

DATE: November 24, 2020

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Annual Education Results Report (2019-2020)

ORIGINATOR: Nancy Petersen, Managing Director, Strategic District Supports

RESOURCE

STAFF: Angela Anderson, Clarice Anderson, Carolyn Baker, Marnie Beaudoin, Todd Burnstad, Patti Christensen, Grace Cooke, Maureen Crawford, Laurie Elkow, Jan Favel, Husna Foda, Rachel Foley, Terri Gosine, Lee Hodgkinson, Kim Holowatuk, Marlene Hornung, Trish Kolotyluk, Debbie Jackson, Sean Jones, Terry Korte, Willa Kung-Sutton, Roland Labbe, Amanda Lau, Terri Leedell, Valerie Leclair, Karen Linden, Owen Livermore, Cathy MacDonald, Wendy Malanchen, Marilyn Manning, Karen Mills, Bob Morter, Ann Parker, Madonna Proulx, Natalie Prytuluk, Carrie Rosa, Andrea Sands, Adam Snider, Emmy Stuebing, Soleil Surette, Jennifer Thompson, Renee Thomson, Carol Van Kuppeveld, Christopher Wright, Amanda Wong

REFERENCE: Alberta Education Policy and Requirements for Planning and Results Reporting 2019

ISSUE

Alberta Education requires school jurisdictions to submit an Annual Education Results Report (AERR) by November 30, 2020.

BACKGROUND

School jurisdictions are required to annually report on their results and prepare three-year education plans guided by Alberta Education's Assurance Framework.

The AERR is legislatively required as per the *Education Act*, Section 67; *Fiscal Planning and Transparency Act*, Section 10; Alberta Regulation 94/2019, *Education Act*, School Councils Regulation; and Alberta Regulation 120/2008, *Government Organization Act*, Education Grants Regulation, Sections 2 and 7.

The 3 Year Education Plan (3YEP) and AERR serve as two of the annual planning, reporting and monitoring tools the Division uses to advance its strategic direction. The 3YEP and AERR have historically been combined as one document; however, moving forward, will be presented as two separate documents in alignment with new Alberta Education assurance requirements. The 3YEP will be brought to the Board of Trustees at the December 8, 2020, Board meeting.

This year's AERR reflects the work of the Division over the past year. One section is committed to the first several months of the school year and our progress made towards the priority strategies set out for 2019-2020. There is a second section that addresses the pandemic and our unanticipated pivot to emergent remote learning.

RELATED FACTS

- Each year the Division submits an Annual Education Results Report (AERR) to Alberta Education.
- The AERR serves as one of the planning, reporting and monitoring tools the Division uses to advance its strategic direction and demonstrate assurance.

RECOMMENDATION

That the Edmonton Public Schools' Annual Education Results Report (2019-2020) be approved.

CONSIDERATIONS and ANALYSIS

- The AERR and two-page AERR Summary will be submitted to Alberta Education by November 30, 2020.
- The 3YEP will be submitted to Alberta Education by December 14, 2020.

NEXT STEPS

- The AERR and two-page AERR Summary will be posted on the Division website upon submission to Alberta Education.

ATTACHMENTS and APPENDICES

ATTACHMENT I Annual Education Results Report (2019-2020)

NP:rf



Annual Education Results Report **(AERR)** 2019–2020 *School Year*

3020 The Edmonton School Division
Submitted to Alberta Education
November 2020

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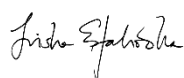
Message from the Board Chair and Superintendent of Schools

Edmonton Public Schools is honoured to serve students and families in the Edmonton area. Schools play an integral role within the community and the partnership between families and educators is a strength that supports the growth and development of the children we serve.

This was never more evident than in the past school year, when educators, community and families came together in response to the global pandemic. Though only affecting three months of the school year, the pandemic was a catalyst to significant change and challenge for our community. In partnership with families, we responded and continued to provide quality teaching and learning opportunities for our students.

This year's Annual Education Results Review reflects the work of the Division over the 2019-2020 school year. One section is committed to the first several months of the school year and our progress made towards the priority strategies set out for 2019-2020. There is a second section that addresses the pandemic and our unanticipated pivot to emergent remote learning.

We are proud to be sharing both stories and their results within this report.



Trisha Estabrooks
Board Chair



Darrel Robertson
Superintendent of Schools



Introduction: Assurance

Edmonton Public Schools' Annual Education Results Review (AERR) presents the Division's accomplishments and results for the 2019-2020 school year. It provides an overview of how the Division has advanced its priorities and the priorities of the province over the previous year and complements the other reporting available to our stakeholders including Results Review, Catchment Results Review and Strategic Plan update reports.

Results Review conversations provide school and central decision units the opportunity to report on their progress through a presentation and dialogue with Trustees; staff and families are welcome to join these conversations. Catchment Results Review conversations bring together principals from across catchments to engage and share in a conversation with Division Leaders. Through these reflective conversations, leaders are able to learn from each other, celebrate progress and identify implications for our future work. Strategic Plan update reports build upon key areas of the Division's Strategic Plan and are provided to the Board of Trustees as an extension of the AERR. A critical component to the act of reporting and assurance is the budget planning process. Each spring the Division engages in work to plan and prioritize for the coming school year. This work is informed by data and the voice of stakeholders.

Foundational to the planning and reporting cycle are the Division's Vision, Mission, Values, [Strategic Plan](#) and the Alberta Education [2020-2023 Business Plan](#), which are brought to life through the shared leadership and responsibility of the Board of Trustees, Division and school leadership. All of these elements come together to form the basis of the accountability and assurance at the Division.

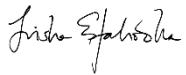
Evidence-based decision-making is central to the Division's assurance model, where data is used to reflect on what has been accomplished and to help inform actions and use of resources going forward.

The 2019-2020 school year has been unlike any other as the COVID-19 global pandemic was declared in March, affecting all aspects of daily living for our community. Across Alberta all in-person classes were cancelled and teaching and learning was directed to at-home learning. This necessitated a significant shift in resources and much innovation across the Division and among community partners as we strove to remain in service to children and families. This year's AERR tells the story of how the Division worked to advance the priorities of the Division in support of high quality teaching and learning before COVID-19 and how it pivoted to continue these efforts after the pandemic was declared.

The interruption to the traditional delivery of Kindergarten to Grade 12 education also impacted what data was gathered to support and inform our work, including the planning and reporting cycle. Many of the data sources typically used to support reporting were either postponed or incomplete due to the COVID-19 disruption. Upon approval from the Board of Trustees, the AERR will be submitted to Alberta Education. The AERR and the two-page AERR Summary of Accomplishments document are also posted on the Division's website at epsb.ca/ourdistrict/results/aerr. As well, results review documents and budget plans are available on epsb.ca.

Accountability Statement

The Edmonton School Division Annual Education Results Report for the 2019-2020 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is 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 2019-2020 was approved by the Board on (month and day), 2020.



Trisha Estabrooks
Board Chair



Who We Are

2019-2020 Board of Trustees

Edmonton Public Schools is the second largest school division in Alberta and proudly serves 105,000 students. The Board is composed of nine elected Trustees whose efforts are focused on establishing Division policies that set direction for administration and focus our efforts towards students receiving the best public education possible across our 213 schools and many learning programs. Learn more about the Board of Trustees at: epsb.ca/ourdistrict/board.

The Edmonton Public School Board of Trustees is comprised of:

- Cheryl Johner (Ward A) (resigned from the Board in June 2020)
- Michelle Draper (Ward B)
- Shelagh Dunn (Ward C)
- Trisha Estabrooks (Ward D)
- Ken Gibson (Ward E)
- Michael Janz (Ward F)
- Bridget Stirling (Ward G)
- Nathan Ip (Ward H)
- Sherry Adams (Ward I)

2019-2020 Leadership

The Division is supported through the leadership of the Superintendent, who provides advice and support to the Board, ensures the Division meets expectations set out in Board policy and Alberta Education legislation and works toward the goals and outcomes of the Strategic Plan. The District Support Team assists the Superintendent in these efforts.

The 2019-2020 District Support Team was comprised of:

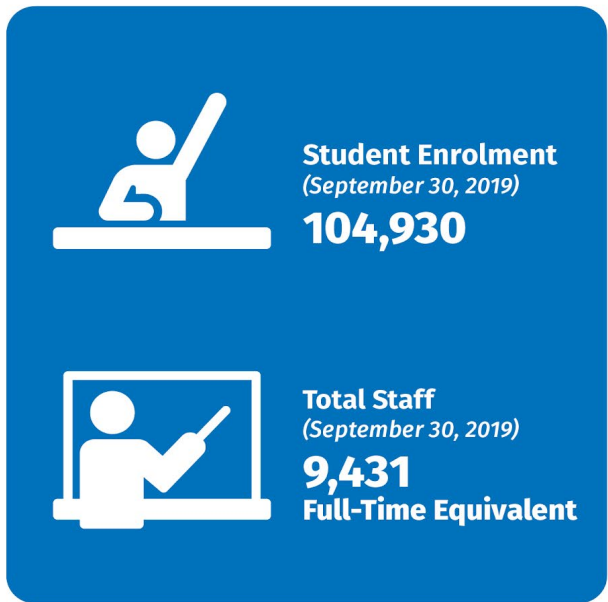
- Darrel Robertson, Superintendent of Schools
- Ron MacNeil, Assistant Superintendent of Schools and Learning Services
- Leona Morrison, Assistant Superintendent of Schools and Learning Services
- Kathy Muhlethaler, Assistant Superintendent of Schools and Learning Services
- Dr. Lorne Parker, Assistant Superintendent of Infrastructure
- Kent Pharis, Assistant Superintendent of Schools and Learning Services
- Mike Suderman, Assistant Superintendent of Schools and Learning Services
- Liz Yule, Assistant Superintendent of Schools and Learning Services
- Angela Anderson, Chief Human Resources Officer, Human Resources
- Lisa Austin, Chief Communications Officer, Communications and the Foundation
- Carrie Rosa, Acting Director Communications
- Todd Burnstad, Chief Financial Officer, Financial Services
- Grace Cooke, General Counsel
- Nancy Petersen, Managing Director, Strategic District Supports
- Karen Mills, Director, Board and Superintendent Relations

Ultimately, the Division's mandate is to create and enable the conditions that foster success for every child and student we serve. This work is a collective responsibility shared among the Board of Trustees, staff, families and community members who, together, strive to fulfill the Division's Vision of *Success, one student at a time*.

2019-2020 Division Overview



127	Elementary
36	Elementary/Junior High
5	Elementary/Junior/Senior High
27	Junior High
4	Junior/Senior High
14	Senior High



Accountability Pillar Overall Summary (May)

Measure Category	Measure	Edmonton School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	88.6	88.5	89.1	89.4	89.0	89.2	Very High	Declined Significantly	Acceptable
Student Learning Opportunities	Program of Studies	83.5	83.2	83.4	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	90.2	90.2	90.7	90.3	90.2	90.1	Very High	Declined	Good
	Drop Out Rate	2.5	2.5	2.5	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	76.4	75.1	74.8	79.7	79.1	78.4	High	Improved Significantly	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	76.1	75.6	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	25.6	24.7	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	83.9	83.4	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	28.2	27.1	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	61.2	60.2	60.4	56.4	56.3	55.6	High	Maintained	Good
	Rutherford Scholarship Eligibility Rate	65.7	63.9	62.5	66.6	64.8	63.5	Intermediate	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	64.6	63.7	62.6	60.1	59.0	58.5	High	Improved Significantly	Good
	Work Preparation	83.5	83.2	82.9	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	83.0	83.2	83.9	83.3	82.9	83.2	Very High	Declined Significantly	Acceptable
Parental Involvement	Parental Involvement	79.3	80.0	79.7	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	81.3	81.1	81.1	81.5	81.0	80.9	Very High	Maintained	Excellent

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. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. Aggregated PAT results are based upon a weighted average of percent 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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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 Examination 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; and Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

How to Read this Report

This report is divided into two sections: the first reports on the work undertaken between September and March (pre-COVID-19) in response to the key priority strategies laid out in the Division’s 2019-2022 3-Year Education Plan (3YEP). The second section outlines how the Division pivoted in response to the COVID-19 pandemic. The following is a brief overview of how each section of the report has been developed.

Section 1: September-March

This section of the report provides an overview of the Division’s accomplishments and plans, organized by Alberta Education’s four outcome areas. For each area, the following information has been included:

- **Key Performance Indicators:** a select list of provincial and local indicators used to monitor the Division’s progress for each outcome. The following indicators were interrupted due to COVID-19 and are not available for 2019-2020:
 - Provincial Achievement Tests (PATs)
 - Diploma Exams
 - Highest Level of Achievement Test (writing)
 - Division Feedback Survey
- **Comments on Results:** observations on the Division’s performance for provincial and local indicators, with an acknowledgement of areas for improvement.
- **Key Strategies and Results:** a summary of the work the Division accomplished relevant to identified strategies from last year’s 3YEP and any emergent priorities that arose throughout the year. If the completion of an action was interrupted due to COVID-19 it has been noted; otherwise, the impact that COVID-19 had on the work of the Division is discussed in more detail in Section 2.

Key Performance Indicators

The Key Performance Indicators identified in this report are taken from three main sources of information: Alberta Education’s Accountability Pillar, Division-developed indicators and the Early Years Evaluation - Teacher Assessment (EYE-TA).

Indicators from the Accountability Pillar are listed in a separate chart and use Alberta Education’s evaluation standard: achievement, improvement and overall result. The following chart shows Alberta Education’s colour-coding and definitions supporting the scale used in their evaluation of results.

ACHIEVEMENT	Very Low	Low	Intermediate	High	Very High
IMPROVEMENT	Declined Significantly	Declined	Maintained	Improved	Improved Significantly
OVERALL	Concern	Issue	Acceptable	Good	Excellent

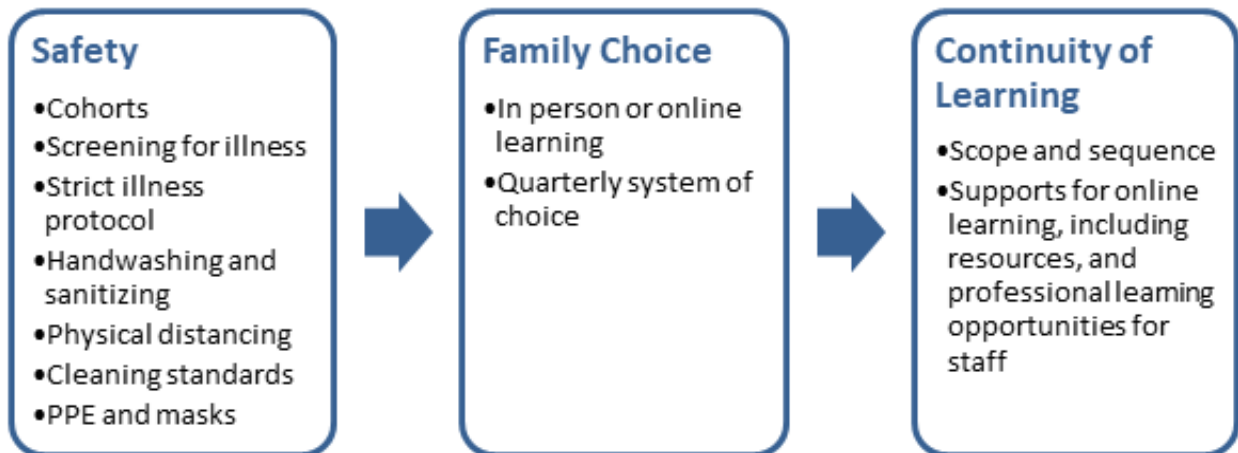
A detailed explanation of the evaluation is found in Appendix A: Accountability Pillar Evaluation Reference. Note that the category overall evaluations can only be calculated if both improvement and achievement evaluations are available.

Notes for assisting with understanding and interpreting Accountability Pillar data are provided in the Accountability Pillar Overall Summary (page 9) and Accountability Pillar Overall FNMI Summary (page 39).

Section 2: March-August

This section provides an overview of the impact COVID-19 had on the work of the Division between March and June and throughout the summer. It lays out how the Division pivoted along with the broader community to support safety during the pandemic and continued to provide teaching and learning between March and June. This section also profiles the work that was undertaken in preparation for school re-entry in September 2020.

The work to support school re-entry was informed by provincial direction related to COVID-19. Using provincial direction as the foundation, the Division then framed its planning around three key areas:





September
to ***March***



***Alberta's students
are successful***

Alberta's Students are Successful

In 2019-2020, the Division served over 104,000 students from diverse backgrounds. The increasing complexity of classrooms at the Division is illustrated in the table below. Over the past nine years, the growth in English Languages Learners and self-identified First Nations, Métis and Inuit students has outperformed the overall increase of the Division's student population.

Students	Sep 2011	Sep 2019	Growth
English Language Learners	14,206	26,573	87.1%
First Nations, Métis and Inuit (self-identified)	7,072	9,420	33.2%
Requiring specialized services	10,880	13,342	22.6%
Total Student Enrolment	80,569	104,930	30.2%

The Division walks alongside all students on their Kindergarten to Grade 12 journey towards the goal of high school completion and a life of dignity and fulfillment. Though each student's journey will be unique, there are key areas that are fundamental to student success across the Division. These are:

- Early learning
- Literacy and numeracy
- High school completion
- Safe and caring learning environments
- Specialized supports
- Community partnerships

The following is a summary of the Division's results in respect to these six key areas in support of this diverse student population.



Early Learning

Research provides evidence that the early years are an important time in children's lives where they are forming the skills they need to support their growth and lifelong learning. As a result, the Division provides high quality Early Childhood Services through Pre-Kindergarten and full and half-day Kindergarten programming, enabling more children to attain emotional, social, intellectual and physical developmental milestones before they enter Grade 1.

Early Years Demographics	2015-16	2016-17	2017-18	2018-19	2019-20
Total number of children enrolled in Pre-Kindergarten	1,207	1,292	1,519	1,536	1,509
Total number of children enrolled in Kindergarten	7,312	7,484	7,675	7,621	8,083
Total number of children identified as English Language Learners in Kindergarten	1,254	1,324	1,303	1,521	1,690
Total number of children self-identified as First Nations, Métis or Inuit in Kindergarten	540	504	545	552	553

Over the past five years the Division has experienced a 10.5 per cent enrolment growth in Kindergarten. A closer look at Kindergarten enrolment indicates the number of children identified as English Language Learners (ELL) has increased by 34.7 per cent, while enrolment of children self-identifying as First Nations, Métis or Inuit has increased by 2.4 per cent.

EYE-TA

As there is no Alberta Education data provided to the Division relevant to work in early learning, the Division uses the Early Years Evaluation - Teacher Assessment (EYE-TA) tool with all Kindergarten children as one tool to assess the individual growth and development of Kindergarten children and their developmental readiness for Grade 1.

The EYE-TA is a research-based assessment tool that measures children's development in five domains important to school readiness: awareness of self and environment, social skills and approaches to learning, cognitive skills, language and communication and fine motor and gross motor physical development. The tool is administered by Kindergarten teachers in the fall and again in the spring. Baseline results from the EYE-TA inform each child's instructional needs in one of the following categories:

- Tier 1 - regular, quality classroom instruction
- Tier 2 - regular, quality classroom instruction plus targeted small groups group instruction
- Tier 3 - regular, quality classroom instruction plus individualized instruction

The data serves as a source of information to inform programming and the potential need for additional assessment. This early identification enables the Division to be responsive and provide intervention sooner.

EYE-TA Division Indicator	Results (in percentages)									
	2015-16		2016-17		2017-18		2018-19		2019-20	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
	Improvement		Improvement		Improvement		Improvement		Improvement	
EYE-TA Percentage of children entering (Fall) and leaving (Spring) EPSB programs meeting developmental milestones	61	81	62	82	59	81	58	81	59	n/a
	+20		+20		+22		+23		n/a	
Awareness of Self and Environment	80	92	80	92	80	92	79	92	79	n/a
	+12		+12		+12		+13		n/a	
Social Skills and Approaches to Learning	77	89	77	89	76	89	76	89	77	n/a
	+12		+12		+13		+13		n/a	
Cognitive Skills	62	89	62	89	60	88	60	88	60	n/a
	+27		+27		+28		+28		n/a	
Language and Communication	75	88	76	89	75	89	74	89	74	n/a
	+13		+13		+14		+15		n/a	
Physical Development Fine Motor	70	92	69	92	69	92	68	92	71	n/a
	+22		+22		+23		+24		n/a	
Gross Motor	76	92	79	93	79	93	76	93	77	n/a
	+16		+14		+14		+17		n/a	

Notes:

- Improvement for EYE-TA is based on spring-results compared to fall-results.

Comments on Results

EYE-TA results from fall 2019-2020 were similar to previous years and it was anticipated that had the school year continued as normal, spring results would have shown the same growth in children in their readiness for Grade 1 as previous years. However, due to the March pivot to learning from home, the spring administration of the EYE-TA was not feasible. Realistically, it is anticipated that the switch to learning from home in March may have had an impact on the percentage of children meeting developmental milestones.

Key Strategies and Results (2019-2020)

Throughout the year, the Division worked to support the development and well-being of children in early learning through the provision of high quality teaching and learning. This work continued, despite the March pivot, as the Division explored new ways to engage with its youngest learners in the online learning environment. The following is a summary of key strategies implemented to support early years programming.

Pre-Kindergarten

The Division's work in support of Pre-Kindergarten took on an unanticipated focus with the indication from the province that there would be significant changes in the provincial Program Unit Funding (PUF) model. The work to prepare for these changes became a priority focus for the Division and included:

- Engaging with Pre-Kindergarten stakeholders to explore a new model of programming for the fall of 2020-2021.
- Working with the Pre-Kindergarten Advisory Team and Pre-Kindergarten school leaders to develop a recommendation report that included the identification of program sites and a programming model that worked within the constraints of the provincial funding framework and new provincial eligibility criteria for PUF children.
- Working with staff, families and community partners around the transition and readiness for the 2020-2021 school year.

The work to prepare for the 2020-2021 learning year also included a comprehensive comparison of the 2019-2020 and 2020-2021 provincial PUF models. This work highlighted the following:

- PUF continues to be funded to support Pre-Kindergarten children with severe disabilities and delays, between the ages of two years eight months to four years eight months, for a maximum of two years preceding Kindergarten.
- The previous model allowed for three years of funded programming, up to and including Kindergarten aged children. Going forward, programs less than 800 hours but greater than 400 hours are funded as a half day program.
 - Our Division has always operated under a half day programming model, however under the previous model sites were permitted to claim family-oriented programming sessions (FOPS) which would maximize allowable funding. Under the new model FOPS do not qualify for funding.
- The following summarizes the reasons why PUF funding has been reduced:
 - Moving from a three-year to a two-year model (PUF funding for Kindergarten programming is discontinued however the province has indicated that supports for specialized services are now in the Specialized Learning Supports grant).
 - Moving to the Weighted Moving Average (WMA) enrolment model.
 - Elimination of FOPS for funding purposes.

For the 2019-2020 learning year, the PUF funding model enabled the Division to serve approximately 1,040 children. The 2020-2021 PUF funding model supports programming for approximately 600 children.

2019-2020 Priority Strategy: Continue to provide leadership in managing, planning and supporting Pre-Kindergarten programming through the Pre-Kindergarten Advisory Team.

- Comprised of staff from across Central and school leaders of Pre-Kindergarten programs, the advisory team met regularly to collaborate around programming.
 - The work of this group was instrumental in planning and responding to the changes in PUF funding for the 2020-2021 school year.

2019-2020 Priority Strategy: Continue to partner with Alberta Health Services and Multicultural Health Brokers to support family access to and engagement around early screening and programming opportunities.

- Alberta Health Services no longer provided screening for school-based Pre-Kindergarten programming effective spring 2020.
 - The responsibility for this work transitioned to staff from Inclusive Learning.
 - The Division continued to work with key partners around communication and engagement of families.
 - Due to the COVID-19 restrictions put in place in March, the ability to conduct in-person screening was significantly delayed prior to the 2020-2021 school year.
 - Screening was reinstated in July and August, with COVID-19 safety protocols in place. Division staff conducted the screening.
 - This work included assessing children who had completed their first year of Pre-Kindergarten programming to confirm eligibility for year two PUF funding due to changes in provincial funding criteria.
 - Despite the late start to screening, 600 Pre-Kindergarten program spots were filled in September.

2019-2020 Priority Strategy: Continue to review Pre-Kindergarten locations to respond to demand for programs and explore alternate locations to reduce pressure on space in schools.

- The change to PUF funding required a complete revision of the Division's Pre-Kindergarten program model, ultimately resulting in the decommissioning of 26 of 32 sites. For the 2020-2021 school year, six sites were identified to remain operational with the capacity to serve approximately 600 children. The work to determine 2020-2021 program locations included consideration to such factors as:
 - Pre-Kindergarten enrolment trends.
 - Identifying locations throughout the Edmonton area to promote equity of access.
 - The overall utilization of space within the school.
 - Transportation routes.



2019-2020 Priority Strategy: Continue to assess and monitor developmental milestones and readiness for school across all Kindergarten children using the EYE-TA.

- The EYE-TA pre assessment was only administered in the fall, with 7,977 Kindergarten children being assessed; these results were similar to the previous five years and demonstrated that:
 - 4,689 children (59 per cent) were developmentally on track to be ready for Grade 1 and would be supported through Tier 1- regular quality classroom instruction.
 - 2,054 children (26 per cent) were identified as benefitting from Tier 2 - regular quality instruction plus targeted small group instruction.
 - 1,234 children (15 per cent) were identified as benefitting from Tier 3 - regular quality instruction plus individualized instruction and/or further assessment.
- Due to COVID-19 the spring administration of the tool was not able to be completed.

2019-2020 Priority Strategy: Continue to provide training, data analysis, professional learning and resources for teachers and school administrators to help them support children requiring intervention in Kindergarten and into Grade 1.¹

- Continued to track children coming into Kindergarten from Division Pre-Kindergarten programs and from other early childhood service providers.
 - Information, such as the EYE-TA, was shared with principals and teachers to develop supports and programming for children.

Edmonton Public Schools Foundation

The work of the Foundation and the generosity of donors continued to support children at six full-day Kindergarten programs for the 2019-2020 school year; 155 students benefited from this enhanced start to learning.

- The Division's full-day Kindergarten programs are located in schools serving families impacted by the complexities and challenges of high social vulnerability. For a complete list of full-day Kindergarten schools visit [EPSB.CA](https://www.edmonton.ca/epsb).

Building Staff Capacity

The provision of high quality early childhood education and care that is responsive to the needs of individual children and their families, can significantly lift students' achievement levels in later schooling (Organization for Economic Co-Operation and Development: *Promising Practices in Supporting Success for Indigenous Students*, OECD 2017, p.19).

¹ This priority has been moved from the Literacy and Numeracy Foundations section of the 2019-2022 3YEP to Early Learning in the 2019-2020 AERR.

2019-2020 Priority Strategy: Continue to offer high quality professional learning (PL) for staff working in early years settings.

- Participated in year two of the research project, *Exploring Early Learning & Family Engagement: A Professional Learning Partnership Between Enoch Cree Nation and Edmonton Public Schools*.
 - This second year built upon the relationships formed between the two jurisdictions.
 - Participants continued to look at child development through the perspectives of Indigenous and Western pedagogies, specifically, traditional Cree child development and play-based learning.
- A targeted Pre-Kindergarten Professional Learning Day was held in January for all Division staff involved in Pre-Kindergarten programming, including exempt, teacher and support staff.
 - There were 27 sessions offered to support professional learning, which included such topics as: Supporting English Language Learners in the Early Years; Neurodiversity is my superpower: Thriving with Autism; ADHD and other neurodevelopmental differences; Let's Go Puddle Jumping! (outdoor play); and Implementing First Nations, Métis and Inuit play-based approaches into the Pre-Kindergarten classroom.
 - 413 staff participated in the learning day.

For a more comprehensive overview of the Division's efforts in support of early learning, please refer to the October 8, 2019, Board Report: [Strategic Plan Update: Early Years](#).

Literacy and Numeracy Foundations

Literacy and numeracy are fundamental skills. In all aspects of daily life, we rely on information to make decisions. Educational stakeholders have long recognized that literacy and numeracy are foundational to successful learning and living. Developing strong literacy and numeracy skills in students is essential for them to reach their full potential in school, the workplace and to experience a better quality of life.

Division achievement results are a story of both growth and opportunity and confirm the importance of initiatives focused on quality teaching and learning. These results are being achieved within the context of the Division's increasingly complex enrolment demographics. With this in mind, the Division is encouraged by areas of growth and improvement and remains committed to supporting the individual success of each student. The following is a closer look at the Division's 2019-2020 intentional efforts in support of literacy and numeracy.

Accountability Pillar Survey					
Students in Grades 4-12 reporting they can get help with reading and writing at school when they need it.					
Edmonton Public Schools (in percentages)					
	2016	2017	2018	2019	2020
Grades 4-6	89	89	89	88	88
Grades 7-9	87	88	88	87	88
Grades 10-12	81	82	80	81	80

Reading Level Results for 2015-16 to 2019-20 Showing Students AT or ABOVE Grade Level					
Enrolment Grade	Percentage of Students At or Above Grade Level				
	2015-16 *	2016-17	2017-18	2018-19	2019-20**
1	70.8	67.9	64.7	64.6	54.3
2	73.8	73.4	71.5	72	65.9
3	76.4	74.6	75.4	73.7	68.8
4	76.4	75.4	73.4	72.9	68.7
5	74.8	73.8	73.7	72.6	69.7
6	76.8	73.1	75.3	74.4	70.6
Total (1-6)	74.8	73	72.3	71.6	66.3
Total Students with Results (Gr 1-6)	41,939	43,335	45,357	47,098	47,936
7 ***			74.5	74.9	75
Total (1-7)			72.5	72.1	67.5
Total Students with Results (Gr 1-7)			52,119	54,255	55,818

8 ****				74.1	73.6
Total (1-8)				72.3	68.2
Total Students with Results (Gr 1-8)				61,119	63,156
9 *****					73.3
Total (1-9)					68.7
Total Students with Results (Gr 1-9)					69,720

* Fort McMurray students were included in 2015-2016 data as reported from the Division database

**Assessment is based on in-person evidence collected up to March 2020 and limited online evidence gathered from March to June

*** Grade 7 became mandatory in 2017-18

**** Grade 8 became mandatory in 2018-19

***** Grade 9 became mandatory in 2019-20

Math Intervention Programming Initiative (MIPI) Results for 2017 to 2020 Showing Students Achieving AT Grade Level				
Enrolment Grade	Percentage of Students At or Above Grade Level			
	2016-17	2017-18	2018-19	2019-20
2	84.9	86	86.6	86.3
3	77.1	73	73.5	75.3
4	75.5	70	71.5	72
5	76.4	69	68.7	69.3
6	77.8	68.7	67.4	68.5
7	65.2	62	61.2	60.5
8	65.5	61.1	59.7	60.8
9	59.1	54.5	53.8	52.8
10 *	50.3	50.4	53.1	52.3
Total (Gr 2-10) *	71.2	67	66.9	67.4
Total Students Writing (Gr 2-10) *	53,515	58,847	62,506	62,451

* Grade 10 includes students enrolled in Math 10C or 10-3 that may be in Grade 10, 11 or 12

Comments on Results

Based on available Division data, there are areas in literacy and numeracy that demonstrate evidence of success as well as opportunities for growth. The move to online learning in the spring meant that teachers primarily used evidence gathered from September to mid-March to evaluate students' reading levels. For this reason, 2019-2020 reading level results are not strictly comparable to previous years. Division reading results continue to reinforce the importance of intentional efforts that focus on literacy assessment and intervention.

The MIPI, one means of assessing students' knowledge of math concepts learned in the previous years, is conducted each year in the fall to help inform programming and the potential need for review or intervention. The results from 2019-2020 demonstrate the importance of the ongoing work being carried out to explore practices with the greatest impact and intervention strategies.

Key Strategies and Results (2019-2020)

Throughout the year, the Division worked to support the growth and achievement of students in the areas of literacy and numeracy through the provision of high quality teaching and learning. This work continued even as, beginning in March, COVID-19 interrupted many of the intended ways in which the Division was doing this work.

Literacy, Numeracy and Mathematics

Literacy work is informed through the Division-wide Focus on Reading, HLAT, reading interventions and literacy focused communities of practice. Numeracy work is informed through the efforts of the Mathematics Teacher Collaboration Sub-Committee, the Division's *Numeracy Guiding Document and Action Plan* and numeracy focused communities of practice.

Across the Division literacy and numeracy work is supported through intentional and focused efforts of central decision units, catchments and schools. The following strategies reflect these collective efforts.

2019-2020 Priority Strategy: Implement the Benchmark Assessment System (BAS) in Grades 1-3, as a common assessment tool to measure and capture reading growth at the school, catchment and Division level, for students who were identified as reading below grade level.

- The BAS was implemented in 168 elementary schools in the fall for pre-assessment, but the June assessment could not be completed due to COVID-19.
 - Schools used the fall data to inform programming for students.
- Literacy consultants worked with schools around the fall BAS results to help inform literacy programming and intervention supports for students.

2019-2020 Priority Strategy: Pilot the Canadian Achievement Tests (CAT-4) in Grade 7 classrooms in 51 schools across the Division; the CAT-4 is a tool that assesses the essential learning outcomes of the following basic skills areas: reading, language, spelling and mathematics. Data from the CAT-4 will inform programming at the classroom level, support the work of schools and has the potential to inform catchment and Division level work going forward, should the pilot be adopted at the Division level.

- The CAT-4 was piloted in 51 schools in the fall for pre-assessment, but the June assessment could not be completed due to COVID-19.
 - Schools used the fall data to inform programming for students.
 - Catchments used the fall data as evidence to support numeracy focused discussions.
- A professional learning session, "Data to Action", was offered to help participants make instructional decisions based on an analysis of the CAT-4 data.
 - 38 of the 51 schools participated.

2019-2020 Priority Strategy: Explore further math interventions and resources to support students in their math learning. This work will also include locally developed resources in support of mathematics instruction and intervention.

- The following professional learning sessions and series supported teachers and principals to understand math more deeply and learn about frameworks they could use to support math interventions.
 - 140 principals and teachers from 60 schools participated in centrally coordinated training in the math intervention program *First Steps in Mathematics*.
 - 58 participants received training in the math intervention program *Leaps and Bounds*.
- 45 principals and teachers, along with math consultants, participated in the Division's Math Teacher Collaboration Committee working group. Collaboratively they explored diagnostic math tools and interventions.
 - From this work, a numeracy Pyramid of Intervention was created to guide the provision of supports and services to students.
- Curriculum Resource Supports created a variety of resources that support interventions such as Anytime Help Anywhere videos, EPSB Together App and Maximizing Math.
 - Additionally, through the Division's initiative of Learning and Demonstration Sites, one group focused on a Guided Approach to Math.

Preparing for the New Curriculum

Literacy and numeracy are fundamental life skills and woven throughout the Alberta Education curriculum, which is defined as what students are expected to know, understand and be able to do in each subject and grade. The Division continued to use the *New Provincial Curriculum Division Implementation Plan* to guide its preparation for the new curriculum.

- The intent of the plan at this stage was to build teacher capacity around good teaching practices that would serve as the foundation of instruction when paired with the release of a provincial curriculum.

2019-2020 Priority Strategy: Continue to provide provincial leadership and Division support in preparation for the new provincial curriculum.

- The Division provided leadership to two provincial working groups established in anticipation of the new curriculum.
 - The Multi-District Curriculum Conversation Group, consisting of more than 40 leaders from across Alberta school divisions, met monthly. The group continued to share information and discuss key topics related to the anticipated new provincial curriculum.
 - The Multi-District Assessment Think Tank invited school divisions from across Alberta to contribute their thinking, processes and products in support of quality assessment practices.
- The pivot to emergent remote learning in March created the need for resources that support teachers when there is unpredictability, like during the pandemic. To address this need, work was initiated on teacher support packs in preparation for the 2020-2021 school year.

Building Staff Capacity

A critical component of the work to support literacy and numeracy learning is the ongoing growth and capacity of staff. Staff capacity was built through school, catchment and Division professional learning, as well as in-servicing, classroom and school consultations and coaching.

2019-2020 Priority Strategy: Implement a Learning and Demonstration Sites Initiative with 31 schools across the Division to focus on capacity building in teaching and learning for conceptual understanding. Sites may also use high impact instructional approaches such as design thinking, project-based, workshop, etc.

- Teachers from 31 Division schools participated in seven days of in-person training until March and then moved to online learning sessions.
 - Teachers were encouraged to lead portions of the sessions. Learnings from the sessions were taken back and applied to actual classroom experiences, as well as shared amongst colleagues.
 - Information on this initiative was also shared in two principal sessions.

For a more comprehensive overview of the Division's efforts in support of literacy and numeracy, please refer to the February 11 and March 10, 2020, Board Reports: [Strategic Plan Update: Literacy](#) and [Strategic Plan Update: Numeracy](#).

High School Completion

Preparing students for their futures and equipping them to be productive contributors to society, whether as post-secondary students, members of the workplace or citizens in the community, is one of the priority outcomes of public education. Throughout Kindergarten to Grade 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.

The Alberta Education Accountability Pillar assesses multiple factors beyond diploma exams and high school completion rates that are indicators towards a life of dignity and fulfillment. The following is an overview of Division results relevant to the journey of school completion. It should be noted that new for this year, the province has also provided an Accountability Pillar of the results for Division's students identified as English Language Learners.

Alberta Education Accountability Pillar		Results (in percentages)					Evaluation		
		2014-15	2015-16	2016-17	2017-18	2018-19	Achievement	Improvement	Overall
HIGH SCHOOL COMPLETION									
Percentage of students who completed high school within three, four and five years of entering Grade 10. ¹¹	3-yr	72.3 (n= 6,199)	75.4 (n= 6,308)	73.8 (n= 6,271)	75.1 (n= 6,567)	76.4 (n= 6,615)	High	Improved Significantly	Good
	4-yr	77.6 (n= 6,204)	77.9 (n= 6,262)	80.1 (n= 6,357)	79.0 (n= 6,328)	80.4 (n= 6,626)	High	Improved	Good
	5-yr	78.4 (n= 6,517)	80.6 (n= 6,215)	80.3 (n= 6,274)	83.0 (n= 6,386)	81.9 (n= 6,334)	High	Maintained	Good
Percentage of Grade 12 students eligible for a Rutherford Scholarship. ⁸		59.3 (n= 9,490)	61.1 (n= 9,635)	62.5 (n= 9,444)	63.9 (n= 9,848)	65.7 (n= 10,061)	Intermediate	n/a	n/a
Annual dropout rate of students aged 14 to 18.		3.0 (n= 25,457)	2.7 (n= 25,785)	2.2 (n= 26,041)	2.5 (n= 26,120)	2.5 (n= 26,880)	Very High	n/a	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10. ^{2 11}		60.1 (n= 6,199)	60.7 (n= 6,308)	60.2 (n= 6,271)	60.2 (n= 6,567)	61.2 (n= 6,615)	High	Maintained	Good
TRANSITIONS/CAREER PLANNING									
Percentage of high school students who transition to post-secondary (including apprenticeship) within six years of entering Grade 10.		61.1 (n= 6,471)	61.5 (n= 6,513)	62.6 (n= 6,213)	63.7 (n= 6,273)	64.6 (n= 6,385)	High	Improved Significantly	Good

Alberta Education Accountability Pillar		English Language Learners Results (in percentages)					Evaluation		
		2014-15	2015-16	2016-17	2017-18	2018-19	Achievement	Improvement	Overall
HIGH SCHOOL COMPLETION									
Percentage of students who completed high school within three, four and five years of entering Grade 10. ¹¹	3-yr	65.9 (n= 470)	76.1 (n= 631)	78.0 (n= 765)	68.1 (n= 763)	68.9 (n= 622)	Intermediate	Declined Significantly	Issue
	4-yr	70.3 (n= 288)	78.9 (n= 430)	83.4 (n= 565)	84.8 (n= 670)	78.3 (n= 663)	Intermediate	Declined	Issue
	5-yr	78.4 (n= 223)	78.0 (n= 276)	84.6 (n= 406)	87.0 (n= 535)	88.4 (n= 620)	Very High	Improved Significantly	Excellent
Percentage of Grade 12 students eligible for a Rutherford Scholarship. ⁸		44.1 (n= 1,273)	50.3 (n= 1,462)	54.5 (n= 1,654)	52.3 (n= 1,661)	50.8 (n= 1,629)	Low	n/a	n/a

Annual dropout rate of students aged 14 to 18.	1.3 (n=2,558)	2.4 (n=3,307)	1.4 (n=3,704)	1.8 (n=3,704)	1.8 (n=3,806)	Very High	n/a	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10. ^{2 11}	59.2 (n=470)	63.2 (n=631)	65.0 (n=765)	59.7 (n=763)	54.0 (n=691)	Intermediate	Declined Significantly	Issue
TRANSITIONS/CAREER PLANNING								
Percentage of high school students who transition to post-secondary (including apprenticeship) within six years of entering Grade 10.	64.2 (n=240)	62.5 (n=220)	63.2 (n=267)	69.9 (n=394)	69.5 (n=519)	Very High	Improved	Excellent

Accountability Pillar Survey					
Teachers, parents and students who are satisfied that students model the characteristics of active citizenship.					
Edmonton Public Schools (in percentages)					
	2016	2017	2018	2019	2020
Overall	84.9	84.9	83.7	83.2	83.0
Teacher	94.8	94.3	93.7	93.6	93.8
Parent	83	83	82	82	81
Student	77.1	78	75.8	74.2	74.3
Teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.					
Overall	84	82.9	82.7	83.2	83.5
Teacher	92	91.3	90.7	91.5	92.7
Parent	76.1	74.5	74.8	74.9	74.3
Teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.					
Overall	70.8	69.9	70.1	70.4	71.5
Teacher	76.8	76.6	76.2	78.1	79.9
Parent	64.7	63.2	64	62.7	63.2
Grades 7 and 10 students reporting that they get the help they need planning for a career.					
Grades 7-9	56	60	61	59	58
Grades 10-12	77	78	78	78	77

Comments on Results

Overall, results are encouraging as they continue to demonstrate that more students are experiencing success and achieving the milestone of high school completion.

The Division's three- and four-year high school completion rates improved as did the six-year transition rate to post-secondary; the drop out rate remained unchanged at 2.5 per cent, reflecting a provincial achievement of Very High.

The Rutherford Scholarship eligibility rate continued to improve and Work Preparation results were maintained at an achievement of High and while there was a slight decrease in Safe and Caring and Student Citizenship results, they remained at an overall rating of Very High.

These results are encouraging; however, the data does suggest the need for ongoing, targeted supports for ELL students, as there is opportunity for growth in the following areas:

- Three- and four-year high school graduation rates.
- Eligibility for the Rutherford Scholarship.
- Number of students writing four or more exams within three years of entering Grade 10.

As the Division strives for improvement, there is the opportunity to build off of the strength of results achieved for our ELL students in respect to the annual dropout rate, the five-year completion rate and the six-year transition rate to post-secondary.

Overall, Division results indicate that our intentionality and efforts in support of providing a high quality learning and teaching environment that supports students in their learning journeys are being successful. This is encouraging.

Key Strategies and Results (2019-2020)

Beyond the key priority strategies highlighted below, the following actions help support students on their path to high school completion:

- The Board of Trustees' approval of the Equity Fund to support emergent needs related to the success of students.
- Kindergarten to Grade 12 catchment groupings that promote a professional shared responsibility for the success of all students.
- School-based wrap-around services that address barriers to school success.
- Career Pathways serves as a philosophy and approach to teaching and learning that engages students from Kindergarten to Grade 12 to think about, explore and plan what their life might look like beyond school.

2019-2020 Priority Strategy: Continue to explore partnerships with post-secondary organizations. These partnerships take into consideration factors such as labour market demand, student interest, course transferability, school facility requirements and potential fees associated with the learning opportunity².

- Career Pathways liaised between post-secondary institutions and Division schools to ensure the success of partnerships that enable the following learning experiences:

² COVID-19 has slowed this work down.

- Campus EPSB expanded to include:
 - Exploring Trades in Metalworking
 - STEAM: Architecture and Engineering
- 162 students registered in dual credit courses or programs offered through six Division high schools.
 - Two new dual credit courses offered for 2019-2020 were:
 - Foundations of Design ADST 200 in collaboration with Athabasca University
 - Literary Analysis English 1011 in collaboration with NorQuest College

2019-2020 Priority Strategy: Continue to support and increase awareness of Career Pathways, myBlueprint, Community Marketplace and Inquiring Minds among students, staff, school leaders, families and community members.

- The Career Pathways team continued to support and increase awareness of opportunities through a communication strategy that included engaging with students, school leaders, families and community members on 92 occasions.
 - A total of 2,938 students, 1,988 staff members and 837 community members learned more about Career Pathways through professional learning opportunities and presentations.
- The Community Marketplace included 33 participating organizations that offered 46 unique sessions to classes across the Division.
- Every student in the Division is set up with a myBlueprint account. As of March there had been 87,601 account activities and by July 1 there was a total of 133,302 activities recorded.
- 148 Division classes accessed an Inquiring Minds program between September to March; these experiential learning opportunities were postponed from March onward due to COVID-19.

Central and high school leaders continue their work around the Enhanced Coordination of High School Programming. These efforts are informed by lessons learned over the past years and the flexibility enabled through High School Redesign, Dual Credit, Campus EPSB and the broad range of learning programs available to students throughout the Division.

2019-2020 Priority Strategy: Grades 10 to 12 students will be able to access courses beyond the walls of their home school, through a variety of means, and at different times of day through flexible programming offered by Metro, Argyll, Centre High Campus, Division Outreach Programs and Campus EPSB.

- Through engagement with high school principals, a Campus EPSB Three-Year Strategic Plan was drafted.
- This work helped to inform the merging of Argyll and Metro for the 2020-2021 school year.
 - Student voice helped to inform Division work in support of evolving high school programming.

2019-2020 Priority Strategy: All high schools will be exploring a learning day that reflects blocks 1 through 6 programming to support flexibility for students.

- In spring of 2020 high schools developed a timetable for the 2020-2021 school year that reflected blocks 1 through 6 and coordinated to offer certain courses relative to student interest.
- This initiative was delayed due to COVID-19.

2019-2020 Priority Strategy: Argyll will continue to provide leadership in the exploration and development of an online virtual high school to increase flexibility and access to high school courses; this work has the potential to support Grades 10 to 12 students across Alberta.

- Argyll took the lead on this work with an initial scan of existing programming in the area of online learning programs, with an intentional interest around existing online learning platforms that effectively meet the needs of both teachers and students.
 - This work shifted dramatically in March, with the Division's immediate pivot to emergent remote learning. Work to date towards this strategy proved to be a significant support to the Division at this time.
 - With in-person learning still not in place for July, Metro moved to an online platform to offer summer school. Argyll was able to support Metro in the development of online course materials.



Safe and Caring Learning Environments

The Division aspires that throughout their learning journey, every student grows and thrives academically, socially and emotionally. This is fostered within a welcoming, inclusive, safe and healthy school environment that enables students to focus on their learning and help them gain a strong sense of citizenship and social responsibility.

The Division takes a Comprehensive School Health approach, an internationally recognized strategy, to supporting improvement in students' educational outcomes and well-being, while addressing school health in a planned, integrated and holistic way. All of the Division's work in support of student success and well-being is fostered through the direction and intent of Board Policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments.

Accountability Pillar Survey					
Teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.					
Edmonton Public Schools (in percentages)					
	2016	2017	2018	2019	2020
Overall	89.5	89.8	89	88.5	88.6
Teacher	95.1	95	94.8	94.5	94.7
Parent	89.3	89.3	88.7	88.9	88.6
Student	84.2	85	83.4	82.1	82.4

Alberta Education Accountability Pillar	Results (in percentages)				
	2015-16	2016-17	2017-18	2018-19	2019-20
<u>CITIZENSHIP/ LEADERSHIP</u>					
Your child is encouraged at school to be involved in activities that help the community. (Parents)	79 (n=3,744)	79 (n=3,912)	78 (n=4,015)	78 (n= 3,618)	78 (n= 4,078)
Students are encouraged at your school to be involved in activities that help the community. (Teachers)	92.0 (n=3,936)	91.0 (n=4,181)	91 (n=4,431)	92 (n= 4,533)	92 (n= 4,705)
<u>WELCOMING</u>					
Students at your child's school respect each other. (Parents)	81 (n= 3,737)	80 (n= 3,906)	80 (n= 4,013)	79 (n= 3,621)	78 (n= 4,078)
Students at your school respect each other. (Teachers)	94 (n= 3,966)	93 (n= 4,207)	92 (n= 4,454)	92 (n= 4,551)	92 (n= 4,756)
<u>INCLUSIVE</u>					
Students at your child's school help each other when they can. (Parents)	79 (n= 3,757)	79 (n= 9,916)	78 (n= 4,021)	79 (n= 3,616)	78 (n= 4,078)
Students at your school help each other when they can. (Teachers)	97 (n= 3,962)	96 (n= 4,204)	96 (n= 4,452)	96 (n= 4,564)	96 (n= 4,750)

Comments on Results

Overall, results for the Safe and Caring Accountability Pillar performance measure over the past five years have been very high; however, there has been a slight downward trend across all stakeholder groups. In response, the Division continues to focus on mental health, building healthy relationships, anti-racism actions, sexual health and intercultural communication skills to ensure welcoming, inclusive, safe and healthy school environments.

Key Strategies and Results (2019-2020)

Throughout the year the Division worked to support the development and well-being of students through the framework of Comprehensive School Health. This work continued even as, beginning in March, COVID-19 interrupted many of the ways in which the Division, schools and community partners were able to engage with each other and students.

2019-2020 Priority Strategy: Continue to work with a range of community partners to enhance the capacity to support mental health and well-being, as well as foster school communities that are welcoming, inclusive, safe and healthy.

- Partnerships and community connections were maintained at both the Division and school level. These opportunities helped to provide additional universal mental health supports, promote welcoming school environments and support the provision of wrap-around services.
- As a response to the pandemic, in partnership with Alberta Metro School Boards, resources were developed to support the implementation of mental health strategies for school re-entry (including Success for Student Learning Activities, tip sheets, and videos, along with a principal toolkit).

2019-2020 Priority Strategy: Finalize and publish the revised English as a Second Language Guiding Document to assist teaching staff and school leaders in supporting their work with students.

- A final draft was created and revised with feedback from principals; it is anticipated the guiding document will be launched prior to winter break 2020.

Building Staff Capacity

A critical component of the work to support safe, caring and inclusive learning environments is the ongoing growth and capacity of staff.

2019-2020 Priority Strategy: Schools, catchments and central decision units will continue to work together to provide PL related to mental health, building healthy relationships, sexual health, intercultural communication skills and anti-racism.

There were many opportunities for professional learning related to the area of well-being and safe and caring school environments. This work is planned and provided at the Division, catchment and school levels. The following provides highlights of some of these efforts:

- A universal mental health session to support learning on catchment professional development (PD) days was developed; 778 staff participated in this learning.
- Go-To Educator training was offered online, with 282 staff participating in a workshop.

- A Division website mental health toolkit and complementary pre-DLM session was developed to support mental health capacity building through principal leadership training.
 - This work included videos that could be used to support professional learning in schools.
- Staff from across the Division engaged in the work of Dr. Jody Carrington.
 - 3,125 registered for her online course "Kids these Days".
 - Many schools or catchments are extending this work by looking at Carrington's work through a book study of *Kids these Days*.
- Dr. Michael Unger worked with school and central staff in the area of resilience and strength-based approaches to working with students. Opportunities included:
 - 440 participants from nine Division schools, three central units, six agency partners and one Edmonton Catholic school attended the half-day session on *Working with Children, Youth and Families with Complex Needs: Skills to Build Resilience*.
 - All in for Youth school teams extended this learning by working directly with Dr. Unger in each of their school communities.
 - 102 staff participated in Dr. Unger's Summer Institute half-day sessions on nurturing resilience.

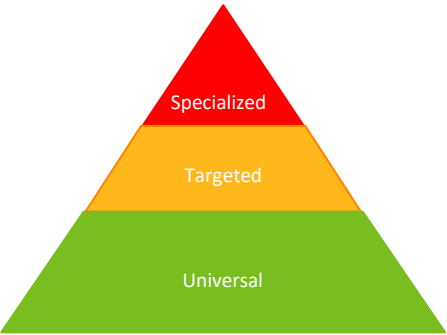
For a more comprehensive overview of the Division's efforts in support of student leadership and citizenship, please refer to the June 9, 2020, Board Report: [Strategic Plan Update: Student Leadership and Citizenship](#).



Specialized Supports and Services

Each of the Division’s students takes their own unique journey towards the goal of high school completion. For some of our students, this journey will require specialized supports and services in order for them to engage, thrive and experience success in their learning. The work to provide these additional supports is the responsibility of the Division’s Inclusive Learning school-linked teams and is accomplished in partnership with school staff, families and our Regional Collaborative Service Delivery (RCSD) partners; the following is an overview of the various specialized supports and services provided to Division students:

- Speech and language therapy
- Behavioural/emotional supports
- Occupational therapy
- Social work
- Mental health therapy
- Psychological assessments
- English language learning
- Physical therapy
- Adaptive physical education
- Assistive technology for learning
- Educational audiology/deaf or hard of hearing
- Vision and braille
- Reading specialists



The work of Inclusive Learning is best demonstrated through the Pyramid of Intervention: the Pyramid of Intervention is a framework that uses a tiered process to provide supports and services, within a comprehensive system of instruction and intervention guided by evidence-based data. It is designed to address learning difficulties and/or emotional/behavioural challenges by systematically delivering a range of interventions based on student need.

- Universal: The majority of Division students thrive within the programming at the base of the pyramid; this universal work reflects the efforts of teachers and school staff in collaboration with families and is the first step in identifying students at risk. Universal strategies include high quality instruction, research-based interventions, school-wide screening and the use of a variety of accommodations.
- Targeted: These strategies are intended for small groups of students struggling with specific skills. Appropriate strategies are identified in collaboration between schools, Inclusive Learning and families and might include instructional accommodations and/or adaptations, supplemented or differentiated supports and small-group instruction.
- Specialized: These strategies and supports address the unique needs of individual students. Inclusive Learning, schools and families work together to determine the intensity of support needed for a student to experience success. These plans are often documented in an Individual Program Plan (IPP) or Individual Behaviour Support Plan (IBSP).

Accountability Pillar Survey					
Parent and teacher satisfaction with supports for students with special needs in schools					
Edmonton Public Schools (in percentages)					
	2016	2017	2018	2019	2020
Parents	83	86	85	86	85
Teachers	82	84	84	85	82

Comments on Results

The work of the Division's Inclusive Learning school-linked teams accomplished in partnership with school staff, families and our RCSD partners is reflected in the positive levels of satisfaction that parents whose children are receiving specialized supports and services at their school indicated in the Accountability Pillar survey. There was a slight decrease noted in staff satisfaction relative to supports available for students.

There were over 14,000 school-initiated referrals for Inclusive Learning supports in the 2019-2020 school year. This number reflects a decrease in referrals compared to last year (over 17,000), as would be anticipated with the disruption to in-person learning at the end of March.

Key Strategies and Results (2019-2020)

The Division's work in support of the development, well-being and success of students took on an unanticipated focus with the redirecting of RCSD funds from Alberta Health Services to school divisions across the province, effective for the 2020-2021 school year. The work to address this funding change through the lens of student well-being and specialized supports included:

- Engaging with staff from across the Division to better understand effective elements of a service delivery model.
- Examining current data related to service requests to inform key staffing positions.
- Working with Alberta Health Services around this transition.
- Developing a transitional model of service for the 2020-2021 school year, informed by the Division's mental health framework and designed within the constraints of funding available.

2019-2020 Priority Strategy: Continue to work with school leaders and central staff to define Division criteria for identifying students who are gifted and talented and develop standardized assessment tools to support this work.

- Central and school leaders continued to meet and discuss programming elements, criteria and assessment tools to support the identification of students who are gifted and talented.
 - This work resulted in the development of a new model to identify Gifted and Talented students; the new model will be introduced for the 2020-21 school year.

2019-2020 Priority Strategy: Provide Division training through Modules A, B and C focused on supporting students with complex needs.

- To build capacity, promote safety and demonstrate alignment with Ministerial Order #042/2019 Standards of Seclusion and Physical Restraint Division-level training was developed and implemented. Training in Nonviolent Crisis Intervention (NVCI) and a series of three sessions to support complex behaviour, targeted interventions and trauma were offered for Division leaders and staff to assist them in proactively responding to emergent needs in the classroom.
 - 856 staff were trained in NVCI.
 - 2,982 staff attended the complex behaviour professional development series.

2019-2020 Priority Strategy: Continue to co-facilitate, with school principals, the Interactions

community of practice.

- This group intends to meet seven times this year and will focus on developing best practices in instruction and assessment, as well as an administrator guide for principals.
- The group will also explore how best to collaborate across sites and plans to expand the community of practice to include teachers as well.

- The Interactions community of practice was established. During initial meetings, 50 principals engaged in conversations around programming.
 - Though the group did not meet after March and the pivot to remote emergent learning, they remain committed to collaborating around best practices for students with Autism.

Community Partnerships

The Division recognizes that the path to student success does not occur in isolation. The responsibility to support our students on their K-12 educational journey is a shared one between the Division and the broader community. The diversity and complexity of need across our student body requires expertise, knowledge and opportunities beyond that of education. For all students to engage, learn and thrive in the classroom, no matter their background, capabilities or circumstances, the Division needs to work closely with our fellow community stakeholders who share our commitment to the success and well-being of children and youth in the Edmonton area.

Key Strategies and Results (2019-2020)

As all work with community partners was interrupted by COVID-19, the Division and community partners worked together to re-vision their collaborations in order to continue to provide services to students and their families in a safe manner.

2019-2020 Priority Strategy: Schools will continue to work strategically with a diverse range of community partners and be responsive to the needs of the students and families they serve.

- Schools across the Division formed connections with community members in ways that made sense for their school community and enabled them to be responsive to the students and families they serve. Many of these connections are celebrated on school websites, as schools acknowledge the contributions of the community towards the success of their students. Data from last year indicated:
 - There were more than 740 unique community connections across Division schools.
 - These community partners covered a broad range of supports, including but not limited to:
 - School nutrition
 - After school enrichment programs and extracurricular athletics
 - Career Pathway Marketplace participants
 - Mental health or wrap-around supports
 - Before and after school care providers
 - Alternative and second language programming
 - Donations and sponsorships
- Many of these community connections were disrupted in March at the start of the pandemic, but like the Division several community partners worked to be responsive during COVID-19.

- Unfortunately some community connections were unable to make that pivot and had to step back from their work in support of Division students.

2019-2020 Priority Strategy: Continue to assist Division leaders and community partners to best leverage community resources for our students through the ongoing support of existing initiatives and the exploration of potential new opportunities.

- Central staff provided support to a number of areas related to maintaining community partnerships. Examples of this work are:
 - Worked with funders and service providers to support year four of All in for Youth.
 - Worked with several school nutrition funders and service providers to support and expand school nutrition programming in Division schools.
 - Worked with multiple donors to bring a range of supports to schools across the Division (scholarships, literacy materials, out of school time programming, school supplies).
 - Worked with non-for-profit organizations around grants, signed agreements, FOIP requirements.
 - Supported the renewal of agreements with Athabasca University, MacEwan University and NorQuest College in support of Dual Credit learning opportunities.

2019-2020 Priority Strategy: Support the implementation of the 2019-2020 Alberta Education School Nutrition Program (AESNP).

- Two new schools were onboarded, bringing the total to 24 schools being supported through this provincially funded program.
 - Participating schools are able to provide their students with access to a daily meal.
 - From October 2019 to March 2020 1,275 students across the 24 Division schools participated in the program.
 - The AESNP is delivered in partnership with e4c.

For a more comprehensive overview of the Division's efforts in support of school nutrition, please refer to the September 10, 2019, Board Report: [Strategic Plan Update School Nutrition Program](#).



***First Nations,
Métis, and Inuit
students in Alberta
are successful***

First Nations, Métis and Inuit Students in Alberta are Successful

The Division strives to support the success of every student on their Kindergarten to Grade 12 educational journey. The achievement data reflecting the results of our self-identified First Nations, Métis or Inuit students demonstrates the importance of the work to be done in support of their success.

The Division is committed to closing the achievement gap and is taking focused, strategic steps towards this end. We know the success of our efforts is dependent upon our working closely with our students, their families, caregivers, Elders, Knowledge Keepers and members of the broader community.

First Nations, Métis and Inuit Students								
Alberta Education Accountability Pillar		Results (in percentages)					Evaluation	
		2014-15	2015-16	2016-17	2017-18	2018-19	Achievement	Improvement
HIGH SCHOOL COMPLETION								
Percentage of self-identified FNMI students who completed high school within three, four and five years of entering Grade 10. ²	3-yr	38.3 (n= 560)	45.6 (n= 587)	41.3 (n= 633)	40.9 (n= 607)	42.6 (n= 585)	Very Low	Maintained
	4-yr	46.8 (n= 564)	43.3 (n= 557)	50.7 (n= 560)	48 (n= 614)	49.9 (n= 594)	Very Low	Maintained
	5-yr	43.3 (n= 536)	51.9 (n= 563)	48.7 (n= 547)	56.4 (n= 559)	54.3 (n= 597)	Very Low	Maintained
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship. ⁸		32.7 (n= 877)	31.8 (n= 902)	34.9 (n= 911)	36.2 (n= 950)	37.5 (n= 911)	Very Low	n/a
Annual dropout rate of self-identified FNMI students aged 14 to 18.		8.5 (n= 2,409)	6.8 (n= 2,430)	4.7 (n= 2,387)	6.9 (n= 2,422)	7.4 (n= 2,447)	Low	n/a
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10. ^{5 6 7}		20.3 (n= 560)	20.5 (n= 587)	21.6 (n= 633)	18.9 (n= 607)	18.4 (n= 585)	Very Low	Maintained
TRANSITIONS/CAREER PLANNING								
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.		26.3 (n= 480)	23.9 (n= 529)	29.7 (n= 552)	28.6 (n= 536)	31.3 (n= 546)	Very Low	Improved

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. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.
4. Aggregated PAT results are based upon a weighted average of percent 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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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 Examination 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; and Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Comments on Results

Our results confirm the importance of the role we have in education to fulfill our calls to action in support of Truth and Reconciliation and reinforce the critical importance of the work we have ahead. Within these results there are areas that demonstrate the growth, progress and success of our students. We maintained our results when compared to the previous three-year average, and experienced growth in some areas, including:

- Three- and four-year high school completion rates increased compared to the previous year.
- Eligibility for a Rutherford Scholarship increased slightly.
- Transition rates to post-secondary showed improvement.

Overall though, there remains significant work to close the achievement gap and supporting all First Nations, Métis and Inuit students on their path to high school completion.

Key Strategies and Results (2019-2020)

Using the six areas of policies and practices identified as being critical to improving achievement for Indigenous students in the OECD report *Promising Practices in Supporting Success for Indigenous Students* as a framework to guide our work, the following key strategies were undertaken in support of student achievement and success in 2019-2020.

2019-2020 Priority Strategy: Initiate a project at Queen Elizabeth High School that will see two high school completion coaches work one-on-one with self-identified First Nations, Métis and Inuit students to monitor their progress and success towards school completion: work will focus on school attendance, course planning, assignment completion and supporting the youth in their exploration and preparation of the world of work.

- The two high school completion coaches worked with 147 self-identified First Nations, Métis and Inuit students. The coaches met with students monthly to monitor progress towards graduation requirements, facilitated cultural programming, supported learning and provided opportunities for students to explore their options for post-secondary education or employment. They engaged with families through a newsletter and reaching out through phone calls.
 - A critical strategy to remain connected with students, was a monthly meet and mentor session held between the completion coach and individual students. These sessions enabled the coaches to build relationships, coach or mentor the students towards goals and helped to remove barriers to school success.

- Coaches remained connected with students after the March pivot, helping to support engagement to learning and touching base around wellness.
- The June 2020 3-year high school complete rate for Queen Elizabeth's cohort of self-identified First Nations, Métis and Inuit students was 28 per cent. This is up from the 2019 completion rate of 19.4 per cent.

2019-2020 Priority Strategy: Continue to collaborate with Elders, Knowledge Keepers and community partners in support of the success of self-identified First Nations, Métis and Inuit students.

- A significant portion of the 731 requests made to the First Nations, Métis and Inuit Unit's consultants involved connecting schools to an Elder and/or Knowledge Keeper to support student activities, storytelling or facilitating various teachings.

2019-2020 Priority Strategy: Continue to be intentional in efforts to build respectful, meaningful connections with families.

- Schools continued to be intentional in their efforts to develop respectful and trusting relationships with families. This occurred in many ways, including:
 - Celebrating Indigenous culture and activities at events such as school assemblies or performances.
 - Hosting a Pipe Ceremony or a Mini Round Dance.
 - Hosting a meal as part of a school event.
 - Ensuring there are Indigenous art and artifacts throughout the school.
 - Having a First Nations, Metis and Inuit Culture Club.
 - Embedding Cree storytelling and language into monthly meetings.
 - Having a morning smudge.
 - Having wrap-around supports to work closely with families around non-educational needs and challenges.



Building Staff Capacity

A critical component of the work to support First Nations, Métis and Inuit students is the ongoing growth and capacity of staff. Staff capacity was built through school, catchment and Division professional learning, lead teachers and consultations with the First Nations, Métis and Inuit unit.

2019-2020 Priority Strategy: Continue with year two of *Exploring Early Learning & Family Engagement: A Professional Learning Partnership Between Enoch Cree Nation and Edmonton Public Schools* focused on building collective capacity related to high quality, culturally responsive Pre-Kindergarten programming.

- Year two continued to focus on building relationships between the two jurisdictions as well as building upon Indigenous and Western pedagogy, specifically, traditional Cree child development and play-based learning.

2019-2020 Priority Strategy: Continue to support high quality teaching and learning through professional learning opportunities that increase foundational knowledge of First Nations, Métis and Inuit cultures, worldviews, histories and current realities and support staff confidence meeting the Leadership Quality Standards (LQS) and Teacher Quality Standards (TQS).

- The First Nations, Métis and Inuit Unit facilitated professional learning opportunities, accessible for all Division staff, focused on increasing awareness and understanding of First Nations, Métis and Inuit worldviews and histories.
 - 328 participants attended sessions prior to March 2020, and over 650 staff attended online sessions between March and June.
 - Nine sessions were offered to aspiring, first and second year principals on a variety of topics including residential schools, treaties and agreements with First Nations and the *Indian Act*.

2019-2020 Priority Strategy: Continue to facilitate the lead teacher model to support schools and build capacity in the area of First Nations, Métis and Inuit education.

- The First Nations, Métis and Inuit Unit hosted a one-day professional learning opportunity for all lead teachers in November 2019. The focus was on reconciliation, treaties, trauma-informed practices and Indigenous education resources.
 - 264 lead teachers participated in this learning.
 - The second professional learning day scheduled for April had to be postponed due to COVID-19.

2019-2020 Priority Strategy: Collaborate with Curriculum and Resource Supports (CRS) to identify and/or develop resources to support the learning outcomes in new curriculum specific to Indigenous perspectives and ways of knowing.

- The First Nations, Métis and Inuit Unit collaborated with CRS to create lessons for Kindergarten to Grade 4 based on anticipated new provincial curriculum.
 - Lessons were created for all subject areas and K-2 has been completed thus far.
 - The resources developed will support teachers in meeting the requirements of the TQS.

For a more comprehensive overview of the Division's efforts in support of First Nations, Métis and Inuit students, please refer to the May 26, 2020, Board Report: [Strategic Plan Update Report: First Nations, Métis and Inuit](#).



***Alberta has excellent
teachers, school
leaders and school
authority leaders***

Alberta has Excellent Teachers, School Leaders, and School Authority Leaders

High quality teaching and learning environments are at the heart of student success. By preparing staff with quality professional learning opportunities, leadership development, opportunities for collaboration and effective supports and services the Division strives to provide high quality teaching and learning environments foundational to student success. The following is an overview of Division efforts in support of building staff capacity.

Supervision and evaluation of teachers at the Division is guided by Administrative Regulation [FGCA.AR Supervision and Evaluation of Teachers](#) available on the epsb.ca site and the Continuing Contract Recommendation Handbook.

- The Division has a formal evaluation process for new teachers and beginning principals.
- Teachers develop yearly professional growth plans, which are reviewed by their principal.
- Certificated leaders and teachers are held accountable to the Leadership Quality Standards (LQS) and Teacher Quality Standards (TQS).

Teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.					
Edmonton Public Schools (in percentages)					
	2016	2017	2018	2019	2020
Overall	83	83.3	83.5	83.2	83.5
Teacher	89.6	89.7	90.5	90.6	90.7
Parent	80.6	81.8	81.2	81.1	80.9
Student	78.9	78.5	78.8	77.9	78.9
Teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth					
	84.1	85.8	86.8	87.9	86.2
Thinking back over the past three years, to what extent do you agree that professional development opportunities made available through the jurisdiction have:					
Been focused on the priorities of the jurisdiction	92	92	92	92	92
Effectively addressed your professional development needs	80	83	84	86	84
Significantly contributed to your ongoing professional development	80	83	84	86	83

Comments on Results

Teachers report that in the past three to five years professional learning and in-servicing received from the Division has been focused, systematic and contributed to their ongoing professional growth. This aligns well with the very high percentage of students, families and staff who are satisfied with the Division's ability to provide a broad range of programming opportunities for students, which is reflective of the Division's commitment to high quality learning opportunities.

Key Strategies and Results (2019-2020)

The work to provide professional learning 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 continuing to provide professional learning around the LQS and TQS competencies and providing support, assistance and guidance to emerging, aspiring and experienced leaders from all staff groups through the Leadership Development Framework.

2019-2020 Priority Strategy: Continue to provide professional learning opportunities to support certificated staff in meeting LQS and TQS competencies.

- All experienced, first and second year principals received their LQS certification.
- All modules in the Leadership Development Framework now align with the LQS.
 - 46 modules were delivered to 843 participants.
 - 90 per cent of participants would recommend the modules and 91 per cent indicated they would apply knowledge or skills learned to their work.
- Programming for the Aspiring Principal Development Program now aligns with the LQS.
 - 29 staff participated in the Aspiring Principal Development Program.
- Leadership Development staff collaborated with the First Nations, Métis and Inuit Education Team to develop and offer nine professional learning sessions that supported competency five of the LQS; 110 Division leaders participated in this learning.
- The First Nations, Métis, and Inuit team offered sessions in support of competency five of the TQS; topics included Métis Legislations & Agreements; Residential Schools and their Legacy; and Treaties & Agreements with First Nations. In total 326 staff participated in this learning.
 - This professional learning transitioned to online learning after March 2019; an additional 290 Division staff engaged in these learning sessions.

2019-2020 Priority Strategy: Continue to support the development of Division leadership with a focus on readiness for the principalship.

- A new three-part professional learning series entitled *Growing Your Capacity as an Emerging Leader* was designed, developed and delivered to 50 emerging leaders.
- Monthly leadership programming was provided for 21 first year and 13 second year principals.
- Implemented Inquiry-Based Professional Growth Plans for leaders and aspiring leaders in which participants develop a driving question related to their professional practice and worked in like-minded groups throughout the year to explore their question. Feedback included:

- Participants in the Aspiring Principal program felt higher levels of accountability, more equipped to lead change and an increased awareness that meaningful change takes time.
- Supervisors observed growth in leadership ability.
- Many catchments also used Inquiry-Based Professional Growth Plans as a means to bring staff together around a common area of growth and to support the personal professional efficacy of teachers.
- Administrators perceived staff taking on a wide variety of leadership roles related to this work.

2019-2020 Priority Strategy: Support the implementation of centrally provided professional learning on the five Division professional learning days.

- Schools and catchments appreciated the centrally hosted Division professional learning days, as they provided foundational sessions on topics such as: literacy, numeracy, assessment and First Nations, Métis and Inuit. They also helped build a sense of Division-wide collaboration, as staff from across catchments had opportunities to learn together.
- The Division's five common professional learning days were intentionally planned to support all staff in their growth and development; the following is a summary of the number of sessions offered across staffing groups.
 - 160 sessions for teachers.
 - 116 sessions for educational assistants.
 - 74 sessions for office staff.
 - 65 sessions for custodial staff.
 - 23 sessions for library technicians.

2019-2020 Priority Strategy: Implement a new online orientation module to support the onboarding of teaching and exempt staff prior to their first day of work. This online orientation includes *Sharing our Journey*, a resource supporting foundational knowledge of First Nations, Métis and Inuit.

- For the 2020-2021 school year, staff new to the Division will be supported with an online orientation package prior to beginning their role with Edmonton Public Schools.
 - The creation of this online orientation session was a collaborative effort across the Division.
 - Staff from all staffing groups will participate in the online orientation.
 - Key concepts covered in the orientation include:
 - A welcome message from the Superintendent and orientation to our Vision, Mission and Priorities.
 - Review of terms and conditions of employment.
 - Review of the Staff Code of Conduct and respectful working environments.
 - Overview of Connect, PeopleSoft and various professional development opportunities.



***Alberta's K-12
education system
is well governed
and managed***

Alberta's K-12 Education System is Well Governed and Managed

Edmonton Public Schools believes in public accountability and transparency, equitable practices, continuous improvement and striving for efficiencies. The Division has heightened its focus on evidence-based decision-making as an approach to support its intended outcome of success for every student.

The Division strives for transparent and trusting relationships with all educational stakeholders, students, staff, families, community and partners through inclusive and responsive communication and processes. The Division is laying the foundation for generative participation, public assurance and confidence in decision-making and policy development through communication, engagement and accountability.

Accountability Pillar Survey					
Percentage of teachers, parents and students satisfied with the overall quality of basic education.					
Edmonton Public Schools (in percentages)					
	2016	2017	2018	2019	2020
Overall	90.8	91.1	90.8	90.2	90.2
Teacher	96.7	96.8	96.5	96.4	96.7
Parent	86.2	86.6	87.0	85.9	86.0
Student	89.7	89.8	88.9	88.2	87.9
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.					
Overall	78.9	79.6	79.4	80.0	79.3
Teacher	86.3	86.8	87.1	87.7	88
Parent	71.5	72.5	71.7	72.2	70.5
Teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.					
Overall	80.9	81.8	80.4	81.1	81.3
Teacher	78.8	79.7	78.9	82.2	84.4
Parent	78.3	79.6	78.4	78.5	77.2
Student	85.5	86.1	83.9	82.6	82.2
Teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.					
Overall	71.5	72.9	72.5	73.1	74.2
Teacher	76	78.7	78.3	80.1	76.9
Parent	58.6	59.3	58.7	58.9	65.4
Student	79.9	80.7	80.6	80.2	80.2

Alberta Education Accountability Pillar	Results (in percentages)				
	2015-16	2016-17	2017-18	2018-19	2019-20
PARENTAL INVOLVEMENT DETAILED					
To what extent are you involved in decisions about your child's education (parents)?	81 (n=3,648)	81 (n=3,801)	81 (n=3,934)	82 (n= 3,542)	79 (n= 3,976)
To what extent are you involved in decisions at your child's school (parents)?	59 (n=3,674)	59 (n=3,818)	58 (n=3,943)	59 (n= 3,538)	57 (n= 3,994)
How satisfied or dissatisfied are you that your input into decisions at your child's school is considered (parents). *response reflects satisfaction	64 (n=3,557)	67 (n=3,703)	64 (n=3,833)	66 (n= 3,340)	64 (n= 3,884)
How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's education (parents). *response reflects satisfaction	79 (n=3,681)	79 (n=3,830)	80 (n=3,953)	79 (n= 3,430)	78 (n= 3,986)
How satisfied or dissatisfied are you with the opportunity to be involved in decisions at your child's school (parents). *response reflects satisfaction	74 (n=3,642)	76 (n=3,781)	75 (n=3,898)	75 (n= 3,518)	74 (n= 3,969)

Comments on Results

Satisfaction with the overall quality of basic education remains high across stakeholders though there is some room for growth in parental satisfaction with parental involvement in decisions about their children's education. Of note is the significant improvement in parental satisfaction with accessibility, effectiveness and efficiency of programs and services for students in their community.

Key Strategies and Results (2019-2020)

Evidence-Based Culture of Accountability

The Division values accountability in regard to its results and decisions. To support this transparency, there are systems and structures in place that enable ongoing reporting of results and support a culture of evidence-based decision-making. This year, due to COVID-19, the Division did not run the Division Feedback Survey (DFS). The DFS is part of the Division's Accountability Framework, and solicits feedback from families, community members and staff on how well the Division is meeting the goals of the [Strategic Plan](#). The feedback also helps inform future planning and continuous improvement for schools, central departments and the Division as a whole.

2019-2020 Priority Strategy: The Division Strategic Plan will continue to inform decision-making across the Division: Administration will continue to provide the Board of Trustees with Strategic Plan Update Reports reflecting progress towards the Strategic Plan.

- The following seven Strategic Plan Update Reports were presented to the Board of Trustees by Administration, with Student Senators presenting the Student Leadership and Citizenship report:
 - [School Nutrition Program](#)
 - [Family Engagement](#)
 - [Early Years](#)
 - [Literacy](#)
 - [Numeracy](#)
 - [First Nations, Métis and Inuit](#)
 - [Student Leadership and Citizenship](#)

2019-2020 Priority Strategy: The Division will continue to use an evidence-based decision-making approach to inform reporting and actions moving forward.

- Budget Planning Process: The Division uses the budget planning and results review processes each year to set priority strategies and support the allocation of its resources.
 - This work is conducted through an evidence-based perspective as schools and central decision units use data, information and stakeholder feedback to inform the planning process.
 - This year schools requested feedback from staff and families on priority areas for their school community in response to anticipated budget reductions.
 - Central units engaged with school leaders for feedback to inform their budget planning in respect to service to schools amidst anticipated budget reductions.
- Internal Dashboard: The dashboard serves as a one-stop data shop for the Division. School and central leaders can access multiple sources of data that help support our culture of evidence-based decision-making. This past year work was done in support of the following areas of data and information:
 - Accountability Pillar survey results
 - Accountability Pillar Online Reporting Initiative (APORI) report
 - Diploma details for all 30-1 and 30-2 courses
- The annual Division Feedback Survey was cancelled this year due to the disruption of COVID-19; however, later in the spring as the Division prepared for school re-entry, a survey was developed around returning to school during the pandemic and shared with stakeholders.
 - Over 74,000 people participated in the survey and feedback from the survey was used to help inform the Division's Re-Entry Strategy.

Board Policy and Administrative Regulations

Board policies and administrative regulations serve as documents that guide and direct the work of the Division. Board policies are the responsibility of the Board of Trustees and administrative regulations are written directives of the Superintendent. The following is an overview of work done in support of both of these areas.

2019-2020 Priority Strategy: Administration will continue to support the Policy Review Committee in their work to review, revise and develop board policies; additionally, support will be provided to the Superintendent in respect to administrative regulations:

- Established an internal committee to conduct a detailed review and cross-referencing between the new *Education Act*, associated provincial regulations and EPSB board policies and administrative regulations.
 - All board policies requiring low level changes to align with the legislation were updated and approved through an omnibus report at the January 28, 2020, Board meeting.
 - Additionally, an omnibus review of low level changes to administrative regulations was completed to align with the *Education Act*.
 - Work to update board policies and administrative regulations requiring a moderate and high level of change was initiated and continues.
- Division administration supported the Policy Review Committee's work plan addressing:
 - Board Policy GGAJ.BP Early Years (ongoing)
 - Board Policy GGAB.BP Multicultural Education (ongoing)
 - Board Policy DK.BP Division Technology (approved)
 - Board Policy HG.BP Student Behaviour and Conduct (required annual review)
- Division administration completed work in support of the development and/or review of the following:
 - Administrative Regulation FCAA.AR Contracts for Certificated Staff
 - Administrative Regulation FJC.AR Staff Secondments to External Agencies
 - Administrative Regulation HAH.AR Division Seclusion Rooms and Use of Physical Restraint
 - Administrative Regulation HC.AR Student Accommodation
 - Administrative Regulation HHCD.AR Prescription and Non-Prescription Medication Management (to reflect alignment with provincial legislation regarding school Epi-pens)

2019-2020 Priority Strategy: Continue to work with the Multicultural Education Policy Review Advisory Committee to inform the review of Board Policy GGAB.BP Multicultural Education.³

- Three engagement sessions were held with the Multicultural Education Policy Review Advisory Committee in November 2019, February 2020 and May 2020 (online).
 - Feedback from the three sessions has been used to help inform the development of the policy revision.

Engagement

Engaging with our stakeholders – staff, parents, students and members of the community - serves as a meaningful way in which everyone can play a role in support of student achievement. Both the Board of Trustees and Division administration value stakeholder engagement and hold themselves accountable by seeking input prior to taking action.

³ This priority has been moved from the Safe and Caring Learning Environments section of the 2019-2022 3YEP to Alberta's K-12 Education System is Well Governed and Managed in the 2019-2020 AERR.

2019-2020 Priority Strategy: Administration will continue to support the work of the Student Senate. The Student Senate, comprised of students from across Division high schools, serves as a means to promote student governance and provide meaningful student voice.

- The Student Senate's 2019-2020 work plan focused on developing a spring symposium on life skills for Division high school students, organized into the following four themes:
 - Financial Literacy
 - Insightful People
 - Mental and Physical Health
 - Student PerspectivesUnfortunately, the in-person symposium had to be cancelled due to COVID-19. Many community members who were arranged to participate in the symposium shifted to share their work virtually, making it available to students across the Division.
- The Student Senate provided feedback to either the Board of Trustees or Administration on the following topics:
 - The Division's exploration of a six-block day for high school.
 - What is essential for the basic education of an Edmonton Public School student.
 - Potential changes to the Division's transportation fees and services.
- The Student Senate was asked by the Board of Trustees to help explore a new model or approach for student voice and governance in response to budgetary changes.
 - The Student Senate brought forward to the Board a revised model, with fewer in-person meetings, more direct student engagement and more focus on providing feedback on issues of importance to youth.

2019-2020 Priority Strategy: The Division will continue to explore meaningful ways to communicate with families.

- Each school community has its own way of connecting with and building relationships with the families it serves. Examples of how schools reached out and connected with families include, but are not limited to:
 - Family Nights or special events (numeracy night, celebrations, family game night, Round Dance).
 - Student-led initiatives such as science fairs or community bazaars.
 - Drop-in morning coffee and muffins with the principal to support informal conversations and foster positive working relationships.
 - Family dinners as part of key evenings like family-teacher conferences; these dinners often remove logistical barriers and enable more families to participate in these learning-focused conversations.
 - Encouraging opportunities for families to volunteer in the school community.
 - Enhanced features on SchoolZone promoting more meaningful communication with families.

2019-2020 Priority Strategy: The Division will continue to engage with stakeholders around key areas of decision-making.

- Schools Working with Families:
 - School Councils: School councils serve as a structure that enable families, principals and members of the school community to work together to effectively support and enhance student learning.
 - To support equity, the Board of Trustees paid the Alberta School Councils' Association (ASCA) membership fees on behalf of the Division, ensuring the potential barrier of a fee is removed and all school communities are on equal footing to establish a school council.
 - Budget Planning Process: As part of the budget planning process, principals invite family input to help inform the school plan and decisions around the allocation of resources. Many schools across the Division engaged with their school council around this important conversation.
- Engagement to inform Program Planning:
 - For the 2019-2020 school year the Division engaged with stakeholders around:
 - Setting attendance areas and growth accommodation; more than 300 people attended these sessions to share their feedback.
 - Alternative program distribution in respect to enrolment growth, space challenges and rising transportation costs; almost 2,000 individuals provided feedback through in-person sessions or online opportunities.
 - To support equal opportunity for participation this work was supported by the Division's cultural consultants who assisted with language support and cultural advice.
- Community and Parent Advisory Councils and Committees:
 - The Inclusive Education Parent and Community Advisory Committee, which is composed of five parents, five community members and two Division representatives, met three times during the 2019-2020 school year.
 - These meetings provided feedback to help inform the delivery of inclusive education in the Division.
 - The First Nations, Métis and Inuit External Advisory Council, which is comprised of members of the broader community and staff from the First Nations, Métis and Inuit Education Team, provided feedback to inform the development of Division resources and ongoing dialogue between council members.
 - The Council also served as a means of communication and awareness for the Division regarding work across the community in support of Indigenous youth and families.
 - The Multicultural Education Policy Review Advisory Committee was established specifically to support the review and revision of Board Policy GGAB.BP Multicultural Education and is comprised of 25 members (eight community members, seven parents, three students and seven staff).
 - The Board of Trustees' Policy Review Committee members attend the advisory meetings. Feedback from this group helps to inform the revision of GGAB.BP. Multicultural Education.

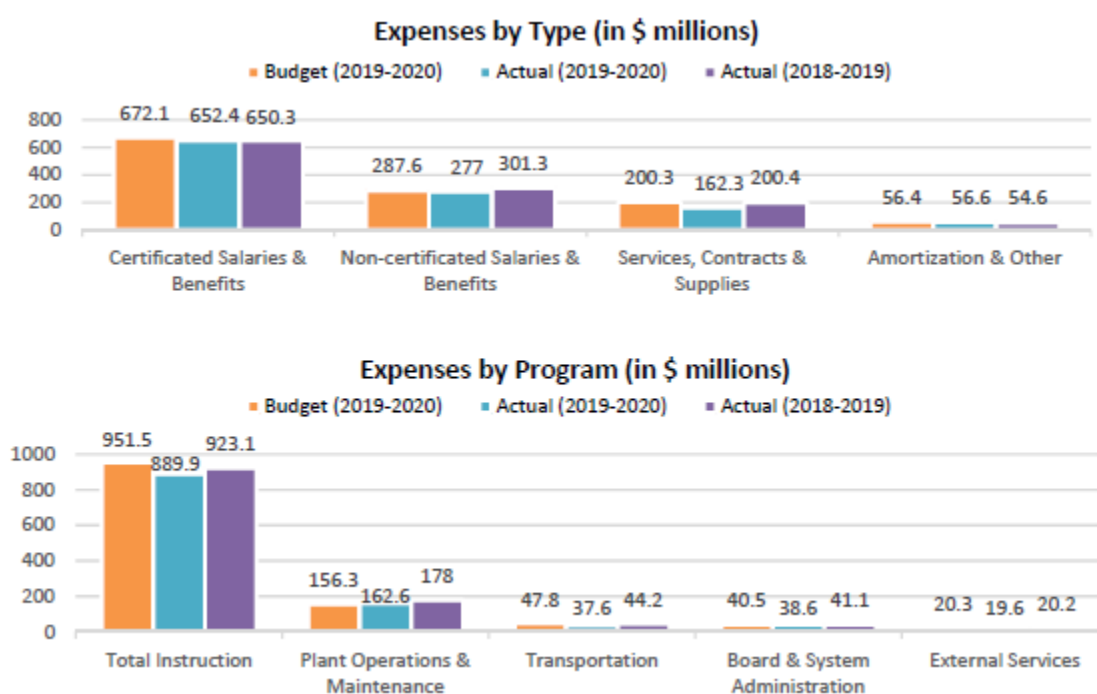
For a more comprehensive overview of the Division's efforts in support of family engagement, please refer to the September 24, 2019, Board Report: [Strategic Plan Update Report: Family Engagement](#).

Summary of 2019-2020 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.

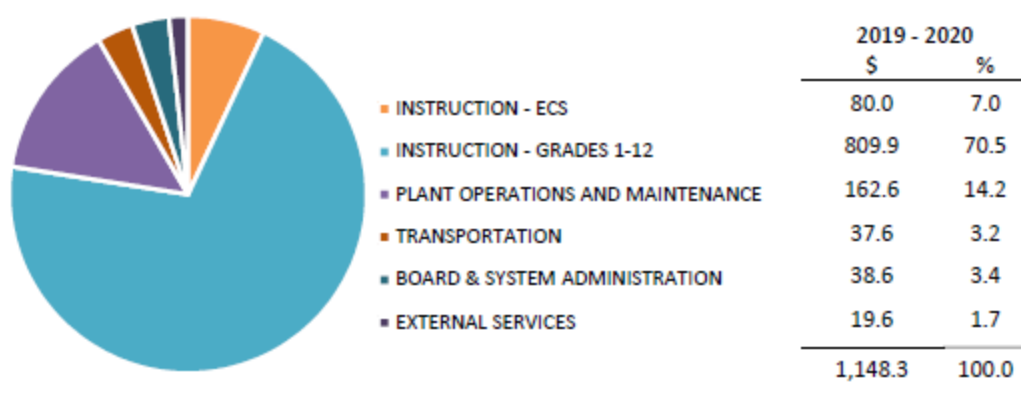
Operational Results

The Division's total operating expenses for 2019-2020 were \$1,148.2 million, compared to the spring approved budget total of \$1,216.4 million. This \$68.1 million (or 5.6 per cent) variance is attributed to an overall reduction in provincial funding, as well as school closures due to COVID-19, where additional measures were implemented by the Division to reduce operating expenses.

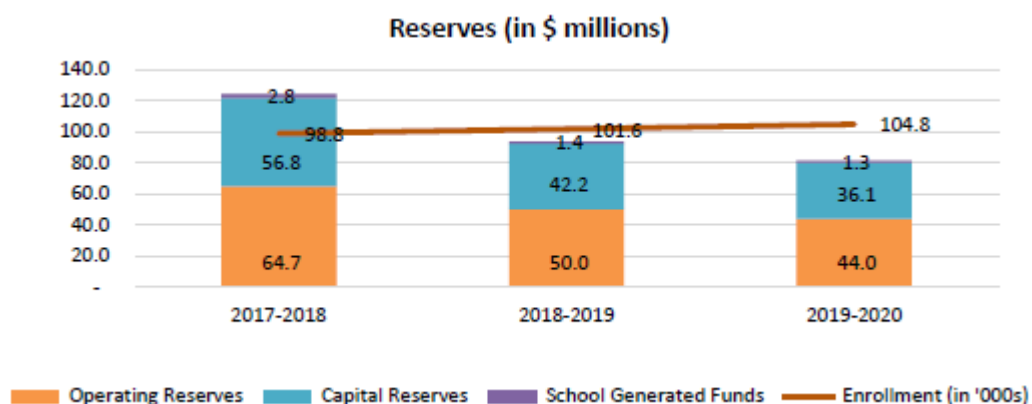


- Operational expenses do not include capital expenditures.
- Total expenses exceed revenues by \$1.3 million, resulting in an operating deficit.
- 80.9 per cent of total expenses represent staffing, 14.1 per cent represent goods and services and the remaining balance represents amortization.

2019-2020 Expenses by Program (in \$ millions)



- The Division's total operational expenses for 2019-2020 were \$1,148.3 million as compared to \$1,206.6 million in 2018-2019.
- Average per student spending for 2019-2020 was \$11,016. This figure does not include School Generated Funds or the cost for External Services.



Total accumulated surplus decreased by \$1.3 million, consisting of the following net changes:

- Transfer from internally restricted operating reserves of \$6.1 million.
- Net decrease of \$6.1 million to capital reserves.
- Investment in capital assets increased by \$10.9 million.

The capital reserve decreased by \$6.1 million:

- \$10.5 million was used to fund a number of Board approved projects including:
 - Energy Retrofit Project (\$0.8 million)
 - Various Modular Acquisition and Relocation Projects (\$1.7 million)
 - Growth Accommodation (\$1.4 million)
 - Division Centre Program Establishment (\$0.7 million)
 - Westlawn Cluster replacement school, in partnership with Alberta Education (\$5.9 million)
- \$4.4 million was received for the sale of surplus land dry ponds at Parkallen School.

School Generated Funds (SGF):

- Unexpended SGF at August 31, 2020, was \$4.4 million compared to \$4.0 million at the beginning of the school year.
 - \$2.0 million of the current year unexpended funds is included in Deferred Revenue
 - \$1.1 million is included in Unearned Revenue
 - \$1.3 million is included in Accumulated Surplus
- Gross receipts in SGF during the year were \$19.0 million comprised of:
 - \$9.6 million in fees
 - \$1.4 million in fundraising
 - \$4.3 million in gifts and donations
 - \$3.7 million in other sales and services
- Uses of SGF totaled \$14.1 million and related primarily to extra-curricular activities and field trips.
- Additional SGF expenses of \$4.5 million relate 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://epsb.ca/media/epsb/ourdistrict/districtbudget/2019-2020AuditedFinancialStatements.pdf>.

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

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





March to August

Edmonton Public Schools' Response to COVID-19

Introduction

On March 15, 2020, Premier Jason Kenney, in response to the COVID-19 global pandemic, announced in-person classes for Grades K-12 would be cancelled indefinitely.

Based on this provincial direction:

- All Edmonton Public School in-person classes were cancelled; the Division remained operational, with school buildings closed to students.
- All playgrounds closed.
- All school bus transportation stopped.
- All community joint-use agreements were suspended.
- All work with community partners was initially suspended.
- All in-person professional learning was cancelled.

In the following weeks, additional direction from the Province resulted in the Division confirming the following:

- All Provincials Achievement Tests and Grade 12 Diploma Exams were cancelled, as well as Division-level assessments (Fountas & Pinnell, HLATs, EYE-TA, etc.).
- A work-from-home protocol was implemented for Division staff, where operationally possible.
- Work was initiated to support the shift to emergent remote teaching and learning.
- All in-person Division events for the remainder of the 2019-2020 operational year were cancelled.
- Division leaders explored safe, new ways to work with students, families and community stakeholders.

The provincial directive came the week prior to the Division's spring break. Staff worked throughout the two-week period from Monday, March 16 through to the recommencement of instruction on Monday, March 30 to prepare for the pivot to emergent remote learning. Through this transition students adjusted to being at home and prepared for learning online. Though unexpected and sudden, this immediate transition only resulted in approximately one week of planned instruction being disrupted due to the unprecedented closures.

Upon the return from spring break, all EPSB students became at-home learners. The vast majority of students began learning in the online environment in a manner that was coined, *emergent remote learning*. A minority of students began using distance learning packages that their families picked up from the school.



Throughout this time Division staff leaned on each other and drew on their collective professional expertise to provide innovative and practical solutions in response to this extraordinary situation. This work included:

- Establishing initial COVID-19 safety protocols for Division operations, such as:
 - Processes for students to collect their belongings from the school.
 - Systems to safely provide families with paper work packages.
 - Heightened cleaning and disinfecting protocols.
- Working to get all students and families connected with technology; this work was done with additional support and donations from the community and included:
 - Coordinating the lending of over 16,000 Division Chromebooks to students.
 - Working with community donors to support another 595 families from 43 schools on the high social vulnerability list in receiving a Chromebook for their family and connecting families from 79 schools to the “Internet for Good” program providing Internet at \$10 a month for service.
 - Establishing a parent purchase program, enabling families access to EPSB pricing for a device.
 - Developing a website - Tech Help - to support families in navigating technology.
 - Leveraging the diversity of languages spoken by Technology and Information Management staff to support the translation of key information; this resulted in support for families in seven languages other than English.

- Developing and providing professional learning and resources related to online learning and technology; examples of this work included:
 - The establishment of the *Resource Hub* at Edmonton Public Schools. Within the first six weeks of its launch, the Resource Hub site had an international following with 30,860 visits from 40 countries and 6,180 downloads.
 - *Supports for Students Working at Home*, a two-page document with links to Division and Alberta Education resources in support of online learning.
 - Professional learning focused on enhancing teacher confidence and capacity in the use of G-Suite and technology.
- Working with key community partners to enable continued support in the areas of mental health, well-being and food security. The Division worked with community partners around the following supports for students and families:
 - Several school nutrition service providers, funders and members of the community stepped up to support food security for families. This resulted in 6,099 food hampers being provided to families between April and August and \$96,725 of grocery gift card support to families over this same period of time. One thousand eight hundred and seventeen families from 76 Division schools were supported through these efforts.
 - Mental health service providers pivoted to find a way to provide mental health supports in a COVID-19 safe manner. This resulted in thousands of connections with families to check on their well-being, assist families in accessing supports or helping families adjust to their new reality.
 - Schools worked collaboratively with police, RCMP and social workers around heightened concerns of child abuse, domestic violence or neglect.
 - Many community partners walked alongside schools to help remain connected with children and youth and support students to engage in learning from home.
 - The Province enabled school council funding to be redirected to COVID-19 relief efforts; with this flexibility, several parent councils worked with their principal to fund initiatives that removed barriers and provided critical support to families of the school community.
- Working to maintain connectedness in a meaningful way, as isolation and online interactions were our new normal at the start of the pandemic. Division staff took the following steps to maintain relationships and positive connections:
 - Finding unique and new ways to engage with students and families through a range of virtual events (assemblies, birthday celebrations, staff videos, etc.)
 - High schools worked together to find meaningful and creative ways to celebrate the accomplishments of their graduating students and wish them well in their lives ahead.
 - Schools worked with community partners to reach out to families who seemed disconnected during this time to ensure they were well or to help get them connected to services if necessary.

Preparing for School Re-entry: September 2020

At the beginning of May the Province announced students would not return to in-school classes for the remainder of the 2019-2020 school year. This was followed by emerging provincial direction to support a re-entry to school in September. To help the Division prepare for re-entry, a committee was established, composed of staff from across central units and school leaders. The committee was made up of three sub-committees - one for each of the three provincial school re-entry scenarios outlined by the province.

1. Normal return to operations.
2. Schools are open for classes with some health restrictions.
3. Schools remain closed for in-person classes and at-home learning continues.

In May, to help inform its re-entry plan, the Division reached out to staff, students and parents with a survey to gain a better understanding of people's feelings about coming back to school during the pandemic. This engagement proved to be a very significant action, as more than 74,000 responses were received (44,250 from students, 6,231 from school staff, and 23,546 from parents).

- A second survey was conducted with Division staff who work in non-school locations; 665 staff responded to this survey.

The Division learned a lot about how people were feeling in respect to school re-entry during the pandemic and perspectives around some of the ways the Division may need to organize for instruction depending upon provincial direction. The collective voice of survey participants revealed the following important themes:

- Appreciation for the opportunity to participate in a survey and share concerns, feelings, etc.
- The need for flexibility and choice around when students return to in-person learning.
- The need for more consistency or clarity in respect to the online learning environment.
- The importance of how people pulled together in the spring and were able to lean on each other.
- A concern for the mental health and well-being of students, staff and members of the community.
- The recognition that some of the new ways of doing things as a result of the pandemic have strength and we need to hold on to them post COVID-19.
- The importance of rigorous cleaning and safety measures; though at the time of the survey, stakeholders did not feel masks were a key component of safety.

On August 4, 2020, the Division publicly released the [COVID-19 Division Re-entry Strategy](#), a comprehensive document which established the foundation for what school re-entry would look like for the 2020-2021 school year amidst the COVID-19 pandemic. The Division's Re-entry Strategy focused on three key areas: *safety*, *family choice* and *continuity of learning*. The following takes a closer look at Division efforts in support of a safe return to school during COVID-19.

Family Choice

Family choice focuses on the Division's efforts to connect families to instruction while ensuring they have an ability to pick an educational option that best supports their sense of safety and well-being amidst COVID-19.

As a Division of choice, there was the recognition that in-person classes might not be the right fit for all families during the 2020-2021 school year. As a result, a decision was made to offer online learning as a family option throughout the 2020-2021 school year. In August all families were asked how they wished for their child(ren) to return to school.

As part of family choice, the Division also recognized that a family's circumstances may change throughout the year and a family may want to move in between online and in-person learning. The Division's commitment to family choice resulted in the year being organized into instructional quarters, each consisting of approximately two-month periods. The quarters allow families to decide at four key times throughout the school year whether their child will attend school in-person or learn at home through online instruction. Families who wish to transition to a different learning environment have the opportunity to do so at the start of each new quarter.

To support quality learning experiences and ensure students have the opportunity to build connections, work was completed over July and August to prepare for the online learning environment. The Division drew upon lessons learned during emergent remote learning in the spring and developed new materials and resources to support online instruction for the 2020-2021 school year.



Continuity of Learning

Providing students the opportunity to move between in-person and online learning throughout the year, while ensuring limited disruption to their learning, required a cohesive and coordinated approach to teaching, assessment and reporting practices. Additionally the Division needed to think about how to support continuity of learning should there be another sudden pivot as a result of the pandemic.

To support student transitions and a potential need to pivot to online learning, the Division developed scopes and sequences for curricular learning outcomes, aligned with the quarterly schedule. For the 2020-2021 year, teachers across the Division will address the same set of identified outcomes for each quarter. This coordination of learning will allow students to shift between in-person and online learning with limited disruption to their learning, whether the shift is a result of family choice, illness, requirements to self-isolate or in the event that the Division is moved into Scenario 3.

The Division identified a range of resources and tools to support the consistency and flexibility required by the new quarterly system and significant funding was invested to develop this set of comprehensive resources. The work to prepare for the 2020-2021 school year was initiated in the summer and includes the following:

- K-9 Scope and Sequences for English Language Arts, Mathematics, Science, Social Studies and French Language Arts. These scope and sequences are aligned with the quarterly schedule, address all outcomes from the programs of study and identify Priority Learning Outcomes (PLOs).
- K-9 Teacher Support Packs for use in either in-person and online learning environments. These support packs focus on the identified PLOs, consist of sample lesson sequences, assessment materials, exemplars, instructional videos and home packs to support parents using the lessons with their children.
- Scope and sequences for high school courses that mapped out learning outcomes for over 30 courses aligned with the quarterly planning tool and with identified PLOs. This included sample quarterly course and lesson plan documents, applicable to in-person and online learning environments.
- Assessment resources to support teachers in the online learning environment, including:
 - The development of online Early Years Evaluation-Teacher Assessment (EYE-TA) and Individual Program Plan (IPP) training resources.
 - Distance and Online Learning Kindergarten to Grade 12 - Assessment, Evaluation and Reporting: Information for Staff at Edmonton Public Schools.
 - Five Quick Guides with various assessment topics:
 - Beginning to Plan for Assessment for Learning
 - Ongoing Assessment for Learning Practices
 - Assessment of Learning: Getting Started
 - Assessment of Learning: A Focus on Grading
 - Reporting and Progress Reports
- A Comprehensive School Health Approved Resources page on Connect containing links to materials on topics such as mental health and physical literacy to help students build their resilience and their capacity to cope with uncertainty.
 - These resources were developed collectively between the four metro boards with the realization that student mental health would be a priority focus upon the return to school in September.
- Resources for teachers and parents, sorted for teachers by grade and by subject area.

- Links to tools and resources that teachers could use with students requiring specialized supports, including the development of online videos for early learners.

Professional learning opportunities were instrumental to ensuring the Division would successfully transition from emergent remote teaching of the early spring to a model of carefully planned, research-informed delivery of instruction for the 2020-2021 school year. This range of professional learning supports included:

- ‘Pop up’ professional learning for online teachers in areas including literacy, assessment and student engagement which included brief videos and scheduled Q & A support with a teacher consultant.
- A series of online sessions to support teachers with distance and online learning entitled “Getting Started with Alternative Delivery: Essentials for Teachers” which included:
 - Session 1: Determining Priorities for Teaching K-12 (254 teachers attended).
 - Session 2: Initial Curriculum-supportive Routines for Managing Delivery of Instruction K-12 (264 teachers attended).
 - Session 3: Initial Approaches/Strategies to Teach Curricular Content K-12 (224 teachers registered).
 - Session 4: Resources to Support Student Learning K-12 (235 teachers registered).
 - Session 5: Monitoring and Supporting Student Growth K-12 (244 teachers registered).
- Online professional learning opportunities to support foundational knowledge of First Nations, Métis and Inuit.
- The creation of Staff Communities of Practice (CoPs) to provide support for remote instruction (more than 1,000 staff members participated in online CoPs).

Together, these new resources and learnings, along with the common scope and sequence to the curriculum, will help ensure that students continue to receive high quality education, whether in person or online.

Safety

Protecting each other is a shared responsibility among all members of the school community. To support re-entry to school in September, the Division worked closely with health officials to develop a safety plan made up of seven protocols intended to work together to mitigate or reduce the risk of COVID-19. The following is an overview of the protocols that serve as the foundation to the Division’s Re-entry Strategy:



The Division’s focus on safety is not dependent upon a single strategy, but has been built around many strategies that work together to support the safest environment possible within the complex dynamics of a school community. The Division strategy follows provincial requirements and may exceed those requirements when extra precautions are necessary to mitigate risk in school communities located in a large urban centre. The strategy is reviewed and revised as required based on provincial direction and local context relative to COVID-19.

The Division takes the responsibility of safety seriously. There is nothing more important than the safety and well-being of our staff and students.

Conclusion

The 2019-2020 school year will be one that is not soon forgotten. It started like any other year with excitement and enthusiasm for the learning, relationships and experiences that lay ahead.

As a Division we were in service to 104,000 plus students and their families. Soon classrooms across the Division were focused on literacy, numeracy, solving new problems, learning about histories and exploring new ideas. We made connections and welcomed parents and partners into our schools to walk alongside our students in their learning.

Then in March we were tested - as a school system and a community. In the face of the pandemic, our resilience and strength came through as we prioritized safety and made the immediate shift to emergent remote learning.

From there we planned and prepared for a safe re-entry to school for the 2020-2021 school year. This work prioritized safety, family choice and continuity of learning. In the first week of September we welcomed 75,000 students back for in-person learning and 28,000 students to our online learning cohort.

The occurrence of the global pandemic changed many processes, but it did not change our commitment to our vision: success, one student at a time.



We have tested our resolve, our creativity, and pushed past our limitations to do what's best, and what's right, for our students.

- Darrel Robertson, Superintendent Edmonton Public Schools

Whistleblower Protection

Section 32 of the *Public Interest Disclosure (WhistleBlower Protection) Act* (2013) requires that school authorities include their annual report of disclosures in the Annual Education Results Report.

Edmonton Public Schools reported no disclosures for 2019-2020.

Appendix A: Accountability Pillar Evaluation Reference

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation 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 table below shows the range of values defining the five achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 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
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 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
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 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
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: 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%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00

English Language Arts 9	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00

Notes:

- 1) 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%.
- 2) Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

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 table 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 table 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).



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