Promising Practices report.

#### High Impact Strategies of the HSCC Model (Informed by OECD *Promising Practices in Supporting Success for Indigenous Students*)

- Having a plan for high school completion and monitoring for progress
- Providing tailored support responsive to the needs of an individual student
- Engaging families
- Facilitating learning activities that support progress
- Providing dedicated rooms and access to cultural experiences (such as smudging)

- The HSCC team includes Indigenous Advisors who provided a range of opportunities for cultural connection for students, including:
  - Land based learning.
  - Cultural teachings through creation of Parfleche earrings, ribbon skirts, ribbon shirts and regalia.
  - Daily smudging.
  - Classroom presentations in collaboration with teachers.
  - Whole school activities such as round dances, blanket exercises, culture camp, dance and drum performances.
- Four Division high schools participate in the HSCC model for the 2024–25 school year: Dr. Anne Anderson, Eastglen, Jasper Place and Queen Elizabeth. Coaches provided supports, including:
  - 3,971 individual coaching sessions.
  - 65 post-secondary and/or career transition sessions, including presentations by post secondary institutions and partner organizations.
  - 634 engagements with self identified First Nations, Métis, and Inuit students and their families, including emails, phone calls, conferences and school family nights.

## Priority 2: Advance action towards anti-racism and reconciliation

- Across the four schools, HSCC teams support self-identified First Nations, Métis, and Inuit students to complete credits. The impact of HSCC teams can be seen from the data at participating high schools, where students earn more credits on average after the model is put in place. Specifically:
  - 18 per cent increase in average credits earned from 2019–20 to 2024–25 at Queen Elizabeth School.
  - 34 per cent increase in average credits earned from 2020–21 to 2024–25 at Eastglen School.
  - 12 per cent increase in average credits earned from 2021–22 to 2024–25 at Jasper Place School.
  - Students have maintained average credits earned from 2023–24 to 2024–25 at Dr. Anne Anderson School.



Mackenzie Brown, a First Nations Cree artist from Sturgeon Lake Cree Nation was commissioned to create this artwork to honour 2024–25 First Nations, Métis, and Inuit high school graduates at Edmonton Public Schools.

- For the fifth year, feedback from students regarding the HSCC Model was initiated through a survey (*see Table 33*). These results demonstrate the importance of this model and the positive impact it has for participating students.

	2020–21	2021–22	2022–23	2023–24	2024–25
	n=24 (2 schools)	n=71 (3 schools)	n=70 (3 schools)	n= 160 ( 4 schools)	n=79 ( 4 schools)
Having high school completion coaches helps me have a sense of belonging at school.	87	91	99	98	97
Having high school completion coaches has helped to provide cultural experiences for students.	87	91	Having high school completion coaches creates opportunities for me to participate in cultural teachings and experiences.		95
			97	98	
Having high school completion coaches helps me to think about my future (e.g. selecting courses and exploring after high school plans).	92	94	99	98	94
Having high school completion coaches helps me with my learning.	96	89	Having high school completion coaches helps me with my academic achievement.		97
			99	98	
In general, it is helpful having high school completion coaches at my school.	91	99	100	100	97



## P2G2: Summary of Results and Analysis

The achievement data and actions presented as part of Priority 1 Goal 2 (see Tables 11, 19, 22, 23) reflect Division results for self-identified First Nations, Métis, and Inuit students, demonstrating steps forward, but also reinforcing the importance of the Division's continued efforts in support of student success. The data reaffirms the significance of Priority 2 of the 2022–26 Strategic Plan—Advance action towards anti-racism and reconciliation, and the Division's commitment to this work.

High School Completion Self-identified First Nations, Métis, and Inuit Students: Division results indicate the importance of evidence-informed practices in support of student success and high school completion for self-identified First Nations, Métis, and Inuit students. In 2024–25 we maintained our results in the areas of high school completion, dropout rate, the number of students eligible for the Rutherford Scholarship and the six year transition rate (see Table 34). The Division remains focused on actions grounded in evidence-based practices that will ensure a greater number of students experience success.

Table 34. Alberta Education and Childcare Assurance Measures—High School Completion

Self-identified First Nations, Métis, and Inuit Students—Division compared to Province

Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
3-year High School Completion	<b>45.6</b>	49.0	46.7	Very Low	Maintained	Concern	<b>59.8</b>	58.6	58.4	Very Low	Improved	Issue
4-year High School Completion	<b>56.4</b>	54.2	55.7	Very Low	Maintained	Concern	<b>65.8</b>	65.3	66.6	Very Low	Maintained	Concern
5-year High School Completion	<b>61.8</b>	60.0	60.6	Very Low	Maintained	Concern	<b>69.7</b>	69.4	69.6	Very Low	Maintained	Concern
Drop Out Rate	<b>5.8</b>	6.4	6.1	Intermediate	Maintained	Acceptable	<b>5.2</b>	5.2	5.1	Intermediate	Maintained	Acceptable
Rutherford Scholarship Eligibility Rate	<b>42.1</b>	42.7	42.6	Very Low	Maintained	Concern	<b>44.0</b>	43.7	42.9	Very Low	Improved	Issue
Transition Rate (6 yr)	<b>34.2</b>	34.4	32.7	Very Low	Maintained	Concern	<b>37.1</b>	36.8	36.7	Low	Maintained	Issue

Table 35. Self-Identified First Nations, Métis, and Inuit Students - Division: Historical Diploma Exam Participation Rate (4+ Exams) and 3-Year High School Completion Rate

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Diploma Exam Participation Rate (4+Exams)	20.3	20.5	21.6	18.9	18.4	0.0	0.0	0.8	16.3	16.3
3-year High School Completion	38.3	45.6	41.3	40.9	42.8	50.5	47.1	44.2	49.0	45.6
n size	560	587	633	607	584	601	622	613	628	642

## Priority 2: Advance action towards anti-racism and reconciliation

### Local Measures

Results from the 2024–25 DFS confirm that the majority of students are learning about Indigenous perspectives and contributions in school and also reinforce opportunities for continued growth in the Division’s work and commitment towards supporting and enhancing the educational experiences and achievements of First Nations, Métis, and Inuit students (see [Appendix D, Figures D22-D25](#)).

A significant proportion (93.0 per cent) of students in 2024–25 agreed that they feel they have the opportunity to learn about the contributions of Indigenous peoples as well as treaties and agreements with First Nations, a result that has been consistent since 2022–23. Additionally in 2024–25, more principals, assistant principals and teachers (82.4 per cent) agreed with the statement “I have the knowledge and skills to program for/support students who are First Nations, Métis, and Inuit” compared to 2022–23 (78.7 per cent). There was an increase in agreement between 2022–23 (84.5 per cent) and 2024–25 (87.6 per cent) when parents and caregivers were asked if cultural diversity is present in the languages, traditions, worldviews, histories and current realities represented in the events, activities and environment of their child’s school.

#### 2024–25 DFS results indicate that:

**93 per cent** of students agreed that “in school I have the opportunity to learn about the contributions of Indigenous peoples.”

**88 per cent** of families agreed or strongly agreed that “many diverse cultures (i.e., languages, traditions, worldviews, histories, current realities) are represented in the events, activities and environment of my child’s school”

**78 per cent** of staff<sup>15</sup> agreed that “I have the knowledge and skills to support students who are First Nations, Métis, and Inuit.”

**91 per cent** of students agreed that “in school I have the opportunity to learn about Indigenous perspectives.”



Mural at awâsis waciston School created by artist Branden “BusyRawk” Cha and Anishnaabe Cultural Educator and artist Que Rock - Quenten Commanda.

<sup>15</sup> For this question, staff means Support and/or Exempt that work in the classroom.





## Priority 3

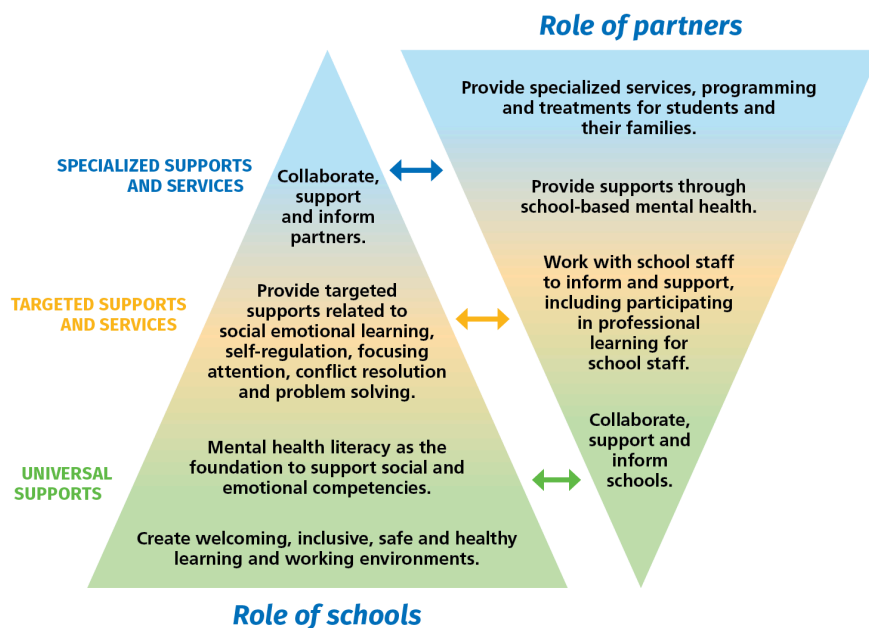
***Promote a comprehensive approach to student and staff well-being and mental health.***

## Priority 3: Promote a comprehensive approach to student and staff well-being and mental health.

**Outcome:** Student and staff well-being is intentionally supported through access to a variety of resources and supports.

Edmonton Public Schools uses a collaborative and comprehensive approach to support students and staff well-being with the intent of helping students and staff to grow and thrive in their learning and working environments. The Division's responsibilities for well-being and mental health are grounded in Alberta's *Education Act, Section 33(1)(d)*. This provincial direction requires that each student enrolled in a school operated by the Board of Trustees and each staff member employed by the Board of Trustees is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging. Additionally, the Alberta Education and Childcare TQS requires all teachers to be aware of and facilitate "*responses to the emotional and mental health needs of our students.*" The Division further formalizes its role and responsibilities in this area through the development of Division board policies, administrative regulations and practices or procedures.

The Division's work to support well-being and mental health for students is framed within a pyramid of intervention model (Figure 7) and grounded in the internationally recognized Comprehensive School Health (CSH) framework, which is a whole school approach as it touches on all aspects of student health and well-being. The Division works in partnership with Alberta Health Services (AHS) around this approach. AHS hosts a virtual hub of health promotion-related resources through [Healthier Together Schools](#).



**Figure 7.** Pyramid of intervention demonstrating the interplay between the role of schools and the role of health partners ([Edmonton Public Schools, 2023](#))

The work of AHS in support of well-being is paralleled alongside the work of schools in Figure 7. This figure helps to demonstrate the distinct and unique roles of education and health in respect to student well-being. In education we support a consultative model that informs educational programming. While, health professionals provide treatment. Figure 7 demonstrates how our work is complementary and the role of each organization through the construct of the pyramid of intervention.

The Division has a range of initiatives in place that span across all three levels (Universal, Targeted and Specialized) of the pyramid of intervention and reflect the efforts of both schools and central units to support the well-being and mental health of all students. Schools and central teams work together on mental health capacity building initiatives

### Priority 3: Promote a comprehensive approach to student and staff well-being and mental health

focused on providing universal (prevention and promotion) mental health supports for students across Division schools. As the mental health needs of students become more complex, the need for targeted and/or individualized supports increases. Students requiring specialized intervention receive a continuum of support appropriate to their identified needs. Supporting this work, the role of Division health partners has become even more important.

Table 36 provides a high-level summary of some of the Division's student-focused mental health and well-being initiatives framed through the pyramid of intervention, and further details of this work are explored below under the various actions within Goals 1 and 2 for Priority 3.

Table 36. Overview of work undertaken by the Division in 2024–25 framed within the pyramid of intervention	
<b>Specialized Supports</b> For a <i>small</i> number of students requiring intensive individualized supports.	<ul style="list-style-type: none"> <li>CARE (Confidence, Academics, Relationships and Emotional Regulation) classrooms in two Division schools for students in Grades 4 to 6.</li> <li>Mental Health Transition Team supports students transitioning to/through and from health-based services back to community schools.</li> </ul>
<b>Targeted Supports</b> For <i>some</i> students with additional needs.	<ul style="list-style-type: none"> <li>School nutrition support through various partners and approaches.</li> <li>The Division's Mental Health Team provides schools with access to support and expertise.</li> <li>School-based wrap-around supports (e.g. counsellors, Roots and Wings workers, Success Coaches, school family liaisons, mental health therapists).</li> <li>The Critical Incident Support Services team responsive to emergent critical situations.</li> </ul>
<b>Universal Supports</b> For <i>all</i> students.	<ul style="list-style-type: none"> <li>Division's mental health framework resource: <a href="#">Navigating Mental Health: A Coordinated Approach</a> to support staff in this work.</li> <li>Themed questions to monitor for well-being on the DFS.</li> <li>The Division's Wellness Coaches, accessed through the SLS Team, support schools in taking a Mental Health Capacity Building (MHCB) approach to student well-being.</li> <li>Youth Resilience Survey as an indicator of student sense of belonging and connection to school; <a href="#">R2 Resilience Program®</a> as a CoP to support building staff capacity in this area.</li> <li>AHS Community Helpers Program is a Division facilitated program that provides a student-led school level model of peer-support.</li> <li>Mental Health Parent and Caregiver Learning series supported through SLS.</li> </ul>

The following results provide insight into how the Division is doing in addressing Goals 1 and 2 of this priority, encompassing staff and student mental health, well-being and sense of belonging in Division working and learning environments.

#### Provincial Measures

**Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE):** To support divisions in monitoring their responsibilities for well-being, the province introduced the WCRSLE measure in the Alberta Education and Childcare Assurance survey in 2020–21. In 2024–25, there continued to be an overall decline both provincially and locally for this measure when compared to the previous three year average (Division overall: 2024–25 - 82.3 per cent compared to 83.7 per cent over three years); however, there was a slight increase in results for students compared to the prior year (student 2024–25 74.2 per cent compared to 73.2 per cent in 2023-24). Some observations from a deeper look at the sub questions that make up this provincial measure include the following:

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- Overall student results increased slightly compared to the prior year.
  - Of note is an increase among junior high students in perceptions that students feel like they belong (+3 per cent) and that students care about one another (+4 per cent)
  - Similarly, there was also an increase in high school students perceiving that students feel like they belong (+3 per cent).
- Overall parent perceptions decreased; however, because of a meaningful decrease in parent respondents in the most recent Assurance survey, it is difficult to determine whether these results can be attributed to a broader change in perceptions or if the sample is less representative of overall parent perception.
- Teacher perceptions remained very similar to 2023–24 results.

The results confirm the importance of the Division’s commitment to initiatives that enhance students’ sense of belonging and safety within their school community. This work reflects the Division’s responsibility to support student and staff well-being and mental health through actions that support welcoming, caring, respectful and safe learning and working environments for all in partnership with families and community.

Table 37. Alberta Education and Childcare Assurance Measures												
<i>Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)—the percentage of parents, teachers and students who agree that their learning environments are welcoming, caring, respectful and safe.</i>												
	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Overall	82.3 (n= 30,705)	82.6 (n= 29,133)	83.7 (n= 29,971)	Low	Declined Significantly	Concern	84.4 (n= 269,282)	84.0 (n= 265,321)	84.9 (n= 257,551)	Intermediate	Declined Significantly	Issue
Parent	82.4 (n= 3,152)	84.5 (n= 3,908)	84.8 (n= 3,987)	Intermediate	Declined Significantly	Issue	85.2 (n= 34,452)	85.3 (n= 33,232)	85.9 (n= 32,277)	Intermediate	Declined Significantly	Issue
Student	74.2 (n= 23,332)	73.2 (n= 21,456)	75.3 (n= 21,922)	Intermediate	Declined Significantly	Issue	75.7 (n= 201,268)	75.2 (n= 200,020)	76.5 (n= 193,478)	Intermediate	Declined Significantly	Issue
Teacher	90.4 (n= 4,221)	90.1 (n= 3,769)	91.2 (n= 4,062)	Low	Declined	Issue	92.3 (n= 33,562)	91.6 (n= 32,069)	92.4 (n= 31,796)	Intermediate	Maintained	Acceptable

#### Local Measures

Local DFS data around individual perception of well-being also provides another snapshot of how people are doing. These multi-year results indicate that students and staff perceive that their well-being has been improving. Starting in May 2021, over a year into the COVID-19 pandemic, the Division included a question in the DFS asking students and staff about their well-being (see Figures 8, 9). Only around half of both groups were doing *Very Well* or *Well* when asked in May 2021. This was followed by multiple years of steady increases in perceptions of well-being. In 2024–25, student perception remained similar to 2023–24, while staff perceptions dipped slightly.

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Figure 8. DFS: Student responses to question, “How are you doing this school year?” \*

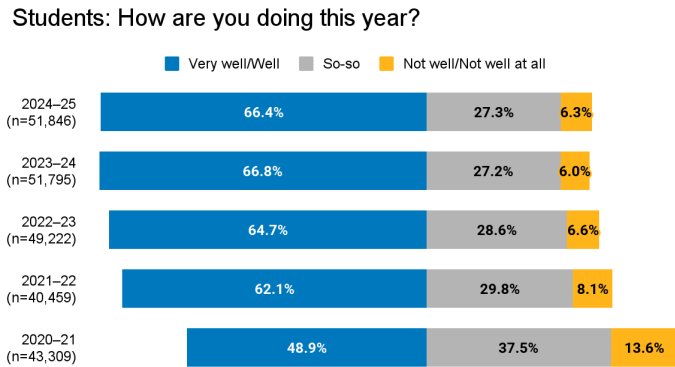
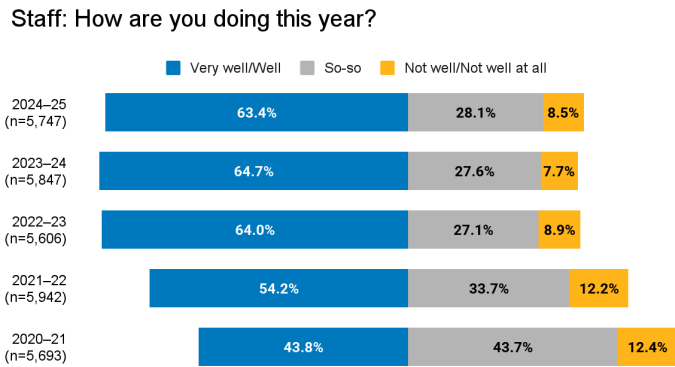


Figure 9. DFS: Staff responses to question, “How are you doing this year?” \*

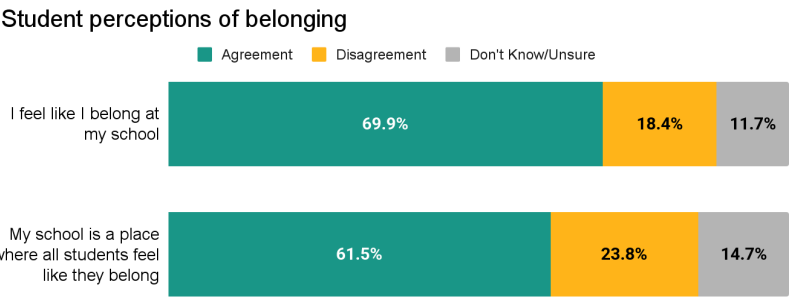


\* 2020–21 DFS student and staff question: How are you doing during the pandemic?

The DFS gives staff, students and families the opportunity to indicate a sense of welcome or belonging in their school community. There are, however, some differences within the DFS and when comparing across datasets regarding students’ sense of belonging.

Figure 10. 2024–25 DFS (n=51,846): Student perceptions of belonging

Students perceive their own sense of belonging at school as more positive than they perceive their school as a place where all students feel they belong, a trend that has held over the past three years (see [Appendix D, Figures D14, D28](#)).



As schools continue in their work to support student belonging and well-being, this difference in perception will be something to explore.

2024–25 DFS results indicate that:

62 per cent of students agree that “my school is a place where all students feel like they belong.”

91 per cent of staff agree that “my school is a place where all students feel like they belong.”

85 per cent of families agree that “my child feels like they belong at school.”



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Students’ personal sense of belonging on the DFS is consistently higher than student responses related to belonging on the YRS over a span of three years (see Figures 11, 12). There are multiple factors that could be influencing a difference in the responses from these two measures , such as:

- There are differences in response rates, approximately 8,000 more students complete the YRS every year.
- The DFS is anonymous while the YRS is not and each instrument has its own unique likert scale.
- The timing of the surveys is different, the YRS is towards the beginning of the school year and the DFS is around the middle of the year.

Figure 11. YRS: Student agreement that they feel like they belong at school (fall survey))

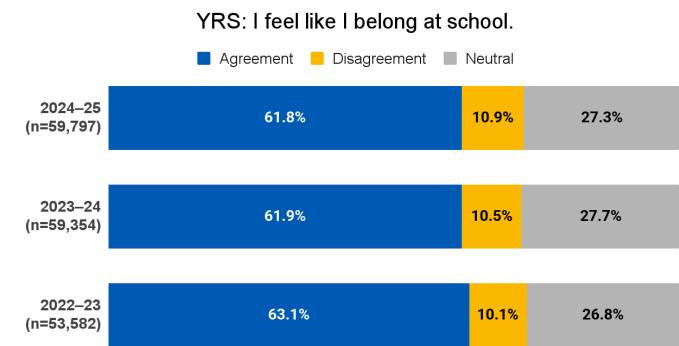
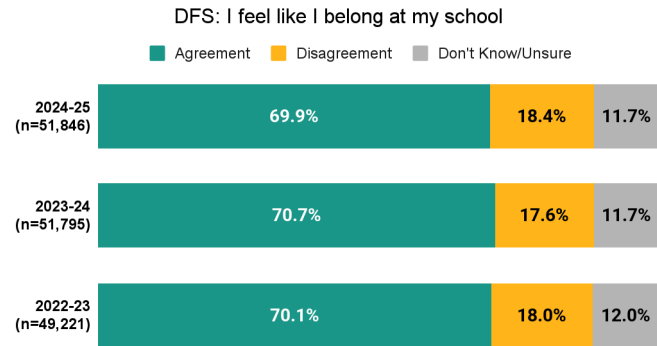


Figure. 12 DFS: Student agreement that they feel like they belong at their school (winter survey)



Regardless of differences in results within and between data sources, student responses confirm the ongoing importance of building relationships and connections with students. The Division’s focus on belonging and safety is timely, as we are responsive to the needs of students and taking steps to strengthen how they see themselves and feel heard within their school communities.





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

### P3G1 Strategic Action: Implement evidence-based approaches and practices intended to enhance student and staff well-being.

- The Division has a range of initiatives in place that span across all three levels of the pyramid of intervention and reflect the efforts of both schools and central units to support the well-being and mental health of students. Examples include: building staff capacity to support student resilience, transition support and 1–1 therapy. According to the DFS, staff have continued to feel confident about helping students to build skills that support their wellness over the past three years (see [Appendix D](#), Figure D62).
- In alignment with the *Navigating Mental Health: A Coordinated Approach* framework, the Division leverages both Division resources and community partnerships to provide a continuum of mental health and well-being support for students:

#### 2024–25 DFS results indicate that:

**95 per cent** of staff agree with the statement “I feel confident helping students build skills that support their wellness.”

#### Key Ideas from *Navigating Mental Health: A Coordinated Approach*

- Emphasizes the importance of building a shared language around mental health and well-being across the school communities.
  - Assists school staff awareness around pathways through mental health services and supports for students.
  - Supports school staff with strategies that build on student strengths.
  - Reinforces the importance of a school-wide approach to well-being.
  - Guides schools in developing action plans that support well-being.
- MHCB Wellness Coaches, through SLS, prioritize universal support through classroom sessions and activities for students, staff PL opportunities and parent information sessions. MHCB Wellness Coaches work closely together with the Mental Health Therapist team to reduce barriers to accessing additional mental health services for students.
  - The Mental Health Team, provides crisis and risk assessment support for students throughout the Division, ensuring that a responsive approach is offered equitably to all schools with an outcome of streamlined and timely services for students. The team uses an interdisciplinary approach and includes such roles as, psychologists, social workers, counseling therapists and psychiatric nurses.
- Mental health therapists (MHT), deliver school-based mental health support to students in small groups or 1-1 intervention, provide parent information and support school/teacher consultation. For the 2024–25 school year 919 referrals were made for school-based mental health services and 180 referrals were made for transition support (students leaving tertiary care back to community schools).
    - During the 2024–25 school year, the School Resource Officer (SRO) Program was brought into six Division high schools. This work included the role of a mental health therapist working alongside the SRO and school leadership team, to support a multidisciplinary approach to the SRO Program. The Division supported the addition of the mental health therapist role as a component of the SRO

### Priority 3: Promote a comprehensive approach to student and staff well-being and mental health

Program. From February 2025 to the end of the school year in June, the SRO Program supported the following:

- The mental health therapists received over 220 referrals.
- These referrals were initiated by student services staff, administration teams, SROs and self-referrals by students.
- MHTs and SROs worked collaboratively to support restorative practices, referrals to other external agencies, access to community or health services and supporting students through complex circumstances.
- The Division introduced mental health classrooms at Aldergrove and Keheewin Schools: Initiated in 2022–23, CARE (Confidence, Academics, Relationships and Emotional Regulation) classrooms consist of a teacher, education assistant, mental health therapist, and consulting registered psychologist. This 12-week program is designed as an early intervention for students in Grades 4 to 6 that focuses on mental health and well-being and supporting positive engagement and participation in school.
  - The program builds capacity within the participating students, their families and the students' home school by focusing on three main goals:
    - Improve implementation of learning strategies, accommodations and support by school staff.
    - Increase academic achievement, emotional regulation and social competence.
    - Strengthen school-home partnerships.
  - Students learn new social and problem-solving skills and strategies that help them gain confidence and manage their thoughts and feelings, with the intent that they come away from the CARE classroom with practical strategies to help them in school, at home and in the community. A classroom cohort serves 10 students and each classroom can support three cohorts per year. For 2024–25, all CARE cohorts were full and there were additional students on a wait list.
  - At the completion of 12 weeks in the CARE classroom, students are supported in their transition back to their home school placement by the mental health therapist.
    - Feedback from families indicates high levels of satisfaction:
      - 100 per cent of families rated the program as meeting or exceeding expectations.
      - 100 per cent of families indicated they have seen positive changes in their child's emotional regulation, confidence, school engagement and social competence.
      - Parents also highlighted their own increased confidence, knowledge and skills in supporting their child's development.
    - The majority of parents reported improved student attendance and enthusiasm for school.
    - Students showed more willingness to participate and fewer struggles with transitions.
    - Students indicated improvement in their anxiety-related symptoms.
    - Families reported using strategies from CARE social/emotional programming to support emotional regulation and communication beyond the school setting.
- The Critical Incident Support Services (CISS) team is a collaborative effort between SLS and Hospital School Campuses, supporting students and school staff following critical incidents at schools. To enhance their capacity, the CISS team engaged in PL to reinforce a common language and approach to responding to school requests for support. This PL provided the CISS team with a framework to improve and strengthen crisis intervention and support services.
  - In the 2024–25 school year, there were 24 formal CISS team activations to schools to address a variety of events that impacted students, staff and school communities. In addition, through collaboration with

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Division Support Services, members of the CISS team were also accessed to help schools to navigate events that were not considered formal CISS team activations.

- To support staff mental health and well-being, there are a range of supports and services available to staff through the Employee and Family Assistance Program (EFAP) in collaboration with Greenshield. Greenshield is a new EFAP provider committed to health care experience with the patient at its centre. These services include, but are not limited to: counseling supports, healthy coaching supports, financial advice and legal advice.
- Wellness information and mental health resources and supports are also available to all staff through the Division's internal website. As well, the Alberta School Employee Benefit Plan (ASEBP) provides an online wellness resource, "Workplace Wellness Wire," for its members.
- According to the DFS, staff awareness of the range of supports available to them has remained consistent over the past three years. A closer look at the results indicate opportunities for growth among teaching staff and supply staff, where about 20 per cent of staff indicated low awareness.
- The Division's annual school year calendar was developed and brought forward for approval by the Board of Trustees with prioritization to days of significance wherever possible, as set out in [Board Policy GCA.BP Approval of the School Year Calendar](#). Staff have shared that having more days of significance recognized in the Division's calendar supports their well-being and sense of belonging within the Division.
- The Division's Multifaith Calendar highlights many days of significance celebrated by students, families and staff across the Division. It promotes awareness around various days of significance and serves as a tool to assist schools in planning. This calendar has also supported staff in feeling more comfortable to honour and celebrate days that are important to them. The Division has reported the following data related to days of significance for Division staff for 2024–25:
  - 581 employees requested time to observe a day of significance — an increase of 35 per cent since 2018–19.
  - 53 distinct days of significance were observed by staff.
- To support flexibility and well-being, the Division offers a range of flexible work arrangements.

#### **2024–25 DFS results indicate that:**

**83 per cent** of staff agree with the statement "I am aware of the range of supports for my well-being available through the Division's benefit program."

#### **P3G1 Strategic Action: Continue to provide opportunities for schools and central units to build upon their capacity to support student resilience.**

- The Division took intentional steps to build out a body of practice around resilience and a sense of belonging for students within the school community. The work was evidence-based and included:
  - PL for staff.
  - The Youth Resilience Survey (YRS) instrument to better understand overall student well-being and connection to school (59,797 students in Grades 4 through 12 completed the survey).
  - Opportunities to link to curriculum and explore implications for school culture.

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- Transitioning from Grade 6 to 7 and from Grade 9 to 10 are key points in a students' learning journey where schools need to take intentional actions to support students' ongoing connection to school. Data from the YRS demonstrated how students are vulnerable during these transitions. Working with a group of junior high leaders, this data surfaced practices that help to support students' connection to their new school/grade and also surfaced the opportunity for schools to take steps to support students through these key transition points.
- The Division continued to work in partnership with Dr. Ungar in capacity building to support student resilience through the third and final year of the [R2 Resilience Program©](#) and ongoing PL opportunities. The 12 R2 modules of lessons are aligned with the Alberta curriculum and focus on two types of protective factors that build resilience: the rugged qualities that reside within all of us and the external resources that provide us with the many kinds of support we need to thrive when stressed. The program helps build capacity in teachers and school staff to support creating a nurturing environment and school culture that supports belonging and protects against the various risks young people experience and promotes student well-being. Over the three years, 86 schools have participated in the R2 program.
  - As a key part of capacity building, R2 lead teams from each participating school attended a two-day train-the-trainer workshop facilitated by Dr. Ungar. These lead teams subsequently played a key role in supporting broader school-based implementation throughout the year. Ongoing PL and collaboration were sustained through four Community of Practice (CoP) meetings, which provided a structured space for reflection, shared learning, and adaptation of strategies to local contexts. The CoPs were co-lead by central staff and members of school teams.

#### R2 School Story

Rosslyn School, a junior high school in northwest Edmonton, participated in a series of workshops facilitated by Dr. Ungar with the core objective of focusing on nurturing engagement, strengthening connections and enhancing students' sense of belonging. Grounded in resilience research, staff teams used their real life school experiences for in-depth discussion, allowing them to collectively look beyond observable behaviours to understand the deeper reasons why students may disengage from the school community.

These discussions resulted in the development of practical, student-specific strategies designed to proactively improve individual student's sense of connection and cultivate stronger feelings of belonging and safety within the school community. This initiative led to changes in the school's wider operational systems of support to be more relational, proactive and centred on the whole-student experience.

- By equipping educators with the knowledge and tools to intentionally cultivate resilience, the R2 program is supporting school environments characterized by stronger relationships, increased student connection and a deeper sense of belonging. As these practices become more embedded, the ripple or impact of this work contributes more broadly across the Division to enhance strengths-based, proactive support for student well-being.

P3G1: Summary of Results and Analysis

With results similar to the prior two years, the 2024–25 DFS summary report highlights the impact of positive actions taken by the Division as well as opportunities to enhance its efforts in supporting skills, strategies and relationships that bolster positive mental health and well-being (see *Priority 3 DFS results linked in [Appendix D](#)*). This work in schools starts with universal strategies that benefit all students and as the work becomes more targeted is often supported through partnerships or connections with community agencies, health professionals or AHS.

**2024–25 DFS results indicate that:**  
**72 per cent** of students agreed with the statement “my school helps me develop skills that support my wellness.”

Additionally, through the DFS and the YRS, students were asked about the connections made in school with trusted teachers and other school staff. There has been a slight increase in agreement in the DFS question regarding students having at least one adult at their school who they would go to for help if they need it between 2022–23 (78.8 per cent) and 2024–25 (80.8 per cent). These results demonstrate the importance of the role that school staff play in the lives of students and the Division’s ongoing work to explore ways to enhance connections between students and school.

**2024–25 YRS results indicate that:**  
**70 per cent** of students agreed that “the adults at my school care about me.”

**2024–25 DFS results indicate that:**  
**81 per cent** of students agreed that “I have at least one adult in my school who I would go to for help if I need it.”





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

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### **P3G2 Strategic Action: Continue to engage with staff, students and families to better understand how to enhance learning environments and school communities that support a sense of belonging and success.**

As outlined in the [Engagement](#) section of this document, the Division has many mechanisms for staff, students and families to share their voice and perspectives. This work happens at both a system level and within individual school communities. These engagement opportunities surfaced actions being taken that support connection to school and also identified ways schools can further enhance a sense of belonging and safety within the school community. The outcome of this work results in a positive sense of well-being and students experiencing success in the learning environment.

- Three key data sources that provide the Division with an evidence-based perspective to this work include the DFS data, the YRS results and the Alberta Education and Childcare WCRSLE Assurance measures. Looking at perceptions of belonging and safety within these data sets was a catalyst to extensive work that has been done to engage with students to hear from them directly how they experience school and to better understand their feelings of belonging and safety within their school community. Through the data and conversations with students, the Division knows there is an opportunity to build upon current efforts in support of belonging and safety to enable more students to feel a sense of connection and well-being while at school.
  - Informed by this work, the Division developed a framework that addresses belonging and safety in schools, [Building a Culture of Belonging and Safety: A Shared Responsibility](#). The concept of the framework and a concept draft was shared at public Board on December 10, 2024. The framework will serve as a living document to support schools in this work and has been informed by research, student voice and feedback from school leaders.
- Student Senate: During the 2024–25 school year, Student Senators in their role as youth leaders, identified four projects in their annual work plan that were important to them and their peers. These initiatives were aligned with the Division’s Strategic Plan and included a live career exploration event, a live diversity event, an academic support information group and a podcast group. A [summary](#) of the work they accomplished was presented to the Board of Trustees at the June 10, 2025, public Board meeting. Supporting materials, information and resources developed by the Student Senate in support of students are available on the [Student Senate Website](#).

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- Extended Student Demographic Survey: To gain a better understanding of student identity, the Division implemented the ESDS in the fall of 2022. Students in Grades 4 to 12 were invited to answer a short set of questions related to identity. In 2023–24, to support further analysis and impact of this data, results were analyzed to gain a better understanding of student belonging and safety. This information supported conversations with school leaders, students and members of the community and helped to inform the development of the belonging and safety framework.

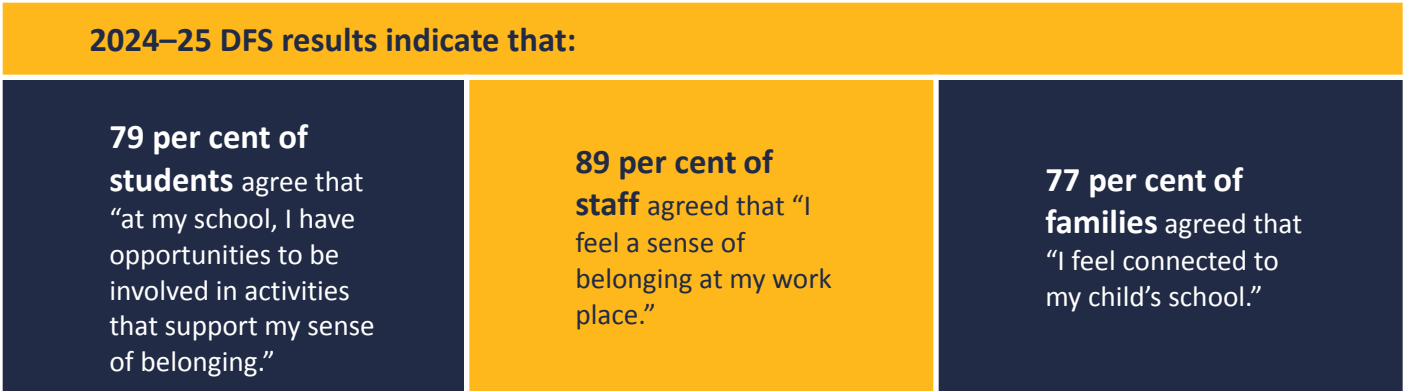
School Story

Faces of Malcolm Tweddle: A Story of Belonging

The students at Malcolm Tweddle School wrote and illustrated a book, showing how they understand belonging as feeling accepted, respected, included and safe to share their voice. This work grew from their own voices and ideas and every grade and program at the school participated. This story reflects the school’s focus on creating a supportive space through its commitment to anti-racism, reconciliation and mental health.

Through their individual stories the students highlight the power of shared experiences in helping newcomers feel welcome and able to thrive in both school and life. They see this book as something for everyone who plays a part in shaping a school where people feel safe and heard.

- The DFS: The DFS annually gathers insights from students, families and staff to assess the Division’s progress towards the three priority areas of the 2022–26 Strategic Plan. The DFS includes questions specific to Priority 3 and was completed by 51,846 Grades 4 to 12 students, 5,967 families and 5,747 staff. Results from the 2024–25 DFS related to belonging are highlighted below.



- Board Policy Engagement: Policy is one way of setting direction within the Division. Through policy the Board of Trustees has articulated its commitment to and the importance of the feelings of belonging and safety within school communities. In 2024–25, [Board Policy HG.BP Student Behaviour and Conduct](#) was reviewed. This work included engaging with staff, students, families and members of the community through an online survey. The survey was open for four weeks from May 7 to June 4, 2025, and a total of 284 respondents participated. Feedback from the survey helped to inform the final draft of the policy that came to public Board for approval on June 24, 2025.

**P3G2 Strategic Action: Enhance collaboration with partners to inform the strategic use of Division and community resources in support of student and staff well-being.**

The work to support all students on their path to high school completion and create school communities that are welcoming, safe and inclusive for all is complex and is not done in isolation. The Division and schools work in partnership with many members of the Edmonton community who are equally committed to and invested in the success and well-being of children and youth. This work is evolving and responsive to the needs of students and looks unique within each school community. There are many great examples of how schools and members of the community work together in support of students and families.

- Schools have relationships and community connections that enhance educational opportunities and support student success. Each year schools have the opportunity to recognize these community members, agencies or individuals who have supported their students. This process has identified over more than 600 community connections across Division schools that provide supports, enrichment opportunities and services beyond that of educational programming. Some examples of these community connections are: sport activities, student leadership opportunities, career exploration, nutrition support, cultural activities, tutoring, field trip experiences, out of school time activities and donations.

**A Partnership Story**

Established in 2016, the evidence-based *All in for Youth (AIFY)* wrap-around initiative has been supporting students in socially complex schools for the past nine years. This initiative is a partnership between schools and community, where school and agency staff work together to support students and families, removing barriers and enabling positive school experiences. The *AIFY* community partners are: Boys and Girls Big Brothers Big Sisters, Community University Partnership (CUP), E4C, The Edmonton Community Foundation, The Family Centre and United Way. The initiative is in eight socially complex schools in the Edmonton community, including the following seven Division schools: Abbott, Delton, Eastglen, Ivor Dent, John A. McDougall, Norwood and Spruce Avenue.

A review of three-year high school graduation rates for students who attended an *All in for Youth* school for a portion of time on their path to high school completion found the following:

- The three-year graduation rate for students who spent **one year** in an AIFY school was **34.2** per cent.
- The three-year graduation rate for students who spent **two years** in an AIFY school was **42.1** per cent.
- The three-year graduation rate for students who spent **three or more years** in an AIFY school was **61.6** per cent.

**Years spent at an AIFY school is a significant predictor of high school completion.**

- In response to rising food insecurity across Edmonton<sup>16</sup>, schools work with community partners to be responsive to student nutritional needs throughout the school day. Beyond the Alberta School Nutrition Program, funded by Alberta Education and Childcare, the Division is engaged in partnerships across a range of local and national organizations. Additionally many schools are supported by the local community who wish to be responsive to student nutritional needs. While the need has continued to increase, some partners have had to reduce their support due to changes in funding and it is challenging to expand support to what is needed. Responsive to this need, the Edmonton Public Schools Foundation launched Top-ups for Tummies (learn more on page 77).

<sup>16</sup> In 2022, [Statistics Canada](#) reported that 21 per cent of Edmontonians were experiencing some level of food insecurity, the highest rate across census metropolitan areas. According to [2024 data](#) from Edmonton's Food Bank their average monthly client hamper recipients increased 35 per cent between 2022 and 2024 and almost 38 per cent of their clients are children.

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- In partnership with United Way, the Family Centre and Edmonton Catholic Schools, Edmonton Public Schools received a grant from the Provincial Mental Health in Schools Pilot Program. This work at the Division focused on wrap-around mental health supports and building resilient school culture. The funding supported a mental health therapist position and collaborative work with Dr. Michael Ungar to build staff capacity and support student mental health and well-being in a responsive and sustainable manner and lasted until June 2025.
  - Schools worked with Dr. Ungar through in-person and virtual PL opportunities to build capacity and provide universal supports responsive to their students.
  - The mental health therapist supported schools in developing resiliency best practices, co-regulation supports and school connectedness (belonging).
  - Results and impact from the provincial initiative were reported back to the province, with the intent to inform future provincial funding for student mental health and well-being.
- AHS [Community Helpers Program](#) is a peer-support initiative aimed at enhancing the mental health and well-being of youth and young adults, as well as providing support to adults who help them. The program is designed for individuals aged 12 and older and can be delivered in various community settings, including schools. Participants in the program learn essential skills such as effective communication, self-care, coping with stress, problem solving and suicide awareness. They receive guidance on when to refer individuals to professional services and how to connect with community and professional support systems. The Community Helpers Program is a peer support program that aims to improve the mental health and well-being of the youth and young adults in Alberta. This past year, 25 junior and senior high schools within the Division facilitated the program for approximately 500 student helpers.
- In partnership with CASA Mental Health, the Division has two mental health classrooms - J.A. Fife School to support students in Grades 4 to 6 and a second classroom that opened in the fall of 2024 at Rosslyn School for students in Grades 7 to 9. Both classrooms accept up to 12 students per cohort with two cohorts of students supported through the program over the course of the school year. The first cohort attends from September to the end of January with the second cohort attending from February through to the end of June.
  - Entrance into the CASA classroom is determined using criteria set out by CASA Mental Health.
  - Enrolment for the 2024–25 school year was as follows:
    - J.A. Fife School: September cohort 10 students; February cohort five students.
    - Rosslyn School: September cohort eight students; February cohort 10 students.
  - Students participating in the CASA classroom are supported by a multidisciplinary team that also works collaboratively with the family.
- The MHCB partnership with AHS supports six wellness coaches and a program coordinator. The wellness coaches promoted positive mental health for children, youth and families through programming that builds capacity of knowledge and skills related to universal supports and services. This past year also saw two wellness coaches hired to support summer programming. (See a [comprehensive list of services](#) offered.)
  - Through this programming, the MHCB team were able to make approximately 71,000 connections with students, 3,400 connections with staff and 2,800 connections with families<sup>17</sup>.
- The Edmonton Public Schools Foundation's mission is to, "raise awareness and funds to level the playing field for children who come to the classroom at a disadvantage." Supporting this mission, this past year the Foundation worked with members of the community and donors to help bring a range of supports and opportunities to students across the Division. Examples from this work include the following:

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<sup>17</sup> Connections refers to the number of times sessions were attended and not individual program attendees as many participated in multiple sessions.

### Priority 3: Promote a comprehensive approach to student and staff well-being and mental health

- The Foundation was able to provide \$22,000 to fund additional training for Edmonton Public Schools Mental Health Therapists and Wellness Coaches in the evidence-based [BLUES Program](#) for teen mental health, as well as provide support for the purchase of Mental Health Resource Kits in support of students for one-on-one and small group therapy sessions.
- Through the Foundation's Top-ups for Tummies program, 79 schools received funding to top-up, enhance and fill gaps within their school nutrition strategies. Across the Division, approximately 4,260 students a day received nutrition support at school through Top-ups for Tummies.

#### School Story

The Division is often presented with generous unanticipated opportunities from the community to support students. For many students, having a bed of their own is not a given. Thanks to Ashley Furniture's A Hope to Dream program, 30 students at a Division school received brand-new beds—complete with mattresses, bedding, and pillows.

For these students, it was more than just a bed; it was a gift of dignity, care and comfort that will last for years to come.

"The donation provided more than just physical comfort—it sent a message:

You are seen. You are valued. You are cared for."

— School Principal

- Through the Chromebooks for Kids program, 623 devices were gifted to students across 88 Division schools. These devices helped to ensure students have the tools they need at home to fully engage in their learning.
- Fresh Hoops continues to make an impact on Edmonton Public Schools outdoor courts across the city. Thanks to a partnership with the Edmonton Stingers and a generous donation from Go Auto, six more outdoor courts were given a refresh this past spring, bringing the total number of refreshed courts to 15.
- A successful inaugural Pack the Pack school supplies drive was held in partnership with Kingsway Mall, where over 1,600 school supplies, including backpacks, binders, notebooks, paper and pencils, were donated. In addition, other community groups and corporate partners hosted school supply drives of their own to help ensure all students started the year off ready to learn.
  - These supplies supported students across 67 Division schools.

#### Additional Actions Taken in Support of Priority 3 Goal 2

The Division has committed to transparency related to its responsibilities to support students with complex needs and the use of seclusion rooms as a last resort to behaviour that has the potential to put their safety or the safety of others at serious and imminent risk of physical harm and when de-escalation, preventative strategies or alternative interventions are ineffective. Within this work the Division has taken steps to further build staff capacity and reduce the number of active seclusion rooms in the Division schools. These steps have included:

- PL focused on proactive approaches to supporting students with behavioural needs.
- Reviewing emerging research and best practices in working with neurodiverse learners.
- Establishing an Autism Support Team focused on supporting the unique needs of Autistic students, including PL for staff.
- Establishing sensory spaces as a dedicated space specifically designed to provide a calming and supportive environment to help students achieve or maintain a regulated state, in order to better access learning.
- Worked with schools to decommission active seclusion rooms, with a focus on building staff capacity, developing



### Priority 3: Promote a comprehensive approach to student and staff well-being and mental health

safety plans with families and exploring alternate supports, like sensory space.

#### A Spotlight on Studio 3: A Low Arousal Approach

The intent of Studio 3 (low arousal approach) is to build staff capacity for managing challenging behavior by promoting positive, supportive relationships and reducing the overall level of stress and arousal in the learning environment. This is achieved through a focus on proactive, non-confrontational strategies rooted in trauma-informed care and neuro-affirming relationships.

Staff from SLS participated in Studio 3 certification training, enabling them to provide this training within the Division.

During the 2024–25 school year, the SLS Studio 3 team led teachers and EAs in Interactions programs from five Division schools through a two day Studio 3 PL experience. This PL supported staff in building their understanding and knowledge around the following areas:

- Understanding student behavior by identifying triggers
- Reducing student stress
- Preventing behavioral escalation
- Responsive intervention planning and
- Implementing effective disengagement techniques to de-escalate crises safely

Upon completion of the training, staff from the five schools continued to be supported by SLS staff as they worked to implement low arousal concepts into the classroom.

The Division remains committed to the development of staff capacity to support positive, proactive approaches to supporting students with complex behavioural needs. This is approached through prevention with a focus on de-escalation, defusing challenging behaviours and building positive relationships. Additionally, an individual behaviour support plan is required in exceptional situations where a student's behaviour has the potential to put their safety or the safety of others at serious and imminent risk of physical harm and when de-escalation, preventative strategies or alternative interventions are ineffective. The use of seclusion and/or physical restraint is a last resort, as in a crisis or emergency situation. A comprehensive update of this work was provided to the Board of Trustees on May 27, 2025: [Seclusion and Physical Restraint Update](#).

Table 38 provides multi-year data reflecting the Division's requirements to report to the province the number of seclusion rooms across schools, the number of uses of these rooms and the number of unique students represented.

	2020–21*	2021–22**	2022–23	2023–24	2024–25***
Number of seclusion rooms* June data	127	143	143	165	90
Seclusion	706	1,469	1,096	1,581	534
Unique students	334	549	522	640	326

\*These numbers represent a snapshot in time, and there can be variability month to month.

\*The 2020–21 data reflects in-person learners with approximately 30 per cent of Division students learning online.

\*\*The 2021–22 data reflects in-person learners with approximately five per cent of Division students learning online.

\*\*\*For 2024–25 data reflects support staff job action from January 13 to March 20 where some students with complex behaviour needs participated in rotational at home learning.

### Priority 3: Promote a comprehensive approach to student and staff well-being and mental health

- The Division continues to work to reduce the number of seclusion rooms across the Division. In 2024–25, the number of seclusion rooms across Division schools decreased from 165 (June 30, 2024) to 90 (June 30, 2025), resulting in a reduction of 75 seclusion rooms.
- Students will sometimes access seclusion rooms for sensory or self-regulation purposes. In these cases, students choose to enter and leave the space independently as a supporting strategy, and the space operates as an extension of the classroom learning environment.

As of November 2025, there are no Interactions classrooms with a seclusion room. There remain 50 active seclusion rooms in the Division located in schools with Connections (47) and Connections/Community Learning Skills programming (3).





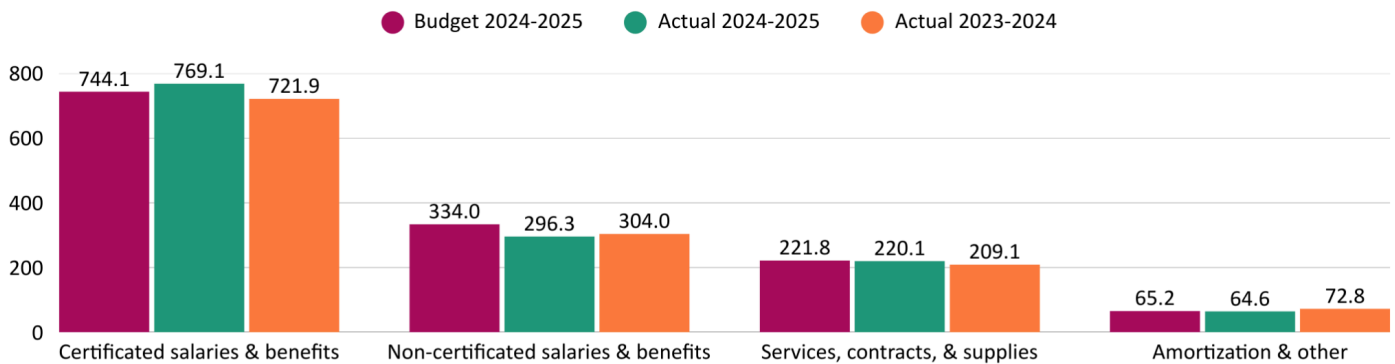
## Summary of 2024-25 Financial Results

Student achievement continues to be the primary focus in every one of the Division's schools. The Division's priorities, budgeting process and results review reflect this focus.

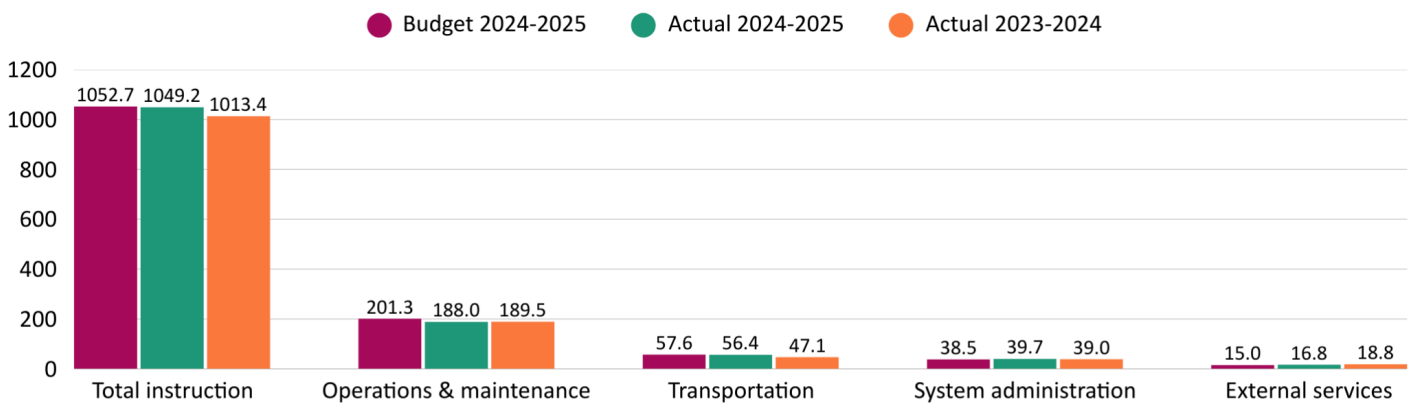
### Operational Results

The Division's total operating expenses for 2024-25 were \$1,350.0 million, a variance of \$15.2 million or 1.1 per cent, when compared to the spring approved budget total of \$1,365.2 million. Figures 13-15 illustrate expenses by type and program.

**Figure 13. Expenses by Type (in \$ millions)**



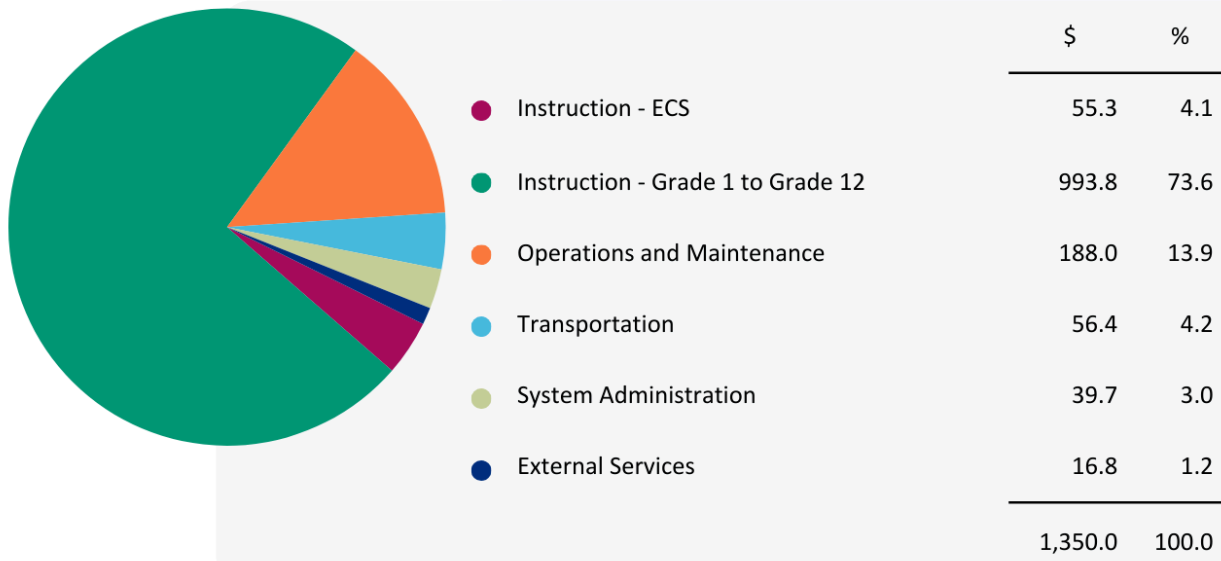
**Figure 14. Expenses by Program (in \$ millions)**



- Operational expenses do not include capital expenditures.
- Total revenues exceeded expenses by \$46.2 million, resulting in an operating surplus.
- 78.9 per cent of total expenses represent staffing, 16.3 per cent represent goods and services, and the remaining balance represents amortization and other.

## Summary of 2024-25 Financial Results

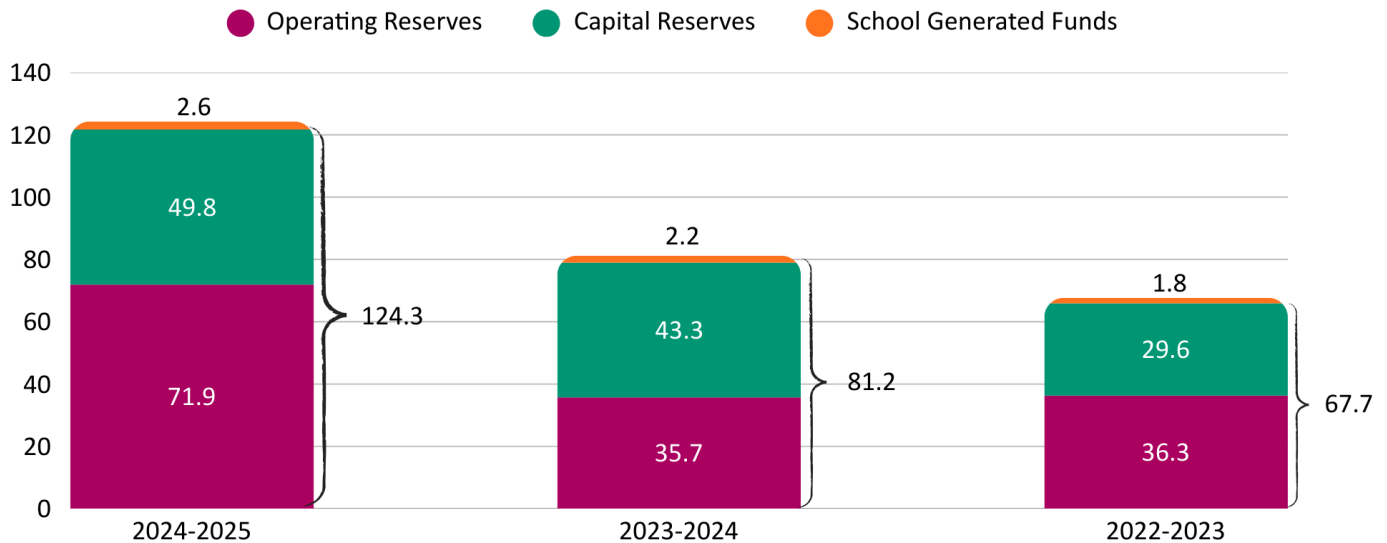
**Figure 15. 2024–2025 Expenses by Program (in \$ millions)**



- The Division's total operational expenses for 2024–25 were \$1,350.0 million as compared to \$1,307.8 million in 2023–24.
- Average per student spending for 2024–25 was \$11,368 (for 2023–24 it was \$11,510). This figure does not include total spending of School Generated Funds or the cost for External Services. Calculation is based on 2024–25 actual enrolment of 115,025 full-time equivalent (FTE) students (compared to 110,044 in 2023–24).

Figure 16 illustrates reserves and funds.

**Figure 16. Reserves (in \$ millions)**



## Summary of 2024-25 Financial Results

2024–25 changes in accumulated surplus from the prior year include:

- Net increase in SGF operating reserves of \$0.4 million
- Net increase in operating reserves of \$36.2 million
- Net increase in capital reserves of \$6.5 million

The increase in capital reserves of \$6.5 million is attributed to:

- \$0.9 million received for the sale of Blue Quill East.
- \$0.7 million received for the sale of Parkdale dry pond.
- \$5.0 million from a targeted transfer from Operating Reserves for the Division identified capital needs.

Offset by \$0.6 million used to fund previous Board approved capital projects, including:

- Growth and Student Accommodation Programs (includes portable projects) and to further the Division's Energy and Environmental Strategy.

## School Generated Funds (SGF)

- Unexpended SGF on August 31, 2025 was \$5.3 million, increased from the amount at the beginning of the school year of \$4.9 million.
  - \$1.4 million of the current year unexpected funds is included in Deferred Revenue.
  - \$1.3 million in Unearned Revenue.
  - \$2.6 million in Accumulated Surplus.
- Gross receipts in SGF is comprised of:

Table 39. Breakdown of gross receipts in school generated funds		
School Funds	Budget (\$ millions)	Actual (\$ millions)
Fees	13.9	16.2
Fundraising	2.2	1.4
Gifts and donations	6.2	5.7
Other sales and services	5.0	6.3
Total	27.3	29.6

- Uses of SGF totaled \$22.8 million and related primarily to extra-curricular activities and School Council funded activities and initiatives.
- Additional SGF expenses of \$6.4 million related to direct costs of other sales and services and fundraising.

Detailed information regarding the Division's audited financial statements can be obtained from Financial Services at (780) 970-5243 or can be viewed at the Division's website at:

<https://www.epsb.ca/media/epsb/ourdistrict/districtbudget/2024-25-audited-financial-statements.pdf>

The provincial roll up of jurisdictions' Audited Financial Statements is provided at:

<https://www.alberta.ca/k-12-education-financial-statements.aspx>.



## Annual Report of Disclosures

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For the 2024-2025 school year, the Designated Officer received one disclosure that was reviewed and referred to internal Division processes as it was deemed not to fall within the jurisdiction of the *Public Interest Disclosure (Whistleblower Protection) Act*.

## Appendix A: Assurance Measures Evaluation Reference

AEAM evaluation achievement is based upon a comparison of current year data to a set of standards which remain consistent over time. The standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The chart below shows the range of values defining the five achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00–66.30	66.30–71.63	71.63–77.50	77.50–81.08	81.08–100.00
3-year High School Completion	0.00–65.95	65.95–74.10	74.10–84.79	84.79–89.00	89.00–100.00
4-year High School Completion	0.00–71.57	71.57–78.63	78.63–87.93	87.93–91.45	91.45–100.00
5-year High School Completion	0.00–72.59	72.59–80.82	80.82–89.18	89.18–91.96	91.96–100.00
PAT6: Acceptable	0.00–58.97	58.91–68.15	68.15–76.62	76.62–83.55	83.55–100.00
PAT6: Excellence	0.00–7.30	7.30–12.45	12.45–19.08	19.08–30.09	30.09–100.00
PAT9: Acceptable	0.00–62.37	62.37–67.35	67.35–76.70	76.70–81.94	81.94–100.00
PAT9: Excellence	0.00–9.69	9.69–13.44	13.44–18.38	18.38–23.38	23.38–100.00
Diploma: Acceptable	0.00–71.45	71.45–78.34	78.34–84.76	84.76–87.95	87.95–100.00
Diploma: Excellence	0.00–9.55	9.55–12.59	12.59–19.38	19.38–23.20	23.20–100.00
Education Quality	0.00–80.94	80.94–84.23	84.23–87.23	87.23–89.60	89.60–100.00
Parental Involvement	0.00–70.76	70.76–74.58	74.58–78.50	78.50–82.30	82.30–100.00
Drop Out Rate	100.00–9.40	9.40–6.90	6.90–4.27	4.27–2.79	2.79–0.00
Rutherford Scholarship Eligibility Rate	0.00–47.98	47.98–55.78	55.78–68.95	68.95–74.96	74.96–100.00
Transition Rate (6 yr)	0.00–35.49	35.49–49.47	49.47–62.88	62.88–72.76	72.76–100.00
Program of Studies	0.00–66.31	66.31–72.65	72.65–78.43	78.43–81.59	81.59–100.00
Work Preparation	0.00–66.92	66.92–72.78	72.78–77.78	77.78–86.13	86.13–100.00
Lifelong Learning	0.00–62.64	62.64–67.96	67.96–75.71	75.71–82.44	82.44–100.00

Notes:

- 1) For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100 per cent.

## Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the current year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes. The chart below shows the definition of the five improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00–3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00–3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

## Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The chart below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

## Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1 and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g., 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern).

## Appendix B: School Plan and Results Review

### School Plan Template and Planning Guide

#### PLANNING FOR THE 2024–25 SCHOOL YEAR

- **Five Reflective Questions Template:** To support schools in the completion of their 2024–25 school plan, a template modeled on inquiry-based reflective questions that help support continuous improvement has been created. Principals are invited to work through these questions with their school community to help inform the development of this year’s goals for your school plan. Each school will develop **a minimum of two goals**, with one goal related to Priority 1 of the [Strategic Plan](#).
- Working Five Reflective Questions Template
- Exemplar 1: Elementary (Grades 1 to 6) Literacy
- Exemplar 2: Junior High (Grades 7 to 9) Numeracy
- Exemplar 3: High School (Grades 10 to 12) Career Pathways
- Exemplar 4: Priority 2 Anti-racism and Reconciliation
- Exemplar 5: Priority 3 Sense of Belonging

#### WHEN COMPLETING PLANS, NOTE THE FOLLOWING:

- All schools will complete a 2024–25 Plans document.
- Principals with Pre-Kindergarten programming are to consolidate their plans for both cost centres in a single document.
- BPS is restricted to a two page limit in the Plans module.
  - Each goal has a minimum requirement of 20 characters for each text box. An error message will appear if a box is under the minimum requirement or if the plan exceeds the two page limit.
  - The box at the bottom of each goal titled “What data will you use to track continuous improvement?” has a limit of 400 characters. This section is intended to be a sentence format of the data you will be using for evidence of continuous improvement. This box has structured limitations, please use a sentence separated by commas and not a bulleted list. Exceeding this limit will result in an error in your upload.
- Student academic growth is a priority for the Division. As such, all schools will develop at least one goal in support of Priority 1 of the Strategic Plan, *Build on outstanding learning opportunities for all students*. This includes the Division’s responsibility and commitment to improving the results of First Nation, Métis, and Inuit students.
  - When setting goals, particularly for student success, consider including in your goals how your school will intentionally support First Nations, Métis, and Inuit student success and Competency Five of the [TQS](#) and [LQS](#).
  - Please see the OECD Promising Practices-Abridged report as a reference resource.
- Consider goals that may extend over a multi-year time frame reflecting your school’s journey over the four years of the [2022–26 Strategic Plan](#).
  - Think about ways to engage your school community in the development of school goals. The five reflective questions may support you in these conversations.
- The [2022–26 Four-Year Education Plan](#) may also provide additional information helpful in developing goals.
- Review and update the SCHOOL COMMUNITY RELATIONSHIPS section of the Plans document. For more information see here.

## Appendix B: School Plan and Results Review

- Spell check—the spell check function is no longer available on BPS. Please review your spelling carefully.
- Ward Trustee names—The trustee names found in BPS are current. These will be updated centrally following each municipal election.
- User Manuals for BPS Modules can be accessed under the HELP menu on Budget Planning System (BPS).
- The 2024–2025 BUDGET PLANNING GUIDE FOR CREATING SCHOOL PLANS can be accessed under the Plans menu, Instructions and Info submenu on Budget Planning System (BPS).

### DEVELOPING GOALS

The following reflective questions are intended as a guide to support schools in the development of goals by reflecting on data, setting targets and identifying actions.

#### Inquiry-Based Questions to Support the Development of a School Plan

Goal \_\_

Division Priority \_\_

What data will you use to track continuous improvement?

*400 character limit*

#### Inquire

1. Looking at the data, what should your focus be on? What are you observing with students/staff/families?
  - Please refer to specific data from multiple sources, including evidence gathered in the classroom that support your area of focus.

2. What driving question does your data point to?

- This question will inform the development of your school goal.

#### Implement

3. What will you be doing with students/families to support achieving your school's goal (2–5 actions)?

4. What resources, school-based structures or processes do you need to implement to support progress towards this goal?

5. What professional learning or capacity building will your school team need to engage in to reach your school's goal?



## Impact

6. What do you anticipate you will see from students/families/staff as evidence of progress towards this goal?

7. How will you demonstrate progress? How will you measure growth?

## Results Review Template

## Reporting on the 2024–25 School Year

## Division Priorities 2022–26

1. Build on outstanding learning opportunities for all students.
2. Advance action towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the goals that were established for 2024–25, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

**Goal #1:** *goal will be imported from the 2024–25 Plans*

**Results Achieved:** *<limit of 5000 characters per text box>*

**Goal #2:** *goal will be imported from the 2024–25 Plans*

**Results Achieved:** *<limit of 5000 characters per text box>*

**Goal #3 (Optional):** *goal will be imported from the 2024–25 Plans*

**Results Achieved:** *<limit of 5000 characters per text box>*

**Challenges:**

**What were the biggest challenges encountered in 2024–25?**

**Improvement Opportunities:**

**What are the opportunities for improvement from 2024–25 that will inform your plan for 2025–26?**

## Appendix C: Detailed Assurance Measures Results

The following tables provide a more detailed reporting of required and supplemental Assurance Measures in support of Edmonton Public Schools' AERR (see *Tables C1–C17*).

### Assurance Survey

#### Program of Studies

Table C1. Alberta Education and Childcare Assurance Measures—Satisfaction with the opportunity for students to receive a broad program of studies including fine arts, career, technology and health and physical education.

Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Overall	84.7 (n= 21,385)	84.2 (n= 19,785)	84.4 (n= 20,316)	Very High	Maintained	Excellent	83.0 (n= 190,222)	82.8 (n= 184,554)	82.9 (n= 178,827)	Very High	Maintained	Excellent
Parent	83.4 (n= 3,142)	83.8 (n= 3,896)	83.6 (n= 3,969)	Very High	Maintained	Excellent	82.4 (n= 34,368)	82.3 (n= 33,145)	82.3 (n= 32,183)	Very High	Maintained	Excellent
Student	79.0 (n= 14,028)	78.2 (n= 12,132)	78.8 (n= 12,290)	Very High	Maintained	Excellent	77.0 (n= 122,315)	76.7 (n= 119,382)	77.0 (n= 114,882)	Very High	Maintained	Excellent
Teacher	91.7 (n= 4,215)	90.7 (n= 3,767)	90.98 (n= 4,057)	Very High	Improved	Excellent	89.5 (n= 33,539)	89.2 (n= 32,027)	89.3 (n= 31,762)	High	Maintained	Good

#### Learning Engagement

Table C2 Alberta Education and Childcare Assurance Measures—Student Learning Engagement

*Teachers, parents and students who agree that students are engaged in their learning at school.*

Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Overall	83.4 (n= 30,669)	83.7 (n= 29,106)	84.4 (n= 29,949)	Intermediate	Declined Significantly	Issue	83.9 (n= 269,076)	83.7 (n= 265,079)	84.4 (n= 257,344)	Intermediate	Declined Significantly	Issue
Parent	86.1 (n= 3,148)	87.1 (n= 3,906)	87.7 (n= 3,983)	Intermediate	Declined Significantly	Issue	87.6 (n= 34,444)	86.7 (n= 33,209)	87.6 (n= 32,255)	Intermediate	Maintained	Acceptable
Student	70.0 (n= 23,303)	69.6 (n= 21,436)	70.9 (n= 21,907)	Intermediate	Declined Significantly	Issue	69.3 (n= 201,089)	69.3 (n= 199,823)	70.5 (n= 193,318)	Intermediate	Declined Significantly	Issue
Teacher	94.0 (n= 4,218)	94.4 (n= 3,764)	94.7 (n= 4,058)	Low	Declined	Issue	95.0 (n= 33,543)	95.1 (n= 32,047)	95.2 (n= 31,771)	Intermediate	Declined	Issue

## Appendix C: Detailed Assurance Measure Results

### Supports and Services

Table C3. Alberta Education and Childcare Assurance Measures—Division Supports and Service												
<i>The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.</i>												
Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Overall	76.6 (n= 30,647)	76.8 (n= 29,064)	78.3 (n= 29,917)	Low	Declined Significantly	Concern	80.1 (n= 268,786)	79.9 (n= 264,733)	80.7 (n= 257,099)	Intermediate	Declined Significantly	Issue
Parent	70.1 (n= 3,148)	72.3 (n= 3,896)	73.7 (n= 3,978)	Low	Declined Significantly	Concern	75.5 (n= 34,400)	75.4 (n= 33,177)	76.2 (n= 32,236)	Intermediate	Declined Significantly	Issue
Student	78.0 (n= 23,279)	77.0 (n= 21,405)	78.5 (n= 21,880)	Intermediate	Declined	Issue	78.7 (n= 200,841)	78.7 (n= 199,516)	79.6 (n= 193,085)	Intermediate	Declined Significantly	Issue
Teacher	81.7 (n= 4,220)	81.1 (n= 3,763)	82.8 (n= 4,059)	Low	Declined	Issue	86.0 (n= 33,545)	85.6 (n= 32,040)	86.4 (n= 31,778)	Intermediate	Declined	Issue

### Success at work after school and Lifelong learning

Table C4. Alberta Education and Childcare Assurance Measures—Success after High School												
<i>Teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.</i>												
Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Overall	80.9 (n= 6,986)	82.4 (n= 7,276)	83.1 (n= 7,622)	High	Declined Significantly	Issue	83.7 (n= 63,905)	82.8 (n= 61,407)	83.6 (n= 60,533)	High	Maintained	Good
Parent	71.3 (n= 2,907)	74.7 (n= 3,628)	75.5 (n= 3,689)	High	Declined Significantly	Issue	76.0 (n= 31,770)	74.8 (n= 30,731)	75.7 (n= 29,986)	Very High	Maintained	Excellent
Teacher	90.5 (n= 4,079)	90.2 (n= 3,648)	90.6 (n= 3,933)	Intermediate	Maintained	Acceptable	91.4 (n= 32,135)	90.7 (n= 30,676)	91.5 (n= 30,547)	Intermediate	Maintained	Acceptable

Table C5. Alberta Education and Childcare Assurance Measures—Lifelong Learning												
<i>Teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.</i>												
Measure & Evaluation	Edmonton School Division						Alberta					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Overall	78.2 (n= 7,120)	78.6 (n= 7,431)	79.3 (n= 7,782)	High	Declined	Acceptable	80.8 (n= 65,274)	79.9 (n= 62,712)	80.4 (n= 61,855)	High	Improved	Good
Parent	71.5 (n= 2,997)	72.8 (n= 3,726)	73.6 (n= 3,782)	High	Declined	Acceptable	74.5 (n= 32,542)	73.3 (n= 31,458)	73.8 (n= 30,718)	High	Improved Significantly	Good
Teacher	84.9 (n= 4,143)	84.4 (n= 3,705)	85.0 (n= 4,000)	Intermediate	Maintained	Acceptable	87.1 (n= 32,732)	86.6 (n= 31,254)	87.1 (n= 31,138)	High	Maintained	Good

## Detailed Student PAT and Diploma Achievement

### Provincial Achievement Tests

PAT results from Edmonton Public Schools and the province are available below, by subject (see *Tables C6–C11*), for all enrolled students, EAL students and self-identified First Nations, Métis, and Inuit Students.

Course	Standard	Edmonton School Division							Alberta						
		2022	2023	2024	2025	Achievement	Improvement	Overall	2022	2023	2024	2025	Achievement	Improvement	Overall
English Language Arts & Lit 6	Acceptable	n/a	n/a	n/a	68.7	n/a	n/a	n/a	n/a	n/a	n/a	69.1	n/a	n/a	n/a
	Excellence	n/a	n/a	n/a	14.6	n/a	n/a	n/a	n/a	n/a	n/a	12.7	n/a	n/a	n/a
French Language Arts & Lit 6 année	Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 6	Acceptable	n/a	n/a	n/a	54.1	n/a	n/a	n/a	n/a	n/a	n/a	53.1	n/a	n/a	n/a
	Excellence	n/a	n/a	n/a	18.4	n/a	n/a	n/a	n/a	n/a	n/a	15.1	n/a	n/a	n/a
Science 6	Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Social Studies 6	Acceptable	69.7	68.1	71.6	66	Low	Declined Significantly	Concern	67.8	66.2	68.5	64.1	Low	Declined Significantly	Concern
	Excellence	24.7	22.0	25.5	23.9	High	Maintained	Good	20.1	18.0	19.8	18.5	Intermediate	Declined	Issue
English Language Arts 9	Acceptable	69.2	69.3	69.1	68.8	Low	Maintained	Issue	69.6	71.4	69.5	69.8	Low	Declined Significantly	Concern
	Excellence	15.6	15.1	13.7	13.3	Intermediate	Declined Significantly	Issue	12.9	13.4	11.8	11.1	Intermediate	Declined Significantly	Issue
K&E English Language Arts 9	Acceptable	50.0	45.0	33.1	29.3	Very Low	Declined	Concern	50.5	50.2	49.6	47.4	Low	Declined	Issue
	Excellence	3.8	1.5	4.4	0.0	Low	Declined Significantly	Concern	5.0	5.7	5.6	5.2	Intermediate	Maintained	Acceptable
French Language Arts 9 année	Acceptable	82.9	79.6	84.3	84.6	Intermediate	Maintained	Acceptable	73.5	76.1	76.6	75.2	Low	Declined	Issue
	Excellence	12.5	15.1	14.9	13.8	Intermediate	Maintained	Acceptable	9.9	10.9	10.6	9.3	Intermediate	Declined	Issue
Mathematics 9	Acceptable	55.9	54.0	54.4	54.3	Low	Maintained	Issue	53.0	54.4	52.7	51.7	Very Low	Declined Significantly	Concern
	Excellence	21.0	16.8	17.7	17.0	Intermediate	Maintained	Acceptable	16.7	13.5	14.0	14.0	Intermediate	Improved	Good
K&E Mathematics 9	Acceptable	49.6	50.0	40.2	38.2	Low	Declined	Issue	55.3	52.7	52.2	49.7	Low	Declined	Issue
	Excellence	5.4	8.4	7.7	8.3	Intermediate	Maintained	Acceptable	11.1	11.3	9.9	11.0	Intermediate	Maintained	Acceptable
Science 9	Acceptable	69.5	65.5	68.0	69.2	Intermediate	Improved Significantly	Good	68.0	66.3	67.6	68.6	Intermediate	Improved Significantly	Good
	Excellence	28.6	24.3	25.8	26.5	Very High	Improved Significantly	Excellent	22.6	20.1	20.8	21.1	Very High	Improved Significantly	Excellent
K&E Science 9	Acceptable	48.9	57.3	38.1	38.1	Very Low	Declined	Concern	57.8	52.9	52.3	50.3	Low	Declined	Issue
	Excellence	10.2	9.7	4.8	4.6	Low	Declined	Issue	11.0	10.9	8.9	7.9	Intermediate	Declined	Issue
Social Studies 9	Acceptable	62.8	59.3	62.3	63.0	Intermediate	Improved Significantly	Good	60.8	58.4	60.5	60.5	Low	Improved Significantly	Good
	Excellence	20.4	20.2	20.0	22.2	High	Improved Significantly	Good	17.2	15.9	15.8	17.1	Intermediate	Improved Significantly	Good
K&E Social Studies 9	Acceptable	54.2	57.4	40.0	37.2	Very Low	Declined Significantly	Concern	53.2	49.6	50.4	50.0	Low	Maintained	Issue
	Excellence	20.5	11.5	8.2	3.8	Low	Declined Significantly	Concern	14.1	10.6	11.3	10.8	Intermediate	Maintained	Acceptable

## Appendix C: Detailed Assurance Measure Results

Table C7. Alberta Education and Childcare Assurance Measures Division and Province—PAT Grades 6 & 9—All Students Enrolment

Course	Edmonton School Division				Alberta			
	2022	2023	2024	2025	2022	2023	2024	2025
English Language Arts 6	n/a	n/a	n/a	9,110	n/a	n/a	n/a	61,670
French Language Arts 6 année	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 6	n/a	n/a	n/a	9,105	n/a	n/a	n/a	61,656
Science 6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Social Studies 6	8,095	8,357	8,969	8,559	56,483	57,655	60,804	50,053
English Language Arts 9	8,039	8,155	8,570	8,903	35,521	56,255	59,096	59,391
K&E English Language Arts 9	106	131	136	198	1,310	1,254	1,465	1,469
French Language Arts 9 année	257	279	242	253	3,228	3,215	3,308	3,134
Mathematics 9	8,012	8,109	8,508	8,882	32,890	55,447	58,577	58,911
K&E Mathematics 9	129	178	194	217	1,746	1,815	1,967	1,940
Science 9	8,051	8,155	8,573	8,898	31,215	56,311	59,072	59,453
K&E Science 9	88	124	126	197	1,185	1,197	1,411	1,454
Social Studies 9	8,059	8,156	8,588	8,912	30,108	56,309	59,125	59,472
K&E Social Studies 9	83	122	110	183	1,167	1,140	1,351	1,434

Table C8. Alberta Education and Childcare Assurance Measures Division and Province—PAT Grades 6 & 9—EAL Students

Course	Standard	Edmonton School Division							Alberta						
		2022	2023	2024	2025	Achievement	Improvement	Overall	2022	2023	2024	2025	Achievement	Improvement	Overall
English Language Arts 6	Acceptable	n/a	n/a	n/a	56.6	n/a	n/a	n/a	n/a	n/a	n/a	62.3	n/a	n/a	n/a
	Excellence	n/a	n/a	n/a	7.4	n/a	n/a	n/a	n/a	n/a	n/a	8.0	n/a	n/a	n/a
French Language Arts 6 année	Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 6	Acceptable	n/a	n/a	n/a	48.5	n/a	n/a	n/a	n/a	n/a	n/a	52.3	n/a	n/a	n/a
	Excellence	n/a	n/a	n/a	14.5	n/a	n/a	n/a	n/a	n/a	n/a	14.9	n/a	n/a	n/a
Science 6	Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Social Studies 6	Acceptable	68.7	65.3	63.0	58.3	Very Low	Declined Significantly	Concern	68.4	65.4	64.6	60.7	Low	Declined Significantly	Concern
	Excellence	23.3	20.1	19.1	16.3	Intermediate	Declined Significantly	Issue	17.9	15.7	16.5	15.2	Intermediate	Declined	Issue
English Language Arts 9	Acceptable	65.4	62.5	52.1	43.3	Very Low	Declined Significantly	Concern	61.9	62.2	56.9	54.5	Very Low	Declined Significantly	Concern
	Excellence	9.7	9.3	4.8	3.3	Very Low	Declined Significantly	Concern	7.0	6.6	5.4	4.7	Very Low	Declined Significantly	Concern
K&E English Language Arts 9	Acceptable	30	26.1	32.3	22.4	Very Low	Maintained	Concern	45.7	34.9	46.7	33.5	Low	Declined	Issue
	Excellence	0.0	0.0	3.2	0.0	Low	Maintained	Issue	2.4	1.3	4.0	2.6	Intermediate	Maintained	Acceptable



## Appendix C: Detailed Assurance Measure Results

French Language Arts 9 année	Acceptable	69.2	85.0	*	66.7	Very Low	Declined	Concern	64.0	71.1	67.8	63.9	Very Low	Declined	Concern
	Excellence	0.0	25.0	*	11.1	Intermediate	Maintained	Acceptable	10.1	11.3	9.2	11.6	Intermediate	Maintained	Acceptable
Mathematics 9	Acceptable	56.3	53.1	45.6	41.1	Very Low	Declined Significantly	Concern	47.0	50.1	46.7	45.2	Very Low	Declined Significantly	Concern
	Excellence	19.6	15.5	11.7	8.9	Low	Declined Significantly	Concern	12.9	12.0	11.5	11.6	Low	Maintained	Issue
K&E Mathematics 9	Acceptable	38.1	38.7	31.7	35.5	Low	Maintained	Issue	54.5	39.5	49.7	51.0	Low	Improved	Acceptable
	Excellence	0.0	3.2	2.4	5.0	Low	Maintained	Issue	9.8	5.6	12.2	13.4	Intermediate	Improved	Good
Science 9	Acceptable	67.6	61.5	54.5	50.4	Very Low	Declined Significantly	Concern	55.8	59.4	57.7	57.6	Low	Declined	Issue
	Excellence	25.7	20.8	16.5	11.6	Intermediate	Declined Significantly	Issue	13.7	15.0	14.2	13.8	High	Declined	Acceptable
K&E Science 9	Acceptable	15.4	39.1	32.1	19.0	Very Low	Declined	Concern	52.3	33.1	41.1	41.6	Low	Maintained	Issue
	Excellence	0.0	8.7	3.6	0.0	Low	Declined	Issue	2.8	3.3	5.5	2.0	Low	Declined	Issue
Social Studies 9	Acceptable	60.4	54.9	46.8	39.6	Very Low	Declined Significantly	Concern	54.5	50.4	49.4	47.9	Very Low	Declined Significantly	Concern
	Excellence	16.9	16.7	9.6	8.7	Very Low	Declined Significantly	Concern	12.6	11.0	9.6	10.4	Low	Maintained	Issue
K&E Social Studies 9	Acceptable	10.0	57.9	25.9	24.4	Very Low	Declined	Concern	64.1	39.4	44.4	48.7	Low	Improved	Acceptable
	Excellence	10.0	5.3	3.7	0.0	Low	Declined	Issue	11.7	1.5	7.4	3.2	Low	Maintained	Issue

Table C9. Alberta Education and Childcare Assurance Measures Division and Province—PAT Grades 6 & 9—EAL Students Enrolment

Course	Edmonton School Division				Alberta			
	2022	2023	2024	2025	2022	2023	2024	2025
English Language Arts 6	n/a	n/a	n/a	2,122	n/a	n/a	n/a	11,591
French Language Arts 6 année	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 6	n/a	n/a	n/a	2,120	n/a	n/a	n/a	11,588
Science 6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Social Studies 6	1,976	2,315	2,300	1,995	9,379	10,098	11,278	9,834
English Language Arts 9	1,683	1,588	1,272	1,136	4,153	6,969	7,249	7,504
K&E English Language Arts 9	20	23	31	49	127	149	150	155
French Language Arts 9 année	13	20	6	9	189	194	174	155
Mathematics 9	1,680	1,582	1,262	1,144	4,157	6,930	7,201	7,506
K&E Mathematics 9	21	31	41	40	143	177	197	149
Science 9	1,687	1,588	1,275	1,143	3,141	6,975	7,236	7,515
K&E Science 9	13	23	28	42	109	151	146	149
Social Studies 9	1,690	1,592	1,276	1,144	4,434	6,983	7,249	7,509
K&E Social Studies 9	10	19	27	41	103	137	135	156

## Appendix C: Detailed Assurance Measure Results

Course	Standard	Edmonton School Division							Alberta						
		2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2023	2024	2025	Achievement	Improvement	Overall
English Language Arts 6	Acceptable	n/a	n/a	n/a	47.9	n/a	n/a	n/a	n/a	n/a	n/a	52.0	n/a	n/a	n/a
	Excellence	n/a	n/a	n/a	5.0	n/a	n/a	n/a	n/a	n/a	n/a	5.3	n/a	n/a	n/a
French Language Arts 6 année	Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 6	Acceptable	n/a	n/a	n/a	23.9	n/a	n/a	n/a	n/a	n/a	n/a	30.4	n/a	n/a	n/a
	Excellence	n/a	n/a	n/a	4.0	n/a	n/a	n/a	n/a	n/a	n/a	4.7	n/a	n/a	n/a
Science 6	Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Social Studies 6	Acceptable	42.6	42.1	45.6	39.2	Very Low	Declined	Concern	46.8	45.3	48.7	43.7	Very Low	Declined Significantly	Concern
	Excellence	7.2	5.3	7.0	7.8	Low	Improved	Acceptable	7.3	6.5	7.3	7.9	Low	Improved	Acceptable
English Language Arts 9	Acceptable	38.6	38.4	41.9	43.5	Very Low	Improved	Issue	49.4	49.2	49.5	50.7	Very Low	Improved	Issue
	Excellence	2.8	3.5	4.7	4.4	Very Low	Maintained	Concern	3.6	4.4	4.7	4.7	Very Low	Maintained	Concern
K&E English Language Arts 9	Acceptable	48	42.9	12.0	27.9	Very Low	Maintained	Concern	46.7	43.8	42.8	43.5	Low	Maintained	Issue
	Excellence	0.0	0.0	4.0	0.0	Low	Maintained	Issue	5.0	3.7	4.9	5.3	Intermediate	Maintained	Acceptable
French Language Arts 9 année	Acceptable	60	85.7	80.0	72.7	Low	Maintained	Issue	53.3	65.4	63.8	63.0	Very Low	Maintained	Concern
	Excellence	0.0	0.0	20.0	0.0	Very Low	Declined	Concern	5.2	4.4	5.6	5.5	Low	Maintained	Issue
Mathematics 9	Acceptable	18.4	19.8	22.8	23.8	Very Low	Improved	Issue	26.3	28.7	28.7	27.4	Very Low	Declined	Concern
	Excellence	2.9	2.3	4.7	3.2	Very Low	Maintained	Concern	4.1	3.8	4.8	4.7	Very Low	Maintained	Concern
K&E Mathematics 9	Acceptable	41.2	68.4	28.9	39.2	Low	Maintained	Issue	48.1	48.9	43.7	41.5	Low	Declined	Issue
	Excellence	0.0	15.8	5.3	7.8	Intermediate	Maintained	Acceptable	6.0	11.1	6.2	8.5	Intermediate	Maintained	Acceptable
Science 9	Acceptable	35.5	35.0	39.5	41.5	Very Low	Improved	Issue	49.3	42.1	46.0	47.7	Very Low	Improved Significantly	Acceptable
	Excellence	7.4	5.1	7.7	8.6	Intermediate	Improved	Good	8.5	7.1	8.5	8.9	Intermediate	Improved	Good
K&E Science 9	Acceptable	55	53.8	22.7	41.0	Low	Maintained	Issue	53.3	48.4	46.6	44.9	Low	Maintained	Issue
	Excellence	10.0	3.8	0.0	5.1	Low	Maintained	Issue	9.7	8.2	7.2	6.6	Low	Maintained	Issue
Social Studies 9	Acceptable	28.8	26.9	34.6	34.5	Very Low	Improved	Issue	34.7	34.1	39.0	38.6	Very Low	Improved	Issue
	Excellence	2.9	4.2	5.9	6.7	Very Low	Improved	Issue	4.1	4.9	6.3	6.4	Very Low	Improved	Issue
K&E Social Studies 9	Acceptable	50.0	64.3	45.8	42.5	Low	Maintained	Issue	41.3	45.4	46.2	43.1	Low	Maintained	Issue
	Excellence	10.0	10.7	4.2	5.0	Low	Maintained	Issue	9.1	7.3	9.4	9.3	Intermediate	Maintained	Acceptable

Course	Edmonton School Division				Alberta			
	2022	2023	2024	2025	2022	2023	2024	2025
English Language Arts 6	n/a	n/a	n/a	674	n/a	n/a	n/a	4,533
French Language Arts 6 année	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 6	n/a	n/a	n/a	673	n/a	n/a	n/a	4,531

## Appendix C: Detailed Assurance Measure Results

Science 6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Social Studies 6	719	663	667	653	4,396	4332	4556	3,434
English Language Arts 9	690	711	743	688	2,822	4375	4465	4,495
K&E English Language Arts 9	25	28	25	43	362	297	388	400
French Language Arts 9 année	10	7	10	11	135	136	160	165
Mathematics 9	684	698	728	681	2,169	4197	4361	4,390
K&E Mathematics 9	34	38	38	51	451	440	485	508
Science 9	698	709	744	689	2,476	4380	4477	4,512
K&E Science 9	20	26	22	39	321	281	373	381
Social Studies 9	698	707	742	689	2,073	4393	4498	4,528
K&E Social Studies 9	20	28	24	40	320	262	351	367

## Diploma Exams

Table C12. Alberta Education and Childcare Assurance Measures Division and Province—Diploma Grade 12—All Students															
Course	Standard	Edmonton School Division							Alberta						
		2022	2023	2024	2025	Achievement	Improvement	Overall	2022	2023	2024	2025	Achievement	Improvement	Overall
English Lang Arts 30-1	Acceptable	74.8	81.2	81.6	81.8	Low	Maintained	Issue	78.8	83.7	84.2	85.3	Intermediate	Improved Significantly	Good
	Excellence	11.3	11.2	10.8	11.2	Intermediate	Maintained	Acceptable	9.4	10.5	10.1	10.9	Intermediate	Improved Significantly	Good
English Lang Arts 30-2	Acceptable	72.2	81.5	80.3	78.7	Very Low	Declined Significantly	Concern	80.8	86.2	85.7	85.6	Low	Maintained	Issue
	Excellence	9.2	11.6	12.1	9.9	Intermediate	Declined Significantly	Issue	12.3	12.7	12.9	11.3	Intermediate	Declined Significantly	Issue
French Language Arts 30-1	Acceptable	97.6	96.3	97.4	96.3	Intermediate	Maintained	Acceptable	91.9	93.1	95.3	94.7	Intermediate	Maintained	Acceptable
	Excellence	2.4	10.5	11.1	3.1	Low	Declined Significantly	Concern	6.8	6.1	8.6	6.0	Intermediate	Declined	Issue
Mathematics 30-1	Acceptable	69.1	74.0	77.2	80.7	n/a	Improved Significantly	n/a	63.6	70.8	75.4	77.8	n/a	Improved Significantly	n/a
	Excellence	29.5	33.4	37.7	42.1	n/a	Improved Significantly	n/a	23	29	34.9	37.1	n/a	Improved Significantly	n/a
Mathematics 30-2	Acceptable	62.1	72.5	75.4	76.3	n/a	Improved Significantly	n/a	61.5	71.1	70.9	73.6	n/a	Improved Significantly	n/a
	Excellence	13.3	18.2	18.0	20.5	n/a	Improved Significantly	n/a	11.8	15.2	15.4	17.3	n/a	Improved Significantly	n/a
Social Studies 30-1	Acceptable	80.9	83.5	85.3	84.4	Intermediate	Maintained	Acceptable	81.5	83.5	85.2	84.6	Intermediate	Maintained	Acceptable
	Excellence	17.6	16.3	20.1	17.2	High	Declined	Acceptable	15.8	15.9	18.7	16.8	High	Declined	Acceptable
Social Studies 30-2	Acceptable	65	73.6	72.4	71.2	Very Low	Declined	Concern	72.5	78.1	77.6	77.5	Low	Declined	Issue
	Excellence	8.0	9.6	8.4	7.5	Low	Declined Significantly	Concern	13.2	12.3	12.7	12.3	Intermediate	Maintained	Acceptable
Biology 30	Acceptable	73.6	83.7	84.6	85.3	Intermediate	Improved	Good	74.3	82.7	83.1	82.7	Intermediate	Maintained	Acceptable
	Excellence	28.7	35.7	38.0	37.6	Very High	Maintained	Excellent	25.2	32.8	33.7	34.8	Very High	Improved	Excellent

## Appendix C: Detailed Assurance Measure Results

Chemistry 30	Acceptable	79.1	83.5	85.2	86.0	Very High	Improved Significantly	Excellent	77.1	80.5	82.9	83.8	High	Improved Significantly	Good
	Excellence	34.9	41.2	42.6	44.9	Very High	Improved Significantly	Excellent	31.1	37.0	38.0	40.6	Very High	Improved Significantly	Excellent
Physics 30	Acceptable	79.2	84.8	85.6	88.6	High	Improved Significantly	Good	78.5	82.3	85.1	85.6	High	Improved Significantly	Good
	Excellence	41.7	46.5	47.8	52.2	Very High	Improved Significantly	Excellent	34.6	39.9	43.1	43.6	Very High	Improved Significantly	Excellent
Science 30	Acceptable	76.5	81.7	85.3	82.8	Intermediate	Maintained	Acceptable	75.7	79.4	81.3	79.6	Intermediate	Declined	Issue
	Excellence	21.2	29.2	33.3	33.8	High	Improved	Good	17.2	23.1	24.6	26.2	High	Improved Significantly	Good

Table C13. Alberta Education and Childcare Assurance Measures Division and Province—Diploma Grade 12 Student Numbers by Course—All Students

Course	Edmonton School Division				Alberta			
	2022	2023	2024	2025	2022	2023	2024	2025
English Lang Arts 30-1	3,154	5,334	5,742	6,060	17,372	31,493	33,001	35,845
English Lang Arts 30-2	1,235	2,456	2,716	3,200	8,903	17,112	19,219	21,398
French Language Arts 30-1	85	162	190	161	666	1,236	1,200	1,234
Mathematics 30-1	2,116	3,777	3,980	4,164	9,102	19,763	21,035	22,680
Mathematics 30-2	1,361	2,334	2,475	2,666	7,872	14,418	15,676	17,430
Social Studies 30-1	2,266	4,233	4,524	4,906	13,811	24,023	25,167	26,238
Social Studies 30-2	1,418	2,776	3,084	3,455	11,131	21,045	23,985	27,021
Biology 30	2,512	4,091	4,237	4,335	13,449	23,270	24,414	25,916
Chemistry 30	1,856	3,149	3,363	3,705	10,196	18,364	19,955	21,438
Physics 30	1,043	1,783	1,970	2,204	5,560	9,241	9,955	11,366
Science 30	1,176	2,030	2,088	2,293	4,887	8,007	8,439	9,027

Table C14. Alberta Education and Childcare Assurance Measures Division and Province—Diploma Grade 12—EAL Students

Course	Standard	Edmonton School Division							Alberta						
		2022	2023	2024	2025	Achievement	Improvement	Overall	2022	2023	2024	2025	Achievement	Improvement	Overall
English Lang Arts 30-1	Acceptable	53.5	63.7	50.3	52.3	Very Low	Declined	Concern	55.5	63.3	61.3	64.7	Very Low	Improved	Issue
	Excellence	3.1	5.8	1.7	2.2	Very Low	Declined	Concern	2.6	3.7	2.7	3.3	Low	Maintained	Issue
English Lang Arts 30-2	Acceptable	56.1	65.3	58	55.1	Very Low	Declined Significantly	Concern	63.9	71.5	70	67.4	Very Low	Declined Significantly	Concern
	Excellence	4.4	3.5	4.9	2.1	Very Low	Declined	Concern	3.7	5.5	5.2	4.5	Low	Declined	Issue
French Language Arts 30-1	Acceptable	*	85.7	*	*	*	*	*	93.8	85.2	85.7	96.0	Intermediate	Improved	Good
	Excellence	*	0.0	*	*	*	*	*	12.5	0	19	8.0	Intermediate	Maintained	Acceptable
Mathematics 30-1	Acceptable	62.0	67.9	68.5	75.5	n/a	Improved Significantly	n/a	52.2	61.1	64	67.6	n/a	Improved Significantly	n/a

## Appendix C: Detailed Assurance Measure Results

	Excellence	26.9	28.7	30.6	33.1	n/a	Improved	n/a	19.2	23.1	27.6	30.8	n/a	Improved Significantly	n/a
Mathematics 30-2	Acceptable	50.2	61.6	60.1	66.8	n/a	Improved	n/a	46.9	58.5	57.7	63.3	n/a	Improved Significantly	n/a
	Excellence	8.9	12.4	11.7	13.8	n/a	Maintained	n/a	6.3	9.7	9	13.4	n/a	Improved Significantly	n/a
Social Studies 30-1	Acceptable	68.6	72.6	70.1	73.8	Low	Maintained	Issue	68.7	72.7	70.5	72.5	Low	Maintained	Issue
	Excellence	9.4	11.0	9.0	6.0	Low	Declined	Issue	9	8.8	10.7	8.2	Low	Declined	Issue
Social Studies 30-2	Acceptable	49.0	59.2	44.2	54.7	Very Low	Maintained	Concern	55.6	62.5	63.2	63.2	Very Low	Maintained	Concern
	Excellence	4.5	5.9	3.3	4.8	Low	Maintained	Issue	7.1	7.8	8.3	8.3	Low	Maintained	Issue
Biology 30	Acceptable	58.4	77.1	67.1	70.2	Low	Maintained	Issue	61	72.8	69.7	69.2	Low	Declined	Issue
	Excellence	17.2	29.6	24.4	23.4	Intermediate	Declined	Issue	18	24.7	23.6	25.3	Intermediate	Maintained	Acceptable
Chemistry 30	Acceptable	72.4	80.0	83.3	80.6	High	Maintained	Good	67.9	73.5	73.2	74.7	Intermediate	Maintained	Acceptable
	Excellence	28.0	35.1	32.8	34.1	High	Maintained	Good	23.5	29.9	29.6	33.1	High	Improved	Good
Physics 30	Acceptable	60.8	78.7	67.8	79.7	Intermediate	Improved	Good	63.1	75.7	71.3	75.0	Intermediate	Maintained	Acceptable
	Excellence	31.4	37.7	30.5	39.0	High	Maintained	Good	26.4	32.3	32.9	32.0	High	Maintained	Good
Science 30	Acceptable	64.3	69.9	69.5	71.3	Low	Maintained	Issue	59.7	67.4	69	66.0	Low	Maintained	Issue
	Excellence	16.5	22.5	25.5	29.9	High	Improved	Good	11.8	16.1	16.2	17.7	Intermediate	Maintained	Acceptable

Table C15. Alberta Education and Childcare Assurance Measures Division and Province—Diploma Grade 12 Student Numbers by Course—EAL Students

Course	Edmonton School Division				Alberta			
	2022	2023	2024	2025	2022	2023	2024	2025
English Language Arts 30-1	426	788	292	363	1,398	2,482	2,095	2,611
English Language Arts 30-2	344	596	412	468	1,368	2,284	2,333	2,932
French Language Arts 30-1	2	7	1	1	16	27	21	25
Mathematics 30-1	353	588	248	323	873	1,714	1,543	1,977
Mathematics 30-2	225	362	188	247	819	1,327	1,250	1,557
Social Studies 30-1	255	537	134	168	804	1,415	1,110	1,322
Social Studies 30-2	357	659	398	457	1,630	2,749	2,904	3,551
Biology 30	344	560	213	265	1,030	1,790	1,509	1,803
Chemistry 30	254	481	192	217	807	1,479	1,364	1,600
Physics 30	153	268	118	123	444	715	645	771
Science 30	224	316	141	174	536	714	591	752



## Appendix C: Detailed Assurance Measure Results

Table C16. Alberta Education and Childcare Assurance Measures Division and Province—Diploma Grade 12—First Nations, Métis and Inuit Students

Course	Standard	Edmonton School Division							Alberta						
		2022	2023	2024	2025	Achievement	Improvement	Overall	2022	2023	2024	2025	Achievement	Improvement	Overall
English Lang Arts 30-1	Acceptable	69.3	73.4	76.1	76.4	Very Low	Maintained	Concern	73.5	78.3	81.7	80.6	Very Low	Maintained	Concern
	Excellence	5.9	4.5	3.6	5.0	Low	Maintained	Issue	4.4	6.1	6.9	5.3	Low	Declined	Issue
English Lang Arts 30-2	Acceptable	74	86	82.6	85.5	Low	Maintained	Issue	82.1	86.5	86	88.6	Low	Improved Significantly	Good
	Excellence	8.1	10.1	14.1	9.3	Intermediate	Declined	Issue	9.2	9.9	10.8	9.3	Intermediate	Declined	Issue
French Language Arts 30-1	Acceptable	n/a	*	*	*	*	*	*	83.3	83.8	88.9	86.0	Low	Maintained	Issue
	Excellence	n/a	*	*	*	*	*	*	0	2.7	0	2.3	Low	Maintained	Issue
Mathematics 30-1	Acceptable	65.4	63.2	65.1	76.0	n/a	Improved	n/a	50.9	60.6	64.4	67.8	n/a	Improved Significantly	n/a
	Excellence	3.8	16.2	22.2	24.0	n/a	Maintained	n/a	10.5	15	17	23.2	n/a	Improved Significantly	n/a
Mathematics 30-2	Acceptable	55.9	65.2	74.2	82.4	n/a	Improved Significantly	n/a	55.2	65.8	64.8	71.6	n/a	Improved Significantly	n/a
	Excellence	13.2	19.6	11.3	17.6	n/a	Maintained	n/a	7.3	12.1	10.1	11.5	n/a	Maintained	n/a
Social Studies 30-1	Acceptable	71.6	69.8	76.4	75.2	Low	Maintained	Issue	72.5	73	79.1	77.5	Low	Maintained	Issue
	Excellence	3.4	4.8	6.1	8.7	Intermediate	Improved	Good	7.4	8.6	10.6	9.1	Intermediate	Maintained	Acceptable
Social Studies 30-2	Acceptable	66.4	69.9	75.1	71.7	Very Low	Maintained	Concern	66	72.3	72.9	72.1	Low	Maintained	Issue
	Excellence	4.5	4	5.6	3.5	Very Low	Maintained	Concern	5.4	5.4	6.6	5.7	Low	Maintained	Issue
Biology 30	Acceptable	66.2	69.4	73.7	81.6	Intermediate	Improved	Good	58.9	72.5	72.8	74.0	Low	Maintained	Issue
	Excellence	13.5	21.4	19	21.3	Low	Maintained	Issue	11.5	19.1	17	20.3	Low	Improved	Acceptable
Chemistry 30	Acceptable	65.8	77.6	81.1	78.8	Intermediate	Maintained	Acceptable	62.5	70	78.2	75.6	Intermediate	Maintained	Acceptable
	Excellence	18.4	34.7	17	31.8	High	Maintained	Good	15.4	24	23.5	22.9	Intermediate	Maintained	Acceptable
Physics 30	Acceptable	68.8	78.6	94.1	72.7	Intermediate	Declined	Issue	68.6	72	80.4	76.5	Intermediate	Maintained	Acceptable
	Excellence	31.3	32.1	17.6	30.3	Intermediate	Maintained	Acceptable	25.2	26.8	23.2	30.3	Intermediate	Improved	Good
Science 30	Acceptable	66.7	76.2	82.9	85.3	Intermediate	Maintained	Acceptable	70	75.3	78.1	77.9	Intermediate	Maintained	Acceptable
	Excellence	5	17.8	17.1	21.3	Intermediate	Maintained	Acceptable	7.2	18.7	18.5	18.5	Intermediate	Maintained	Acceptable

## Appendix C: Detailed Assurance Measure Results

Table C17. Alberta Education and Childcare Assurance Measures Division and Province—Diploma Grade 12 Student Numbers by Course—First Nations, Métis and Inuit Students

Course	Edmonton School Division				Alberta			
	2022	2023	2024	2025	2022	2023	2024	2025
English Language Arts 30-1	101	199	197	220	722	1,286	1,402	1,632
English Language Arts 30-2	123	278	276	311	923	1,833	2,010	2,182
French Language Arts 30-1	n/a	1	1	3	18	37	36	43
Mathematics 30-1	26	68	63	75	220	566	634	690
Mathematics 30-2	68	92	97	91	413	742	785	932
Social Studies 30-1	88	126	148	161	564	986	1,071	1,264
Social Studies 30-2	134	299	269	314	929	1,933	2,091	2,325
Biology 30	74	98	137	141	514	902	1,041	1,112
Chemistry 30	38	49	53	66	285	550	614	700
Physics 30	16	28	17	33	159	250	280	353
Science 30	60	101	82	75	250	470	480	507

## Appendix D: 2024–25 Division Feedback Survey Results

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The DFS results are organized based on Division priorities and goals, showing the relationship between strategic initiatives and the day-to-day experiences of students, staff and families. The three years of DFS results visualized in the report linked in this appendix are organized to display year-over-year trends, showing trends and shifts within the Division’s community’s feedback over time. Unless otherwise indicated, the results represent the entire group of respondents.

[2024–25 Division Feedback Survey Summary](#)

## Appendix E: Local Literacy and Numeracy Results

### EAP CAT4

Figure E1. Equity Achievement Project: Math

Math: Growth for the matched EAP cohort from Grade 4 to Grade 6

■ Stanine 4+ (at or above average) ■ Stanine 3 ■ Stanine 2 ■ Stanine 1

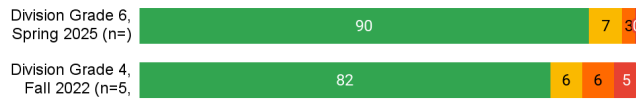
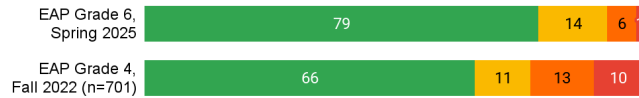
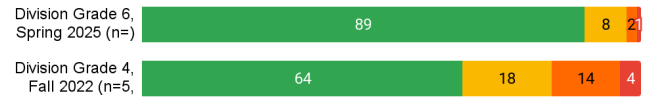
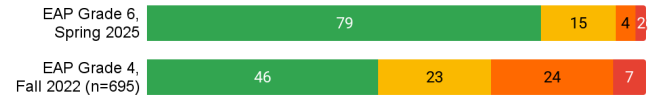


Figure E2. Equity Achievement Project: Computation &amp; Estimation

C&amp;E: Growth for the matched EAP cohort from Grade 4 to Grade 6

■ Stanine 4+ (at or above average) ■ Stanine 3 ■ Stanine 2 ■ Stanine 1



### Reading Results (Tables E1-E3)

The following notes outline some considerations to consider when interpreting reading results data.

- In 2019–20, determination of at, above or below grade level occurred after the move to online learning at the end of March, 2019.
- In 2020–21, approximately 30 per cent of Division students were online.
- Grades 1 and 2 results include students enrolled in immersion and bilingual programs who may have received either no or a reduced amount of English instruction in reading.

Table E1. Reading Results Showing All Students AT or ABOVE Grade Level

Enrolment Grade	2020–21		2021–22		2022–23		2023–24		2024–25	
	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results
Grade 1	60.9	8,042	59.5	7,516	58.9	8,966	60.4	8,738	64.4	8,387
Grade 2	66.7	7,849	66.8	8,278	65.9	7,924	66.7	9,162	66.8	9,082
Grade 3	70.2	7,984	68.3	8,021	68.1	8,730	67	8,207	69.4	9,308
Grade 4	70.3	7,910	67.6	8,111	65.4	8,396	66.2	8,976	66.1	8,484
Grade 5	70.5	7,908	71.4	8,055	66.8	8,580	65.5	8,644	67	9,173
Grade 6	71	7,746	70.3	8,104	70.1	8,418	68.3	8,897	67.5	8,971
Grade 7	70.9	7,692	74.3	7,849	70.5	8,511	72	8,480	70	8,958
Grade 8	71.3	7,929	74.3	7,832	72.4	8,294	72.9	8,637	73.9	8,757
Grade 9	73.7	7,070	76.3	7,777	71	7,793	73.4	8,451	74.2	8,863

## Appendix E: Local Literacy and Numeracy Results

**Table E2. Reading Results Showing EAL Students AT or ABOVE Grade Level**

Enrolment Grade	2020–21		2021–22		2022–23		2023–24		2024–25	
	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results
<b>Grade 1</b>	62.2	2,453	59.7	1,897	57.1	2,525	57.9	3,052	61.7	2,884
<b>Grade 2</b>	66	2,683	63.9	2,710	61.7	2,445	59.8	3,001	62.7	3,383
<b>Grade 3</b>	68.4	2,992	66.1	2,789	63.2	3,132	59.6	2,883	62.7	3,277
<b>Grade 4</b>	64.7	2,757	61.4	2,821	59.8	3,015	56.1	3,274	57.7	3,012
<b>Grade 5</b>	63.1	2,412	63.1	2,360	58.5	2,997	52.7	2,818	53.4	2,828
<b>Grade 6</b>	61.3	2,129	60.1	2,075	58.5	2,527	49.8	2,553	49.4	2,387
<b>Grade 7</b>	60.2	1,864	62.5	1,821	59	2,070	50.2	1,936	46.5	2,018
<b>Grade 8</b>	59.8	1,891	62	1,640	59.9	1,922	46.6	1,572	50.4	1,725
<b>Grade 9</b>	61.6	1,578	61.7	1,712	57.6	1,707	49.5	1,478	42.8	1,352

**Table E3. Local Reading Results: Self-Identified First Nations, Métis and Inuit Students reading AT or ABOVE Grade Level**

Enrolment Grade	2020–21		2021–22		2022–23		2023–24		2024–25	
	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results
<b>Grade 1</b>	28.6	559	32.2	621	32.3	710	35.0	611	42.1	618
<b>Grade 2</b>	38.1	649	38.9	615	38.3	637	42.3	685	44.7	645
<b>Grade 3</b>	43.7	625	42.9	666	45.9	653	45.5	642	45.8	701
<b>Grade 4</b>	45.9	645	43.1	659	40.2	674	45.0	636	48.2	649
<b>Grade 5</b>	45.1	718	47.3	668	46.2	689	45.8	650	45.9	636
<b>Grade 6</b>	47.5	707	49.2	732	48.1	765	51.4	664	50.5	657
<b>Grade 7</b>	46.1	684	52.4	716	49.6	765	54.5	646	50.6	650
<b>Grade 8</b>	45.1	718	51.0	702	50.2	749	52.5	688	57.9	617
<b>Grade 9</b>	47.2	633	53.6	704	44.4	711	58.2	679	57.5	666

## Appendix E: Local Literacy and Numeracy Results

### HLATs-Writing Results (Tables E4-E6)

Please note, when interpreting HLAT results that in 2020–21, approximately 30 per cent of Division students were online.

Table E4. HLAT Results Showing All Students AT or ABOVE Grade Level

Enrolment Grade	2020–21		2021–22		2022–23		2023-24		2024-25	
	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results
Grade 1	74	7,227	74.9	6,814	75.8	8,123	74.3	8,209	73.9	6,260
Grade 2	68.2	7,486	69.5	8,006	68.7	7,626	68	9,012	65.5	7,070
Grade 3	65.5	7,622	65.8	7,740	62.7	8,430	59.3	8,048	60.7	7,100
Grade 4	65.4	7,586	64.4	7,837	59.4	8,122	57.9	8,791	54.8	6,372
Grade 5	66.4	7,615	66.2	7,789	62.1	8,256	57.5	8,454	56.9	6,992
Grade 6	70.1	7,479	67.6	7,823	65.5	8,105	60.8	8,703	58.5	6,802
Grade 7	70.4	7,205	70.5	7,466	67.2	8,009	66.8	8,035	61.3	6,310
Grade 8	69.1	7,253	69.3	7,323	69	7,718	66.4	8,162	61.1	5,844
Grade 9	70.7	6,725	71.6	7,519	67.9	7,612	66.1	7,945	60.6	5,911

Table E5. HLAT Results Showing EAL Students AT or ABOVE Grade Level

Enrolment Grade	2020–21		2021–22		2022–23		2023-24		2024-25	
	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results
Grade 1	73.5	2,336	75	1,804	73.3	2,394	73.1	2,954	71.9	2,177
Grade 2	67.6	2,583	68.6	2,622	67.2	2,348	63.8	2,956	63.5	2,651
Grade 3	64.5	2,868	66.8	2,711	59.9	3,018	54.4	2,830	55.5	2,494
Grade 4	61.8	2,681	61.1	2,732	56	2,927	50.2	3,209	48.8	2,363
Grade 5	60.2	2,362	61.3	2,301	57.2	2,905	47.6	2,770	48.4	2,417
Grade 6	61.4	2,086	60.2	2,023	56.6	2,440	46.3	2,505	44.8	1,947
Grade 7	63.7	1,768	60.6	1,784	57.7	1,986	47.6	1,847	41.1	1,600
Grade 8	59.8	1,770	60.6	1,569	56.6	1,836	42.3	1,495	39.8	1,296
Grade 9	61.1	1,537	61.7	1,711	55.5	1,658	42.2	1,417	37.2	1,028

Table E6. Local HLAT Results: First Nations Métis and Inuit Students writing AT or ABOVE Grade Level

Enrolment Grade	2020–21		2021–22		2022–23		2023-24		2024-25	
	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results
Grade 1	41.7	458	49.8	544	51.5	635	52.9	580	51.4	457
Grade 2	42.5	553	40.7	567	41.9	590	44.2	665	43.7	506
Grade 3	36.1	535	34.7	603	34.7	605	35.6	616	33.6	536
Grade 4	38.3	540	38.7	607	34.5	620	30.1	627	33.5	460
Grade 5	40.0	617	39.3	608	36.4	626	35.5	609	31.7	498
Grade 6	49.0	602	44.5	647	44.5	633	38.6	637	35.7	476
Grade 7	40.3	544	47.7	600	42.2	635	43.6	559	43.1	420
Grade 8	42.4	521	43.2	546	50.1	608	43.4	601	43.7	407
Grade 9	42.0	450	42.7	576	43.2	560	48.7	587	39.2	423



## Appendix E: Local Literacy and Numeracy Results

### CAT4 (Tables E7-E17)

Table E7. CAT4 cohort size for all Division students

Enrolment Grade	Reading		Mathematics		Computation & Estimation	
	Fall 2024	Spring 2025	Fall 2024	Spring 2025	Fall 2024	Spring 2025
Grade 4	7,076	7,106	7,377	7,271	7,296	7,234
Grade 5	7,812	7,829	8,016	8,002	8,018	8,017
Grade 6	7,654	7,701	7,866	7,797	7,848	7,827
Grade 7	7,480	7,297	7,746	7,638	7,650	7,750
Grade 8	7,300	7,105	7,511	7,236	7,517	7,191
Grade 9	7,360	7,105	7,538	7,108	7,495	7,135

Table E8. CAT4 cohort size for English as an additional language students

Enrolment Grade	Reading		Mathematics		Computation & Estimation	
	Fall 2024	Spring 2025	Fall 2024	Spring 2025	Fall 2024	Spring 2025
Grade 4	2,391	2,559	2,563	2,674	2,555	2,659
Grade 5	2,633	2,588	2,800	2,747	2,819	2,776
Grade 6	2,285	2,087	2,427	2,228	2,427	2,243
Grade 7	1,950	1,500	2,110	1,706	2,075	1,703
Grade 8	1,486	1,267	1,592	1,380	1,591	1,377
Grade 9	1,046	908	1,194	1,024	1,176	1,027

Table E9. CAT4 cohort size for self-identified First Nations, Métis, and Inuit students

Enrolment Grade	Reading		Mathematics		Computation & Estimation	
	Fall 2024	Spring 2025	Fall 2024	Spring 2025	Fall 2024	Spring 2025
Grade 4	445	437	456	446	460	451
Grade 5	430	454	453	452	441	457
Grade 6	455	474	466	453	462	452
Grade 7	442	377	445	407	436	374
Grade 8	424	384	432	371	435	370
Grade 9	446	395	452	366	433	366

## Appendix E: Local Literacy and Numeracy Results

**Table E10. CAT4 Reading - Percentage of EAL Students Achieving Across Stanines: Fall and Spring**

	Stanine 4+	Stanine 3	Stanine 2	Stanine 1
Grade 4, Spring 2025	65	16	14	5
Grade 4, Fall 2024	47	18	14	21
Grade 5, Spring 2025	78	14	6	2
Grade 5, Fall 2024	68	16	11	5
Grade 6, Spring 2025	73	18	6	2
Grade 6, Fall 2024	68	17	10	5
Grade 7, Spring 2025	69	12	11	8
Grade 7, Fall 2024	75	11	8	5
Grade 8, Spring 2025	60	13	12	15
Grade 8, Fall 2024	68	11	12	10
Grade 9, Spring 2025	54	16	16	15
Grade 9, Fall 2024	60	15	10	15

**Table E12. CAT4 Mathematics - Percentage of All Students Achieving Across Stanines: Fall and Spring**

	Stanine 4+	Stanine 3	Stanine 2	Stanine 1
Grade 4, Spring 2025	92	6	3	1
Grade 4, Fall 2024	75	8	9	8
Grade 5, Spring 2025	85	12	3	1
Grade 5, Fall 2024	87	9	3	1
Grade 6, Spring 2025	87	8	4	1
Grade 6, Fall 2024	82	13	5	1
Grade 7, Spring 2025	88	8	3	1
Grade 7, Fall 2024	81	10	7	2
Grade 8, Spring 2025	85	10	4	1
Grade 8, Fall 2024	85	8	6	1
Grade 9, Spring 2025	79	16	4	1
Grade 9, Fall 2024	87	8	3	2

**Table E11. CAT4 Reading - Percentage of Self-identified First Nations, Métis, and Inuit Students Achieving Across Stanines: Fall and Spring**

	Stanine 4+	Stanine 3	Stanine 2	Stanine 1
Grade 4, Spring 2025	62	18	14	6
Grade 4, Fall 2024	42	19	16	22
Grade 5, Spring 2025	80	15	3	3
Grade 5, Fall 2023	65	19	10	6
Grade 6, Spring 2025	79	15	5	1
Grade 6, Fall 2024	65	21	9	5
Grade 7, Spring 2025	76	11	9	4
Grade 7, Fall 2024	76	12	9	3
Grade 8, Spring 2025	65	13	7	15
Grade 8, Fall 2024	74	11	8	7
Grade 9, Spring 2025	66	15	9	10
Grade 9, Fall 2024	65	18	8	9

**Table E13. CAT4 Mathematics - Percentage of EAL Students Achieving Across Stanines: Fall and Spring**

	Stanine 4+	Stanine 3	Stanine 2	Stanine 1
Grade 4, Spring 2025	88	8	3	1
Grade 4, Fall 2024	69	9	11	11
Grade 5, Spring 2025	80	15	5	1
Grade 5, Fall 2024	85	11	4	1
Grade 6, Spring 2025	82	11	5	1
Grade 6, Fall 2024	76	16	7	1
Grade 7, Spring 2025	82	11	6	1
Grade 7, Fall 2024	72	14	11	3
Grade 8, Spring 2025	77	14	6	3
Grade 8, Fall 2024	77	12	8	3
Grade 9, Spring 2025	68	25	6	1
Grade 9, Fall 2024	78	13	6	3

## Appendix E: Local Literacy and Numeracy Results

**Table E14. CAT4 Mathematics - Percentage of Self-identified First Nations, Métis, and Inuit Students Achieving Across Stanines: Fall and Spring**

	Stanine 4+	Stanine 3	Stanine 2	Stanine 1
Grade 4, Spring 2025	83	9	6	2
Grade 4, Fall 2024	61	11	16	12
Grade 5, Spring 2025	78	17	4	1
Grade 5, Fall 2024	77	18	4	2
Grade 6, Spring 2025	76	15	8	1
Grade 6, Fall 2024	71	21	8	1
Grade 7, Spring 2025	76	17	5	1
Grade 7, Fall 2024	62	19	13	6
Grade 8, Spring 2025	74	18	5	2
Grade 8, Fall 2024	68	17	13	2
Grade 9, Spring 2025	63	30	5	2
Grade 9, Fall 2024	77	14	5	4

**Table E16. CAT4 Computation & Estimation - Percentage of EAL Students Achieving Across Stanines: Fall and Spring**

	Stanine 4+	Stanine 3	Stanine 2	Stanine 1
Grade 4, Spring 2025	84	11	3	2
Grade 4, Fall 2024	62	17	15	7
Grade 5, Spring 2025	86	10	3	1
Grade 5, Fall 2024	81	12	5	1
Grade 6, Spring 2025	87	9	2	1
Grade 6, Fall 2024	84	13	2	1
Grade 7, Spring 2025	82	13	4	2
Grade 7, Fall 2024	84	10	5	1
Grade 8, Spring 2025	76	17	6	1
Grade 8, Fall 2024	81	14	4	1
Grade 9, Spring 2025	76	16	6	2
Grade 9, Fall 2024	77	17	4	2

**Table E15. CAT4 Computation & Estimation - Percentage of All Students Achieving Across Stanines: Fall and Spring**

	Stanine 4+	Stanine 3	Stanine 2	Stanine 1
Grade 4, Spring 2025	84	12	3	2
Grade 4, Fall 2024	62	18	14	6
Grade 5, Spring 2025	86	10	3	1
Grade 5, Fall 2024	80	13	5	1
Grade 6, Spring 2025	87	9	2	1
Grade 6, Fall 2024	84	13	2	1
Grade 7, Spring 2025	86	10	2	1
Grade 7, Fall 2024	84	10	4	1
Grade 8, Spring 2025	81	14	4	1
Grade 8, Fall 2024	84	11	4	1
Grade 9, Spring 2025	81	14	4	1
Grade 9, Fall 2024	83	12	3	2

**Table E17. CAT4 Computation & Estimation - Percentage of Self-identified First Nations, Métis, and Inuit Students Achieving Across Stanines: Fall and Spring**

	Stanine 4+	Stanine 3	Stanine 2	Stanine 1
Grade 4, Spring 2025	68	22	6	3
Grade 4, Fall 2024	40	24	25	12
Grade 5, Spring 2025	77	16	6	2
Grade 5, Fall 2024	63	20	14	4
Grade 6, Spring 2025	74	18	6	2
Grade 6, Fall 2024	71	24	4	2
Grade 7, Spring 2025	73	21	4	2
Grade 7, Fall 2024	65	21	10	4
Grade 8, Spring 2025	65	26	7	1
Grade 8, Fall 2024	67	22	8	2
Grade 9, Spring 2025	65	25	8	2
Grade 9, Fall 2024	65	22	7	5



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