

**DATE:** December 19, 2017

**TO:** Board of Trustees

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

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

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## ISSUE

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

## BACKGROUND

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

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

## CURRENT SITUATION

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

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

**KEY POINTS**

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

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

**ATTACHMENTS and APPENDICES**

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

NP:



# **STRATEGIC PLAN UPDATE**

## **Academic Achievement: Literacy, Numeracy and High School Completion**

**December 19, 2017**

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## Introduction

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

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

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

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

**Goal Two:** *Success for every student*

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

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

## How We Do Our Work

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

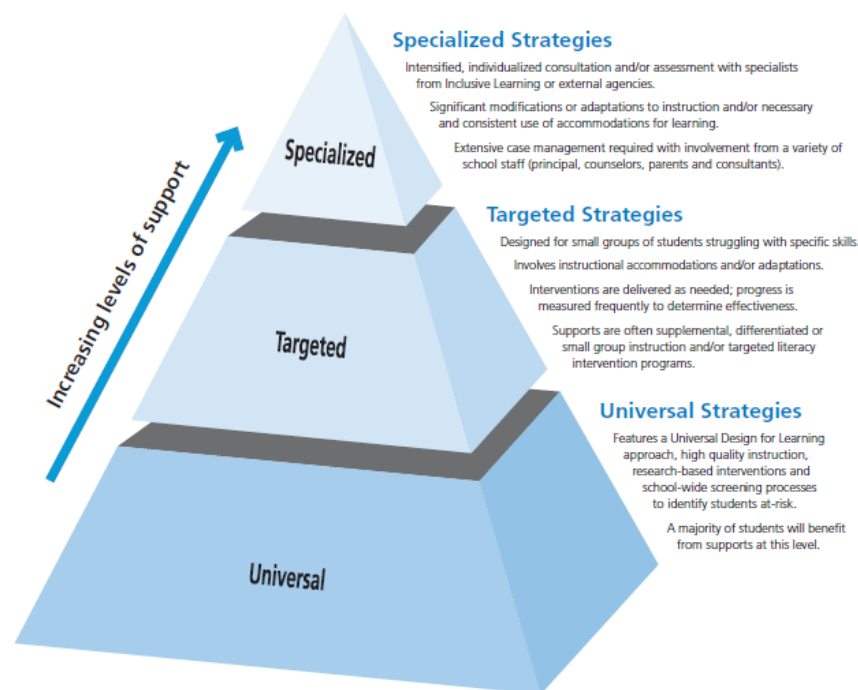


Staff from schools, catchments and Central Service Units take a shared responsibility for the success of our students and work collaboratively in support of our strategic direction. Curriculum and Resource Support, Inclusive Learning (Early Learning, Diversity and Comprehensive School Health and Specialized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

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

# THE PYRAMID OF INTERVENTION

## A Framework for Supporting All Students



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

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



EQUITY • COLLABORATION • INTEGRITY • ACCOUNTABILITY

## District Student Demographics

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

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

## Our Journey: 2017 Academic Achievement

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

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

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

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

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

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

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

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

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

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

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

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

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



## Combined Accountability Pillar Overall Summary

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

### Notes:

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

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

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

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

## Literacy

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

Developing strong literacy skills in students is essential for them to reach their full potential in school, the workplace and to experience a better quality of life in future years.

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

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

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



## VOICES OF SCHOOLS

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

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

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

## CENTRAL SERVICES INSTRUCTIONAL SUPPORTS

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

## Literacy Results – Provincial Achievement Tests

### English Language Arts 6

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

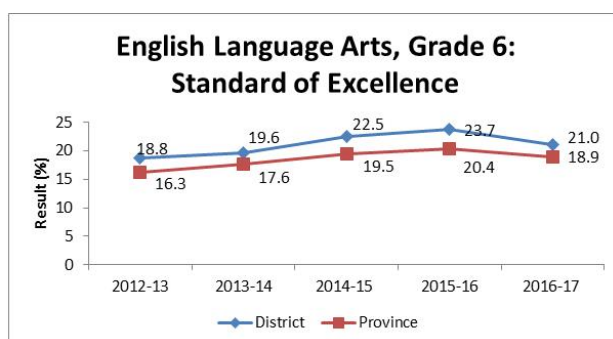
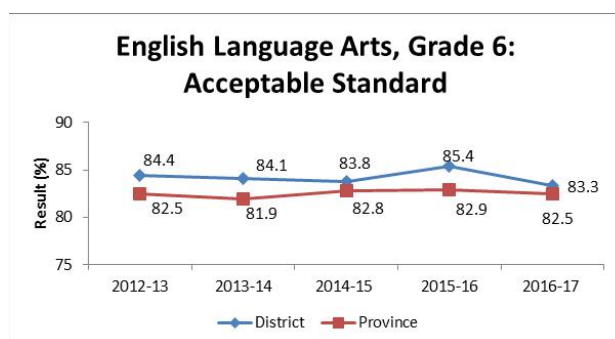
Each category consists of measures evaluated both individually and as a group on:

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

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

## WHAT OUR RESULTS TELL US

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



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

## English Language Arts 9

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

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

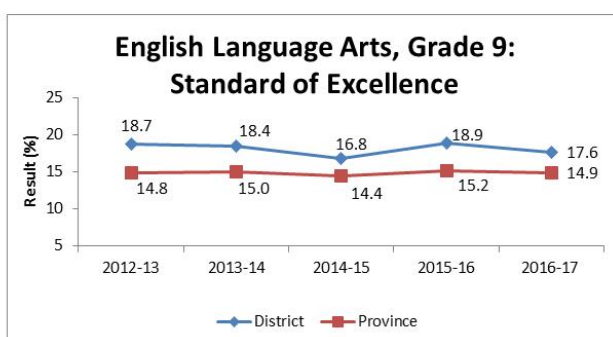
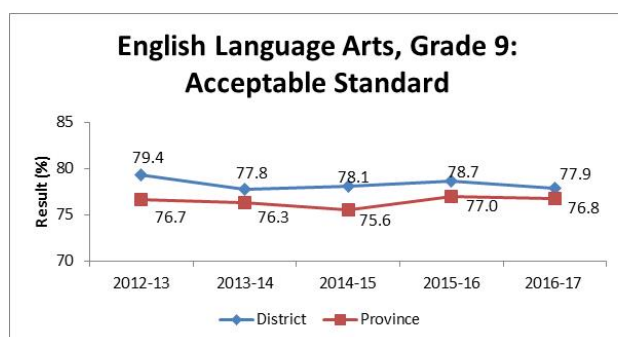
- Achievement (comparison against fixed provincial standards)
- Improvement (comparison against previous performance)
- An overall evaluation for each measure and each category is the combination of both the achievement and improvement results.

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



## WHAT OUR RESULTS TELL US

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



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

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

## Literacy Results – Diploma Exams

### English 30-1

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

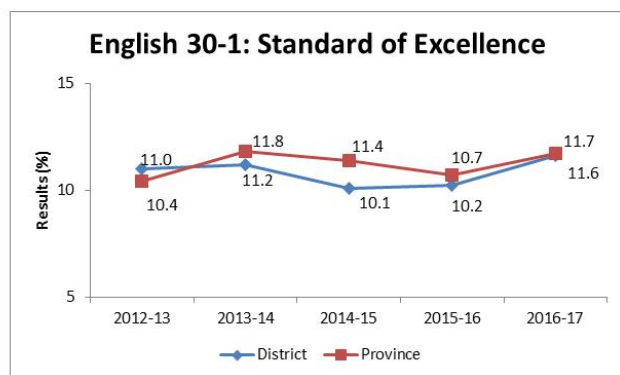
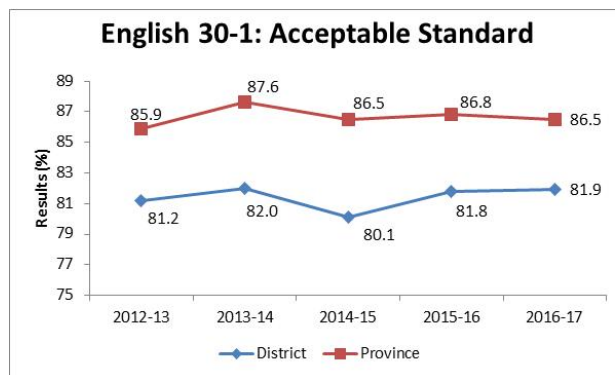
Each category consists of measures evaluated both individually and as a group on:

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

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

## WHAT OUR RESULTS TELL US

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



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

## English 30-2

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

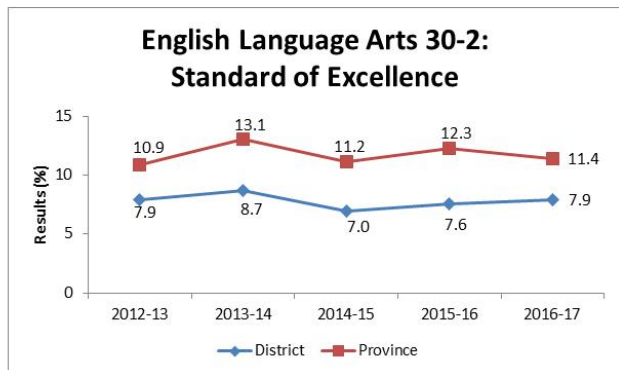
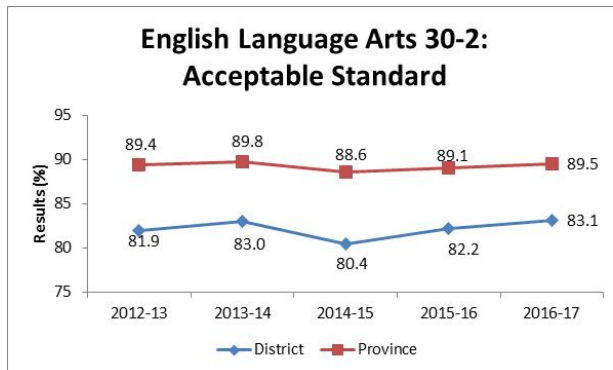
Each category consists of measures evaluated both individually and as a group on:

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

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

## WHAT OUR RESULTS TELL US

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



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

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

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

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

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

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

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

## WHAT OUR RESULTS TELL US

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

### Highest Level of Achievement (HLAT)

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



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

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

## WHAT OUR RESULTS TELL US

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

## Numeracy and Mathematics

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

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

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

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



## VOICES OF SCHOOLS

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

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

### MIPI (2017-2018)

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

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

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

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

## CENTRAL SERVICES INSTRUCTIONAL SUPPORTS

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

## Numeracy Results – Provincial Achievement Tests

### Mathematics 6

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

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

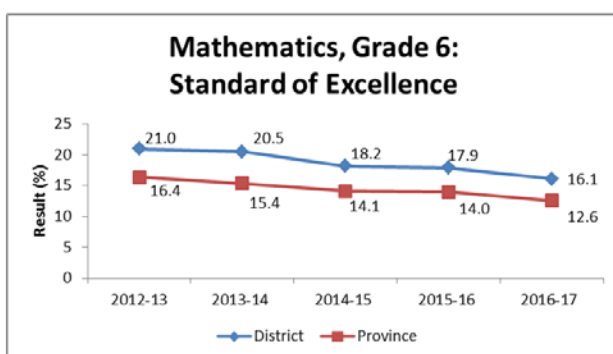
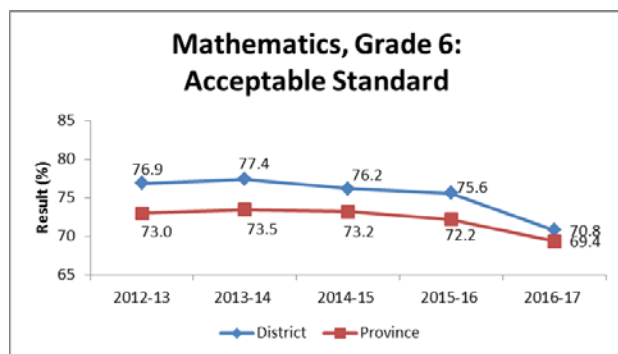
- Achievement (comparison against fixed provincial standards)
- Improvement (comparison against previous performance)
- An overall evaluation for each measure and each category is the combination of both the achievement and improvement results.

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



## WHAT OUR RESULTS TELL US

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



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

## Mathematics 9

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

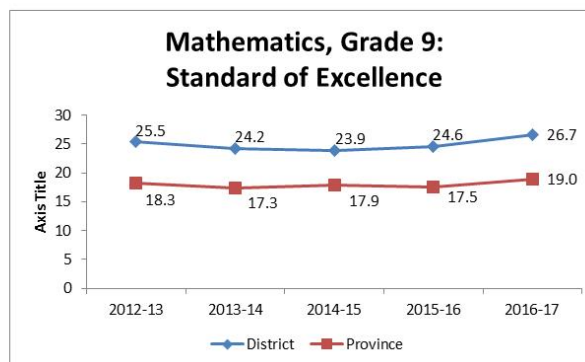
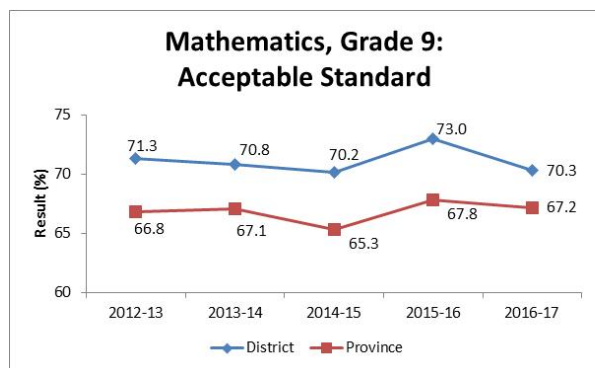
Each category consists of measures evaluated both individually and as a group on:

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

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

## WHAT OUR RESULTS TELL US

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



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

## Numeracy Results – Diploma Exams

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

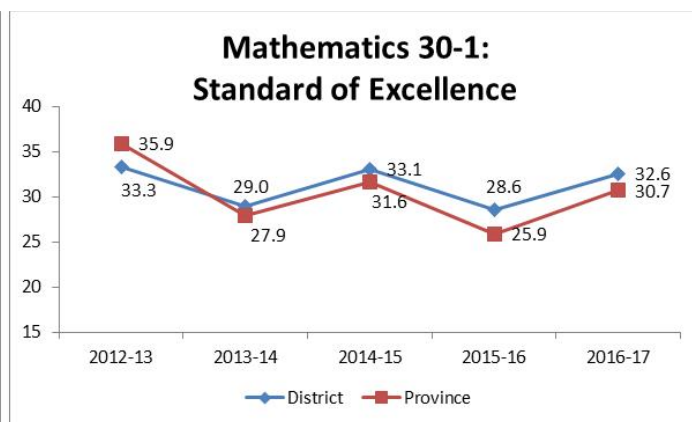
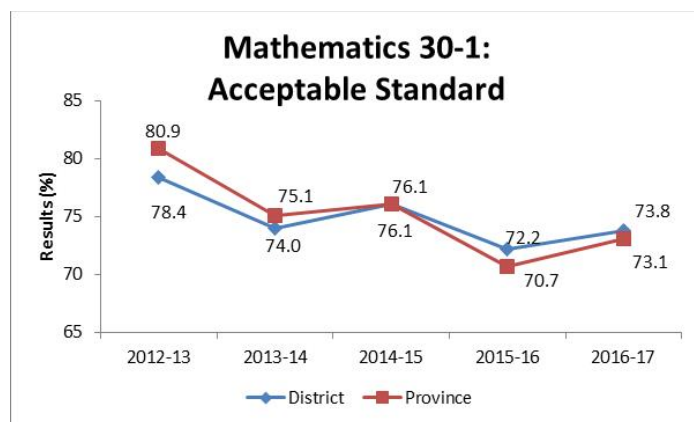
### Mathematics 30-1

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

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

## WHAT OUR RESULTS TELL US

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



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

## Mathematics 30-2

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

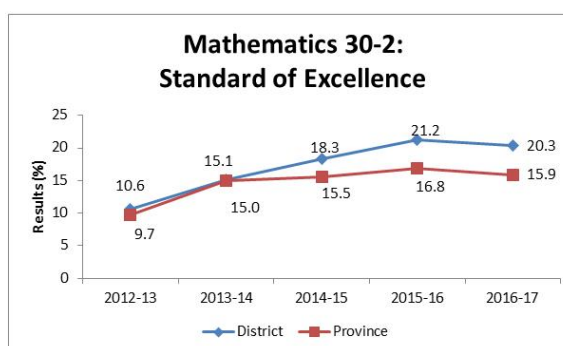
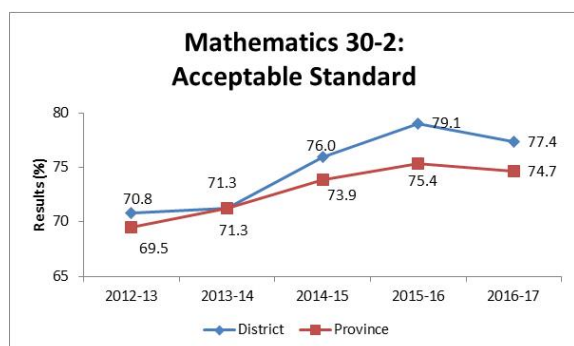
Achievement Evaluation is not calculated for Mathematics 30-1/30-2 because there is insufficient data available due to the examinations not being equated before 2016/17.

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

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

## WHAT OUR RESULTS TELL US

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



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

## High School Completion

Education is about creating opportunities for students not just while they are in school, but long after they leave. Throughout K-12, students are provided opportunities that focus on the development of foundational knowledge, competencies and attitudes that will support them in being successful in school and enable them to transition into post-secondary and/or the world of work. That is why high school completion is so essential.

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

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

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



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

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

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



## Concluding Comments

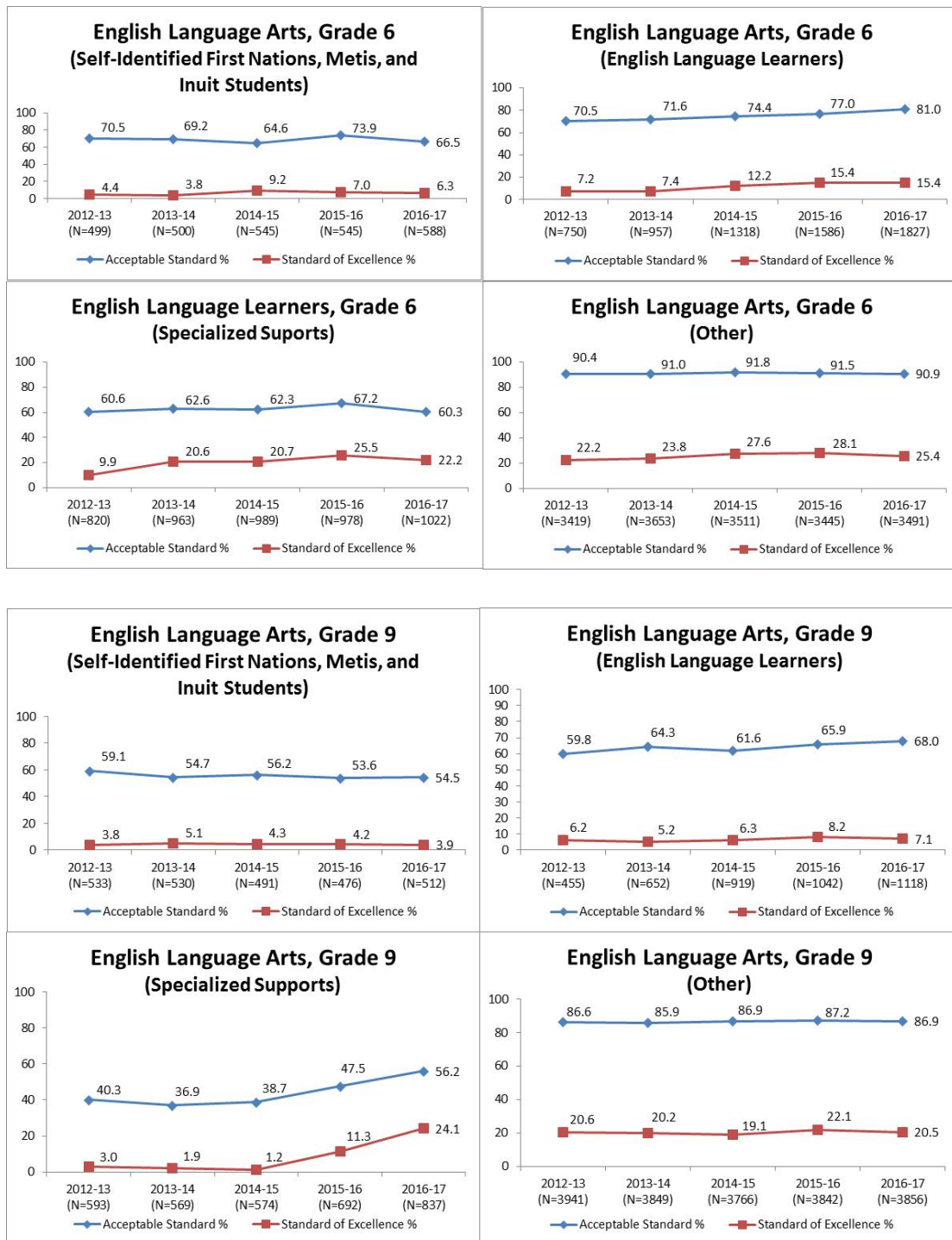
As the District strives towards all students achieving high school completion, we recognize that building teacher efficacy in the areas of literacy, numeracy and meeting the diverse and complex learning needs of all students will contribute towards this goal. In support of these efforts schools are pursuing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

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

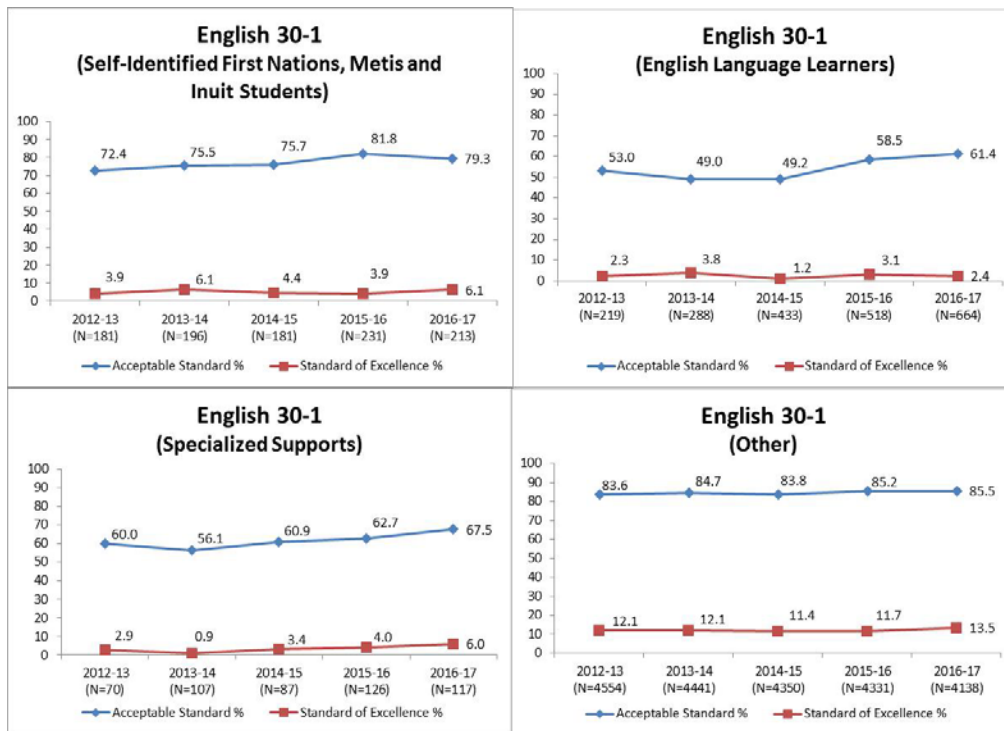
## Appendix A: Line Charts for District PATs and DIPs

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

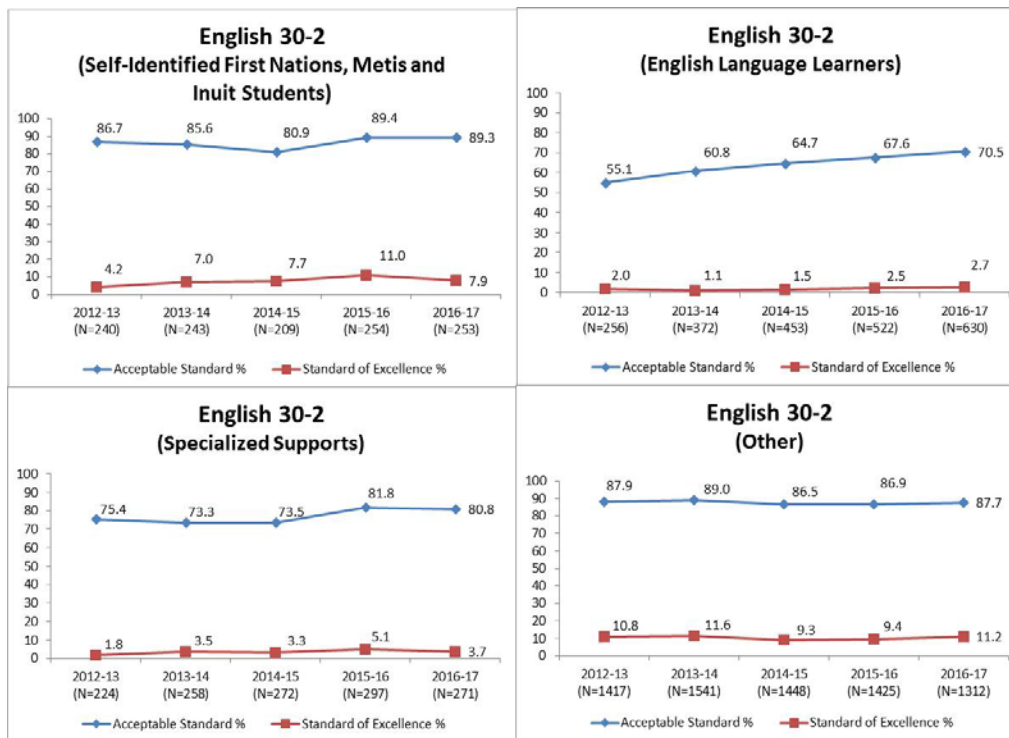
### English Language Arts, 6 and 9



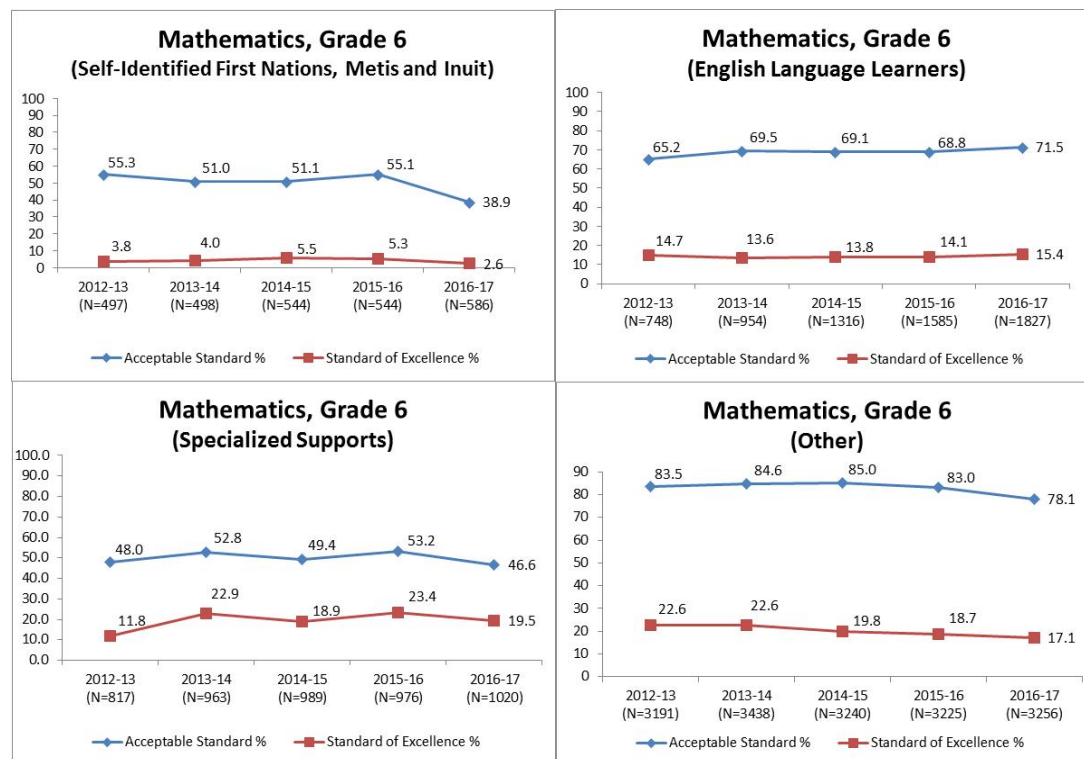
## English 30-1



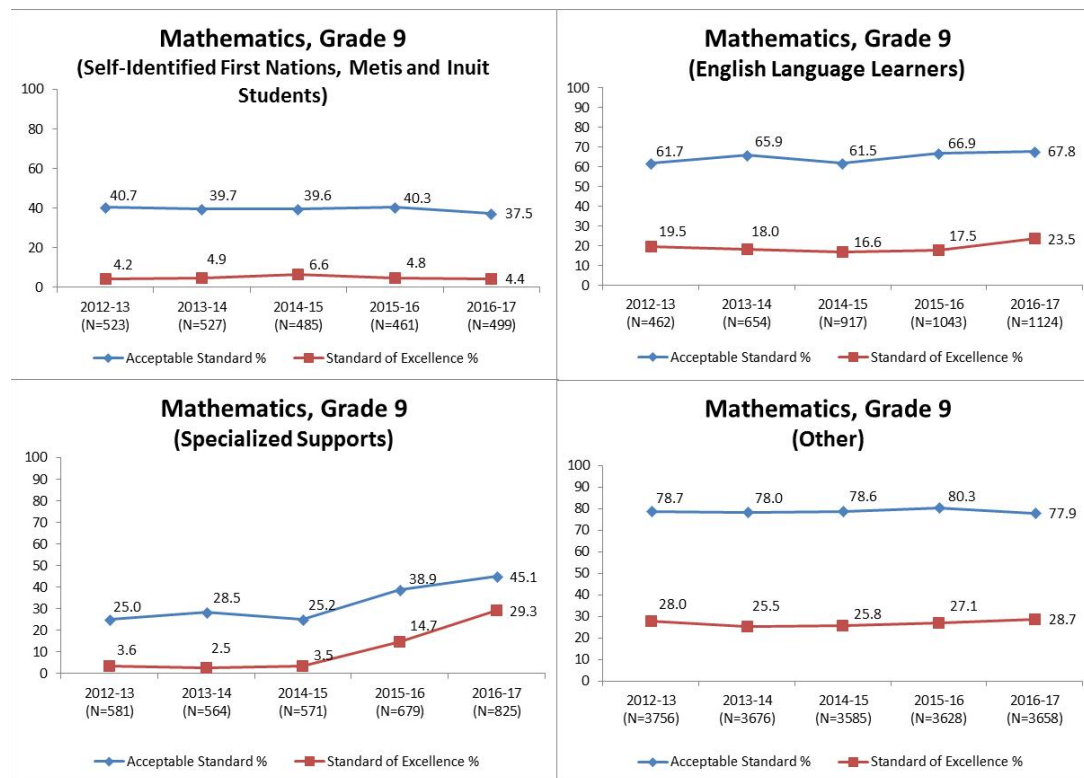
## English 30-2



## Mathematics Grade 6

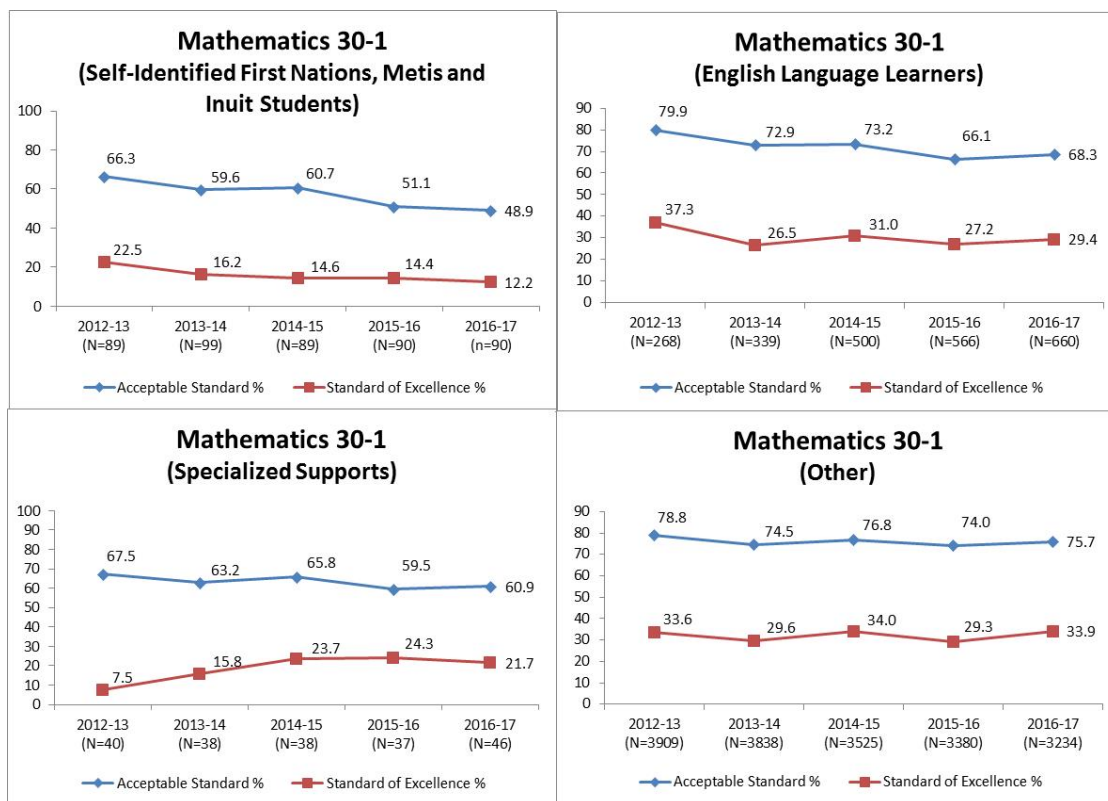


## Mathematics Grade 9

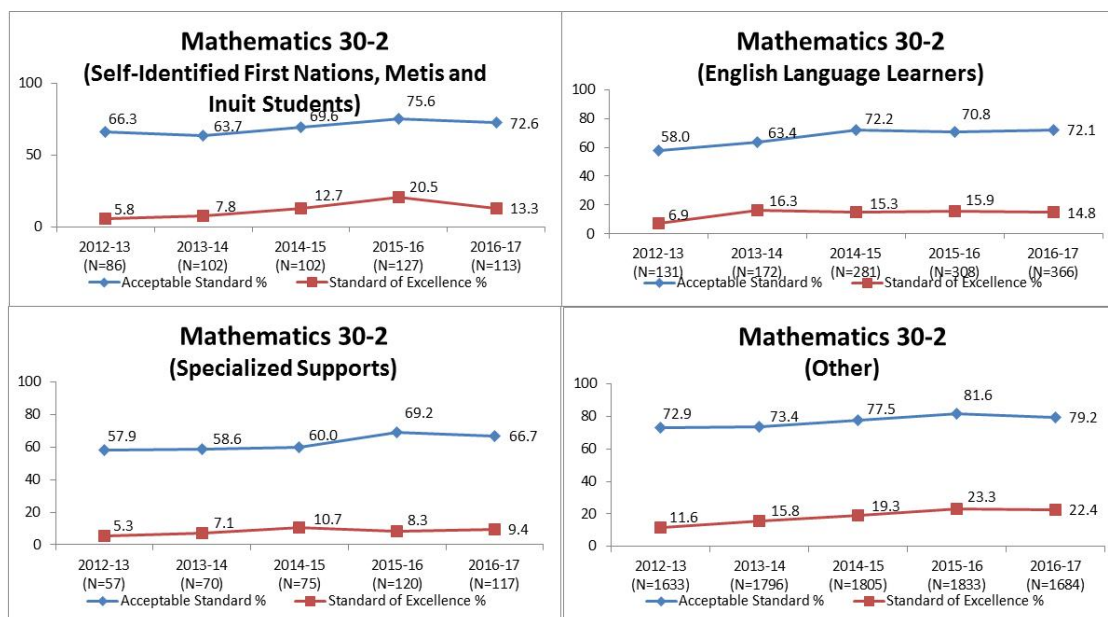




## Mathematics 30-1



## Mathematics 30-2



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

## Appendix B: District Grade 1-6 Reading Levels

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

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

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



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

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

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

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

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

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

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

## Sources

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

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