EDMONTON PUBLIC SCHOOLS

DATE: November 30, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Annual Education Results Report (2020-2021)

ORIGINATOR: Nancy Petersen, Managing Director, Strategic Division Supports

RESOURCE STAFF: Clarice Anderson, Carolyn Baker, Marnie Beaudoin, Todd Burnstad, Grace Cooke, Darryl Doan, Graeme Dowdell, Kelsey Duebel, David Evans, Erin Faught, Husna Foda, Rachel Foley, Sean Jones, Terry Korte, Willa Kung-Sutton, Amanda Lau, Valerie Leclair, Karen Linden, Owen Livermore, Cathy MacDonald, Karen Mills, Bob Morter, Ann Parker, Madonna Proulx, Carrie Rosa, Andrea Sands, Adam Snider, Soleil Surette, Sharon Then, Marian Thompson, Greg Wondga, Amanda Wong.

REFERENCE: Alberta Education Policy and Requirements for Planning and Results Reporting 2020

ISSUE

As per the Alberta Education funding manual, school jurisdictions must submit an Annual Education Results Report (AERR) by November 30, 2021.

BACKGROUND

School jurisdictions are required to annually report on their results 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 AERR serves as part of the annual planning, reporting and monitoring process the Division uses to advance its strategic direction. This year's AERR reflects the work of the Division over the past year. The report highlights the Division's progress toward its priority strategies set out for 2020-2021 within the context of the unique circumstances and complexities resulting from the COVID-19 pandemic.

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 accountability.

RECOMMENDATION

That the Edmonton Public Schools' Annual Education Results Report (2020-2021) be approved.

CONSIDERATIONS and ANALYSIS
- The final AERR will be submitted to Alberta Education upon approval by the Board. This report is due to Alberta Education by November 30, 2021, with some flexibility due to Board meeting dates.

OPTIONS
Based on the information provided in this report, the following options are considered most appropriate:
1. Accept the 2020-2021 Annual Education Results Report as written.
2. Provide feedback and request changes be made to the 2020-2021 Annual Education Results Review.

NEXT STEPS
- The final AERR will be submitted to Alberta Education upon approval by the Board.
- The final AERR will be posted on the Division website for staff and public awareness.

ATTACHMENTS and APPENDICES
ATTACHMENT I   Annual Education Results Report (2020-2021)

NP:al

EDMONTON PUBLIC SCHOOLS

Annual Education Results Report
(AERR) 2020–2021 *School Year*

3020 The Edmonton School Division
Submitted to Alberta Education
November 2021

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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 towards the growth and development of the children we serve.

This was never more evident than this past school year, as we continued to come together in response to the pandemic. Guided by the Division's COVID-19 Re-Entry Strategy and in partnership with families, we continued to provide quality teaching and learning opportunities while supporting the safety and well-being of students and staff.

This year's Annual Education Results Report reflects the Division's progress over the past year towards meeting the priorities set for 2020-2021, while ensuring a safe learning and working environment for students, families and staff.

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

Trisha Estabrooks
Board Chair

Darrel Robertson
Superintendent of Schools

Introduction: Assurance

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. Edmonton Public Schools' Annual Education Results Report (AERR) presents the Division's accomplishments and results for the 2020-2021 school year. It provides an overview of how the Division has advanced its priorities and the priorities of the province over the previous year. The AERR 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 also welcome participants in these conversations. Catchment Results Review conversations bring together principals from across catchments (Kindergarten to Grade 12 school groupings) 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 brought forward to the Board of Trustees as an extension of the AERR.

A critical component 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. From this the Division develops its annual Three Year Education Plan.

Foundational to the planning and reporting cycle are the Division's Vision, Mission, Values, 2018-2022 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 come together to form the basis of accountability and assurance at the Division.

In 2020-2021, the COVID-19 global pandemic continued to offer challenges to education around the world. In order to address these challenges the Division developed and implemented the COVID-19 Re-Entry Strategy, based on provincial direction, local context related to the pandemic and the unique needs of a large urban school system. The re-entry strategy was framed around three critical areas: family choice; continuity of learning; and well-being, safety and mitigation of risk. The strategy served as the foundation to our work amidst the unprecedented and unpredictable circumstances of COVID-19 and enabled the Division to successfully facilitate a safe school re-entry and operations throughout the year, while continuing to support high quality teaching and learning. A key source of feedback used for the creation of the re-entry strategy was staff, student and family voice from the May 2020 Re-Entry Survey, which helped the Division gain a better understanding of people's feelings and concerns about coming back to school in September 2020. The Division continued to seek feedback from stakeholders throughout 2020-2021 as it sought to be responsive to emerging concerns and new information. The re-entry strategy served as a living document, as it was reviewed and updated regularly throughout the year to be responsive to the ever evolving nature of the pandemic.

The challenges of COVID-19 continued to impact what data was gathered to support and inform the Division's 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. This year's report has been developed with a focus on the limited provincial and local measures available and the narrative of this past year.

This AERR and the two-page AERR Summary of Accomplishments document are posted on the Division's website at epsb.ca/ourdistrict/results/aerr. Upon approval from the Board of Trustees, the AERR will be submitted to Alberta Education. As well, results review documents and budget plans are available on epsb.ca.

Accountability Statement

The Annual Education Results Report for the Edmonton School Division for the 2020-2021 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 2020-2021 was brought forward for approval by the Board of Trustees to the November 30 , 2021 Public Board Meeting.

Trisha Estabrooks
Board Chair

Who We Are

2020-2021 Board of Trustees

Edmonton Public Schools proudly served over 103,000 students in the 2020-2021 school year. As stated in the *Education Act*, the Board of Trustees' responsibility is to provide "a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging." This responsibility is fulfilled by providing oversight and stewardship to public education, evaluating and reporting on results achieved and setting priorities and policies that provide overall direction for the Division and provide each student with the opportunity to achieve their potential. Learn more about the Board of Trustees at: epsb.ca/ourdistrict/board.

The 2020-2021 Edmonton Public School Board of Trustees was composed of:

- Trisha Estabrooks (Wards A and D)
- Michelle Draper (Ward B)
- Shelagh Dunn (Ward C)
- Ken Gibson (Ward E)
- Michael Janz (Ward F)
- Bridget Stirling (Ward G)
- Nathan Ip (Ward H)
- Sherry Adams (Ward I)

Division Leadership

The Superintendent, with the support of the Division Support Team, 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 Division's Strategic Plan.

The 2020-2021 Division Support Team was comprised of:
- Darrel Robertson, Superintendent of Schools
- Ron MacNeil, Assistant Superintendent of Schools
- Leona Morrison, Assistant Superintendent of Schools
- Kathy Muhlethaler, Assistant Superintendent of Operations and Learning Services
- Kent Pharis, Assistant Superintendent of Schools
- Liz Yule, Assistant Superintendent of Schools
- Angela Anderson, Chief Human Resources Officer, Human Resources
- Carrie Rosa, Acting Director, Communications
- Todd Burnstad, Chief Financial Officer, Financial Services
- Grace Cooke, General Counsel
- Nancy Petersen, Managing Director, Strategic Division Supports and the Foundation
- Karen Mills, Director, Board and Superintendent Relations

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, as well as families and community members who, together, strive to fulfill the Division's Vision of *Success, one student at a time.*

2020-2021 Division Overview

Number of Schools 214
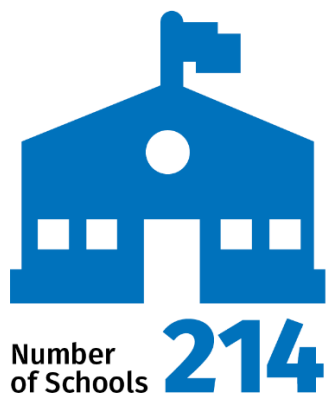
128	Elementary
35	Elementary/Junior High
5	Elementary/Junior/Senior High
28	Junior High
4	Junior/Senior High
14	Senior High

12 Educational Programs in an Institution

7 Other Educational Services

Student Enrolment
(September 30, 2020)
103,655

2020–21 Operating Budget
$1.196 billion

Total Staff
(September 30, 2020)
9,519
Full-Time Equivalent
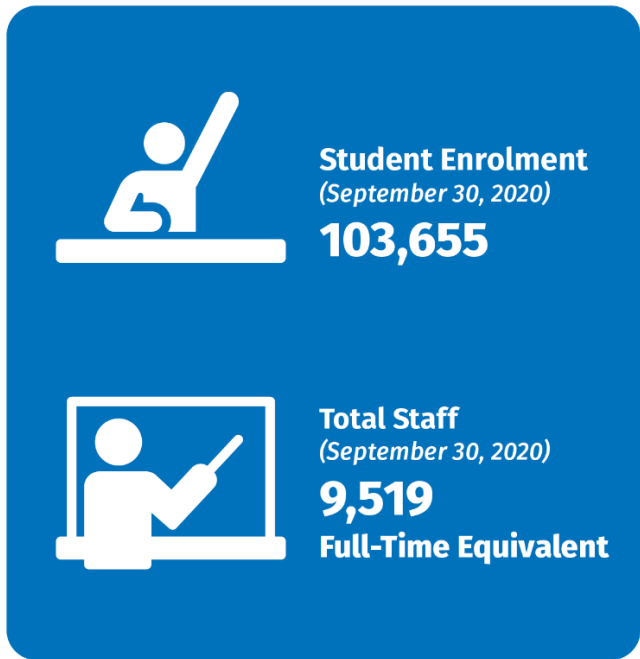
Alberta Education Assurance Measures (May)

Table 1. Assurance Domain	Required Measures	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
Student Growth and Achievement	Student Learning Engagement	85.8	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	83.2	83.0	83.3	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	78.7	77.4	76.1	83.4	80.3	79.6	Intermediate	Improved Significantly	Good
	5-year High School Completion	83.9	82.1	82.0	86.2	85.3	84.8	Intermediate	Improved Significantly	Good
	PAT: Acceptable	n/a	n/a	75.6	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	24.9	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	83.9	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	27.7	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.3	90.2	90.4	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.0	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	80.6	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	78.4	79.3	79.5	79.5	81.8	81.4	n/a	n/a	n/a
Supplemental Measures	Drop Out Rate	2.3	2.5	2.4	2.6	2.7	2.6	Very High	Maintained	Excellent
	Rutherford Scholarship Eligibility Rate	67.6	65.7	64.0	68.0	66.6	64.9	Intermediate	Improved Significantly	Good
	Transition Rate (6 yr)	64.8	64.8	63.7	60.0	60.3	59.5	High	Improved	Good

Table 2. Assurance Domain	Required Measures	Edmonton School Division (ELL)			Alberta (ELL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	3-year High School Completion	71.0	71.0	73.2	78.7	74.1	75.0	Low	Maintained	Issue
	5-year High School Completion	85.1	88.4	86.8	86.9	85.0	84.9	Intermediate	Maintained	Acceptable
	PAT: Acceptable	n/a	n/a	72.0	n/a	n/a	69.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	19.7	n/a	n/a	16.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	72.8	n/a	n/a	73.2	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	18.0	n/a	n/a	16.0	n/a	n/a	n/a
Supplemental Measures	Drop Out Rate	1.9	1.8	1.6	2.6	2.2	2.2	Very High	Maintained	Excellent
	Rutherford Scholarship Eligibility Rate	55.1	50.8	52.6	58.3	55.6	55.8	Low	Improved	Acceptable
	Transition Rate (6 yr)	72.6	69.4	67.5	65.4	65.8	64.4	High	Improved	Good

Table 3. Assurance Domain	Required Measures	Edmonton School Division (Self-identified First Nations, Metis and Inuit)			Alberta (Self-identified First Nations, Metis and Inuit)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	3-year High School Completion	**50.5**	42.8	42.1	**62.0**	55.9	55.6	Very Low	Improved Significantly	Acceptable
	5-year High School Completion	**55.7**	54.2	53.2	**68.1**	65.0	63.4	Very Low	Maintained	Concern
	PAT: Acceptable	**n/a**	n/a	49.2	**n/a**	n/a	52.9	n/a	n/a	n/a
	PAT: Excellence	**n/a**	n/a	6.5	**n/a**	n/a	7.0	n/a	n/a	n/a
	Diploma: Acceptable	**n/a**	n/a	81.0	**n/a**	n/a	77.1	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	13.8	**n/a**	n/a	11.2	n/a	n/a	n/a
Supplemental Measures	Drop Out Rate	**6.1**	7.4	6.3	**5.0**	5.5	5.2	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	**39.6**	37.5	36.2	**39.5**	39.1	37.4	Very Low	Improved	Issue
	Transition Rate (6 yr)	**32.0**	31.3	29.8	**35.7**	35.0	34.1	Very Low	Maintained	Concern

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. 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), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. 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, Social Studies 30-2.

How To Read This Report

Overview

This report provides an overview of the Division's accomplishments as set out in the [2020-2023 Three Year Education Plan](#) (3YEP). The development of the 3YEP was informed by the Division's [2018-2022 Strategic Plan](#), the voice of stakeholders and implications of previous results. Reporting on the 3YEP is organized around Alberta Education's four outcome areas:

- Alberta's students are successful
- First Nations, Métis and Inuit students in Alberta are successful
- Alberta has excellent teachers, school leaders and school authority leaders
- Alberta's K-12 education system is well governed and managed

Under provincial guidelines for assurance, the following information has been included for each of the four outcome areas:

- **Key Performance Indicators Analysis:** a select list of provincial and local indicators used to monitor the Division's progress for each outcome are presented and discussed with an acknowledgement of areas for improvement. For the 2020-2021 school year, the following indicators were either optional or impacted by the pandemic:
  - Provincial Achievement Tests (PATs)
  - Diploma Exams
  - Local Measures
- **Key Division Strategies and Results**: a summary of the work the Division accomplished relevant to identified strategies from the 2020-2023 3YEP and any emergent priorities that arose throughout the year.

Key Performance Indicators

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

Indicators from the provincial Assurance Measures 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 the Division's 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: Assurance Measures 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 Assurance Measures data are provided in the Assurance Measures Overall Summary and Assurance Measures Overall Summaries for ELL and First Nations, Métis and Inuit

on page 10. The following explanations and guidance on interpreting Assurance Measures data has been provided by Alberta Education:

Reporting Systems Update on Derived Measures
- Alberta Education's work to transition to reporting under the Assurance Framework saw current and historical results for High School Completion Rate, Post-secondary Transition Rate and Diploma Exam Participation Rate restated to reflect an update to the Alberta Education Assurance Measure reporting system (formerly Accountability Pillar Online Reporting Initiative) to ensure concordance with the existing student outcome measures methodology.
  - New achievement, improvement and overall evaluations based on the restated results were calculated for the measures indicated above.
  - All data charts in this report reflect the newly calculated measures and changes for Division results were minor.

Effect of COVID-19 Pandemic on 2019-2020 Provincial Assessments and Student Outcome Measures
- Alberta Education has acknowledged that participation in the Provincial Achievement Tests (PATs) and Diploma Examinations was impacted by the COVID-19 pandemic.
  - Results for the 2019-2020 school year are not available for the PATs, Diploma Examinations and Diploma Exam Participation Rate.
  - Due to the disruption to provincial measures, the province has stated that caution should be used when interpreting Rutherford Scholarship Eligibility Rate results over time.
- For the 2020-2021 school year, Alberta Education determined that in the absence of the Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting High School Completion Rate results over time.

Introduction of the Alberta Education Assurance (AEA) Survey and Effect of COVID-19 Pandemic
- The province has stated that caution should be used when interpreting provincial survey results over time as 2020-2021 was a pilot year for the AEA survey and participation and question relevance were impacted by the COVID-19 pandemic. Due to these limitations, the 2020-2021 survey results were not:
  - Evaluated against the provincial standards (Achievement) or previous 3-year averages (Improvement).
  - Included in the calculation of three-year averages used to evaluate improvement of future survey results.
- A new "N/A" (i.e., not applicable) response on the parent, student and teacher AEA surveys allowed respondents to clearly indicate when a question was not applicable. A response of "N/A" does not count towards the total number of responses in the survey result.
  - It should be noted that the "don't know" response that is an option for some survey questions is included in the total number of responses.

Recognizing that this past year was an unusual year, the Division is regarding 2020-2021 AEA survey results as reflective of the year's unique and complex challenges. It is difficult to determine the exact impact that COVID-19 may have had on stakeholder responses to the AEA Survey.

In response to the challenges presented by the pandemic for the 2020-2021 school year, the Division engaged in intentional work in support of high quality teaching and success for all students, while also keeping complex safety challenges front and centre.

Alberta's students are successful

Alberta's Students are Successful

While the COVID-19 pandemic significantly impacted education globally, what remained unchanged is Edmonton Public Schools' unwavering commitment and focus to providing high quality teaching and learning in environments that keep students, staff and families as safe as possible. The occurrence of the global pandemic introduced many complexities but it did not change our commitment to our vision: success, one student at a time.

To support returning to school during the pandemic, Alberta Education developed the 2020-2021 School Re-Entry Plan, which stipulated that "everyone in the ECS-12 education system [must] be nimble in contributing to the success of our children and students." The Division embraced this guidance when planning for the 2020-2021 school year. All aspects of the Division's learning and working environments were considered during planning, while also leaving room for flexibility and innovation in order to adapt to changing circumstances within the unpredictability of the pandemic.

As a result of this work, based on provincial direction and stakeholder voice, the Division released its COVID-19 Re-entry Strategy prior to the start of the school year. The re-entry strategy was framed around the three key themes of family choice, continuity of learning and well-being, safety and mitigation of risk. The plan provided direction for schools, helped staff understand how to prepare to welcome students and families back to school, set out a road map for the year ahead and provided families with assurance during a time of uncertainty.

In September, the Division welcomed over 103,000 students back to school. Within the context of the pandemic, the Division recognized that in-person classes would not be a comfortable choice for all families depending on personal circumstance and well-being. The option of family choice reflected the Division's efforts to connect families to instruction while ensuring they had the ability to pick a learning mode (i.e., online or in-person learning) that best supported their sense of safety and well-being during the pandemic. This approach allowed families to select online or in-person learning for their child at four points throughout the school year.

It should also be noted that the flexibility of these transitions between in-person and online learning throughout the year added an additional layer of complexity for students and staff. These multiple transitions, along with Alberta Health's ongoing and unpredictable requirements for self-isolation and quarantine when ill or exposed to COVID-19, made the Division's intentional focus and planning in support of continuity of instruction even more important.

Tables 4 and 5 demonstrate the importance of this approach by illustrating the change in enrolment patterns each quarter and demonstrating that almost 40 per cent of students registered for online learning at least once during the year.

Table 4. In-person and online student enrolment	Quarter 1	Quarter 2	Quarter 3	Quarter 4
In-person	72.3%	70.5%	70.1%	75.9%
Online	27.7%	29.5%	29.9%	24.1%

Table 5. 2020-2021 in-person and online enrolment distribution	Total	Percentage
Online for all four quarters	18,876	18.2%
In-person for all four quarters	62,433	60.2%
Combination of online and in-person	19,791	19.1%
Not in Division in any of Q2, Q3, Q4[1]	2,555	2.5%
Total students (Sep 30, 2020)	103,655	100%

The pandemic was a key factor for family choice at each of the quarter changes; it is also speculated that the pandemic impacted enrolment, with the Division experiencing a one per cent drop in student population growth in 2020-2021 compared to a growth rate of approximately three per cent per year over the prior eight years. This change in enrolment growth aligns with the slowdown in population growth that Alberta experienced between July 1, 2020, - June 30, 2021, which at 0.5 per cent has been the lowest it has been since 1987[2].

Table 6. Student enrolment	Sep. 2011	Sep. 2019	Sep. 2020	2011-2020 population change	2019-2020 population change
Total student enrolment	80,569	104,930	103,655	28.7%	-1.2%
English Language Learners (ELL)	14,206	26,573	25,091	76.6%	-5.6%
First Nations, Métis and Inuit (self-identified)	7,072	9,420	8,766	24.0%	-6.9%
Students meeting provincial special education coding requirements	10,880	13,342	11,447	5.2%	-14.2%

In spite of the challenges resulting from COVID-19, the Division remained dedicated to its vision, mission and values and continued to be intentional in its efforts to walk alongside students on their Kindergarten to Grade 12 learning journey and the goal of high school completion. The work in support of student success was informed by the Division's strategic direction and this section of the report looks at the Division's results through the following areas of our Strategic Plan:

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

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[1] Represents students who were present in Q1, but missing in any one of Q2-4, in only one of Q2-4, any two of Q2-4 or all of Q2-4. E.g. a student who completed their studies in Q2 so did not return for Q3-4, or a student present in Q1, missing in Q2-3, but returned in Q4.
[2] https://www.alberta.ca/population-statistics.aspx

Early Learning

Research shows that the early years are an important time in children's lives where they are forming the skills they need as a foundation to their growth and development as lifelong learners. The Division understands this importance and provides high quality Early Childhood Services through Pre-Kindergarten, as well as full and half-day Kindergarten programming to enable more children to attain emotional, social, intellectual and physical developmental milestones in preparation for Grade 1.

Key Performance Indicator Analysis

Enrolment

For the 2020-2021 school year, Division Kindergarten enrolment was lower than in previous years. There are multiple factors that may have influenced this: some families chose to delay their child's start to school during the pandemic, the overall decrease in population growth for the City of Edmonton and the change in age eligibility for Kindergarten, as determined by Alberta Education. The new age eligibility stipulated that children must turn five years of age on or before December 31 of the current school year to enrol in Kindergarten; previously the cut-off date for Kindergarten enrolment was March 1. Though there were fewer children enrolled in Kindergarten, the Division maintained full-day Kindergarten across its 26 schools offering this program.

Division enrolment for Pre-Kindergarten reflected the changes that were made to Alberta Education's funding formula for Pre-Kindergarten aged children. These changes resulted in a reduction in the number of children the Division was able to serve in Pre-Kindergarten programming for the 2020-2021 school year.

Table 7. Early Years Demographics	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Total number of children enrolled in Pre-Kindergarten	1,292	1,519	1,536	1,509	606
Total number of children enrolled in Kindergarten	7,484	7,675	7,621	8,083	6,821
Total number of children self-identified as First Nations, Métis or Inuit in Kindergarten	504	545	552	553	418

*Enrolment numbers are based on the Sept 30 count

EYE-TA

In the absence of provincial data related to the early years, the Division uses the Early Years Evaluation - Teacher Assessment (EYE-TA) for Kindergarten children to assess their individual growth, development and 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
- Physical development: fine motor and gross motor

The tool is administered by Kindergarten teachers in the fall and again in the spring. The fall data serves as a source of information to inform programming, instructional needs and the potential need for additional assessment. This early identification enables the Division to be responsive and provide intervention sooner.

Over the prior two years, the spring EYE-TA was cancelled due to provincially mandated pivots to online learning as a result of the COVID-19 pandemic, resulting in incomplete data sets for both the 2019-2020 and 2020-2021 school years.

Table 8. EYE-TA Division Indicator	Results (in percentages)									
	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring†	Fall	Spring†
	Improvement*		Improvement		Improvement		Improvement		Improvement	
Percentage of children entering (fall) and leaving (spring) EPSB programs meeting developmental milestones	62	82	59	81	58	81	59	n/a	64	n/a
	20		22		23		n/a		n/a	
Awareness of Self and Environment	80	92	80	92	79	92	79	n/a	82	n/a
	12		12		13		n/a		n/a	
Social Skills and Approaches to Learning	77	89	76	89	76	89	77	n/a	81	n/a
	12		13		13		n/a		n/a	
Cognitive Skills	62	89	60	88	60	88	60	n/a	68	n/a
	27		28		28		n/a		n/a	
Language and Communication	76	89	75	89	74	89	74	n/a	79	n/a
	13		14		15		n/a		n/a	
Physical Development										
Fine Motor	69	92	69	92	68	92	71	n/a	76	n/a
	22		23		24		n/a		n/a	
Gross Motor	79	93	79	93	76	93	77	n/a	79	n/a
	14		14		17		n/a		n/a	

* Improvement for EYE-TA is based on spring-results compared to fall-results.
†Spring EYE-TA in 2019-20 and 2020-21 were not complete due to the pandemic

In the fall of 2020 teachers of in-person Kindergarten learners administered the tool. This information helped to inform programming and the possible need for additional assessment or intervention. In respect to this partial data set, the fall 2020-2021 EYE-TA results are higher compared to those of previous years (Table 8 above). Factors influencing these results may include:

● The 2020-2021 Kindergarten cohort did not include all children who typically would be starting their learning journey, as some families opted not to send their children to Kindergarten during COVID-19. This is indicated by enrolment patterns (see Table 7) and anecdotally from families.
● The EYE-TA is not available for online administration. As part of family choice, approximately 30 per cent of families chose online learning for their Kindergarten child in the first quarter (see Table 9 below), thus results for these children would not be available.
● The change in age eligibility criteria to enter Kindergarten that went into effect in 2020-2021, resulting in an older cohort of children entering Kindergarten (see Table 10 below). It is likely that these older children are more developmentally ready for school than previous cohorts with younger children entering Kindergarten.

Table 9. Fall 2020 Quarter 1 in-person and online Kindergarten registration	Total	Percentage
In-person	4,814	70.6%
Online	2,007	29.4%
Kindergarten (Sep 30, 2020) Total	6,821	100%

Table 10. EYE-TA Demographic Profile	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of children assessed	7,424	7,621	7,593	8,032	4,851
Average age of children on Sept 1	5.12	5.11	5.12	5.12	5.18

Key Division Strategies And Results (2020-2021)

Throughout the year, the Division worked to support the development and well-being of children in the early years through the provision of high quality teaching and learning. Additionally, the Division developed COVID-19 protocols specific to our youngest learners. These protocols focused on the unique context of the early years and provided educational staff with guidelines to help ensure Pre-Kindergarten and Kindergarten programming was both safe and engaging for children.

The following is a summary of key strategies implemented to support early years programming.

> **2020-2021 Priority Strategy:** Evaluate new Early Learning program model under current (PUF) structure.

- The provincial Program Unit Funding (PUF) framework was adjusted starting in the 2020-2021 school year. Under the new funding framework, the Division focused on programming in support of children who are eligible as severe.
  - For 2020-2021, the Division chose to grandfather students in their second year of Pre-Kindergarten programming who do not meet severe PUF eligibility criteria, but did meet mild/moderate eligibility criteria.
  - In response to the new funding framework, the Division shifted from 32 Pre-Kindergarten sites to offering programming at six schools. Approximately 600 children were served at the six schools.
- The 2020-2021 school year served as a transition time for the six schools with Pre-Kindergarten programming. It is anticipated that the pandemic may have also impacted enrolment, attendance and program delivery. 2021-2022 is expected to provide a more normal context for the Division to assess program delivery under the new framework. It will serve as a good baseline to evaluate the new model moving forward.

For a more comprehensive overview of the Division's efforts in support of early learning and the implications of changes to Program Unit Funding (PUF), please refer to the February 9, 2021, Board Report: Strategic Plan Update: Early Years and the March 23, 2021, Response to Request for Information #094: Program Unit Funding (PUF).

Literacy And Numeracy

Literacy and numeracy are foundational for successful living, learning and participation in today's society. Research shows that achievement in literacy and numeracy are key determinants of educational outcomes. Developing strong literacy and numeracy skills in students is essential for them to reach their full potential in school and the workplace and to experience a better quality of life.

Many of the traditional measures available to indicate student achievement and the Division's progress in the areas of literacy and numeracy were disrupted due to the impact of the pandemic. The following information reflects a limited snapshot of the evidence of work done in support of teaching and learning.

Key Performance Indicators Analysis

Provincial Achievement Tests (PATs) and Diplomas

Alberta Education made Provincial Achievement Tests (PATs) and Diploma exams optional for the 2020-2021 school year due to the uncertainty and disruption to learning caused by the pandemic. The Division chose to prioritize mental health and well-being for students and thus opted out of PATs, and most high school students chose not to write Diploma exams. These provincial results are not available for the 2020-2021 school year.

Alberta Education Assurance Measures

Table 11. AEA Survey					
Students in Grades 4-12 reporting they can get help with reading and writing at school when they need it.					
	2017	**2018**	**2019**	**2020**	**2021**
Grades 4-6	89.0	89.0	88.0	88.0	85.0
Grades 7-9	88.0	88.0	87.0	88.0	85.0
Grades 10-12	82.0	80.0	81.0	80.0	71.0

Overall, there is a decrease in the percentage of students that felt they could get help with reading and writing at school when they need it. This change likely reflects the pandemic-related learning challenges experienced by students, such as public health requirements to shift to online learning, as well as mandatory isolations and quarantines. As such, Division results also reflect the efforts made to support continuity of instruction and the online learning environment, as teachers took extraordinary steps to remain connected and supportive of students despite ongoing transitions and the mobility of students between online and in-person learning.

Reading Levels and Math Intervention Programming Instrument (MIPI)

The Division's local literacy and numeracy results demonstrate evidence of success as well as opportunities for growth. Despite the complexities resulting from the COVID-19 pandemic, the Division remained committed to supporting the individual success of each student through a focus on high quality teaching and learning, including interventions and supports.

Each year the Division uses a variety of evidence including observations, assessment and conversations with students to determine a student's reading level. The practice to report reading levels at the end of the year provides teachers more ways to understand how students are doing in their literacy growth. This information serves as an additional source of information for teachers in the fall to help identify next steps to ensure that students are receiving the support they need, especially if they are not yet reading at grade level. In addition, this information is helpful in communicating with families around their child's literacy journey.

Table 12. Reading Level Results for 2016-2017 to 2020-2021 Showing Students AT or ABOVE Grade Level

Enrolment Grade	Percentage of Students Reading At or Above Grade Level				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
1*	67.9	64.7	64.6	54.3	60.9
2*	73.4	71.5	72.0	65.9	66.7
3	74.6	75.4	73.7	68.8	70.2
4	75.4	73.4	72.9	68.7	70.3
5	73.8	73.7	72.6	69.7	70.5
6	73.1	75.3	74.4	70.6	71.0
Total (1-6)	**73.0**	**72.3**	**71.6**	**66.3**	**68.2**
Total Students with Results (Gr 1-6)	**43,335**	**45,357**	**47,098**	**47,936**	**47,439**
7 **		74.5	74.9	75.0	70.9
Total (1-7)		**72.5**	**72.1**	**67.5**	**68.6**
Total Students with Results (Gr 1-7)		**52,119**	**54,255**	**55,818**	**55,131**
8 ***			74.1	73.6	71.3
Total (1-8)			**72.3**	**68.2**	**69.0**
Total Students with Results (Gr 1-8)			**61,119**	**63,156**	**63,060**
9 ****				73.3	73.7
Total (1-9)				**68.7**	**69.4**
Total Students with Results (Gr 1-9)				**69,720**	**70,130**

* Grades 1 and 2 results include students enrolled in immersion and bilingual programs who may have received either no or a reduced amount of English instruction in reading.
** Grade 7 became mandatory in 2017-2018
**** Grade 8 became mandatory in 2018-2019
**** Grade 9 became mandatory in 2019-2020

The slight increase in the percentage of students reading at or above grade level for the majority of grade levels during the 2020-2021 school year highlights the hard work of the Division educational staff to ensure continuity of learning for students, regardless of any pandemic-related challenges they might have experienced.

The MIPI is a tool the Division uses in the fall to assess students' knowledge of math concepts learned in the previous year. The results of the MIPI are used to help inform programming and the potential need for review or intervention.

Table 13. MIPI Results for 2016-2017 to 2020-2021 Showing Students AT or ABOVE Grade Level

Enrolment Grade	Percentage of Students At or Above Grade Level				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
2	84.9	86.0	86.6	86.3	86.6
3	77.1	73.0	73.5	75.3	73.9
4	75.5	70.0	71.5	72.0	70.5
5	76.4	69.0	68.7	69.3	66.1
6	77.8	68.7	67.4	68.5	65.4
7	65.2	62.0	61.2	60.5	52.6
8	65.5	61.1	59.7	60.8	51.2
9	59.1	54.5	53.8	52.8	47.2
10 *	50.3	50.4	53.1	52.3	54.1
Total (2-10) *	71.2	67.0	66.9	67.4	63.4
Total Students with Results (Gr 2-10) *	53,515	58,847	62,506	62,451	62,839

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

The 2020-2021 MIPI results most likely reflect the complexities introduced by COVID-19 in the spring of the previous school year and the sudden transition to remote distance learning for the remainder of that year. Using the information from the MIPI, staff were able to tailor practices and interventions to better meet students where they were at and ensure students received the supports they needed to be successful in their math learning. The MIPI is one tool that helped teachers know where reteaching or review of key concepts was critical.

Key Division Strategies And Results (2020-2021)

One of the key components of the Division's Re-Entry Strategy was continuity of learning for students regardless of whether they chose online or in-person learning. Supporting continuity of learning also served the Division well as classes, schools or entire divisions of students were required to pivot to online learning due to isolation or quarantine requirements set out by health officials. To help support continuity of learning in a school year that was anticipated to have multiple points of transition, the Division created over 9,250 resources that supported a cohesive and coordinated approach to teaching, assessment and reporting practices across the Division. These resources included:

- **Scope and Sequence Documents (K-9):** Documents that align the program of studies with the quarterly system to ensure students within each grade are learning the same unit and concepts around the same time.
- **Teacher Support Packs:** The packs support Grades K-9 across the four core subject areas and serve as a companion resource to the Scope and Sequence Documents that teachers can use to support instruction both for in-person and online learning. These packs include sample lesson sequences, student activities, video supports, assessment materials etc. Some packs were adapted to support French language programming.
  - To support teaching and learning in Grades 10 - 12, the Division developed High School Support Packs. Teachers found these materials very helpful to support covering the curriculum effectively in the quarterly model.
- **Home Support Packs:** Resources for schools to use when supporting students who are absent from class, the materials in the packs are in alignment with the learning that has occurred in the classroom while the student is absent.

The Division strategies outlined below from the December 8 3YEP reflect the intentional, collective and adaptive efforts of central decision units, catchments and schools to support teaching and learning within the complex and uncertain dynamic of the pandemic.

> **2020-2021 Priority Strategy:** Using the Fountas & Pinnell Benchmark Assessment System (BAS) literacy assessment tool, assess student literacy levels to inform interventions and monitor for growth. BAS results will serve as a source of evidence to monitor literacy growth.

- Due to some of the complexities and challenges presented due to COVID-19, the reporting of BAS data was not gathered as a Division-level data set during the 2020-2021 school year.
- Schools used BAS data and other sources of information (e.g., conversations, assessments and observations) to inform programming, interventions and to monitor student growth in reading for individual students.

> **2020-2021 Priority Strategy:** Using the Math Intervention Programming Instrument (MIPI) as a source of evidence, identify gaps in learning for students to inform programming and interventions. Year-end teacher-awarded marks will serve as an indicator of progress relative to students identified in the fall as requiring supports.

- As per usual Division practice, the MIPI was administered at the start of the 2020-2021 school year to help inform programming and identify any gaps in learning. Division results need to be viewed with consideration to the impact of COVID-19 and the March 2020 pivot to remote emergent learning and having students in both online and in-person learning environments in the fall when the MIPI was administered.
- To address any gaps that may have arisen during the March to June pivot to remote distance learning, teachers employed pedagogical approaches and interventions such as:
  - **First Steps in Math (FSIM):** A comprehensive set of resources designed for Kindergarten to Grade 8 which help students progress along the developmental continuum by deepening the mathematical ideas and concepts needed to achieve curricular outcomes.
  - **Guided Approach to Math:** A framework which is designed to meet the diverse needs of learners through a variety of meaningful and engaging activities.
  - Small group targeted instruction to meet the diverse needs of learners.
- Teachers also used year-end teacher-awarded marks as an additional source of data to help measure progress and inform ongoing programming that meets the individual learning needs of each student.

> **2020-2021 Priority Strategy:** Prioritize the ongoing development of teacher support packs to support continuity of learning for both in-person and online programming.

- In anticipation of learning during the pandemic, the Division initiated work on the teacher support packs in June of 2020. The work to develop these resources continued throughout the 2020-2021 school year.
- Teacher Support Packs were developed for Grades K-9 across the four core subject areas and served as a companion resource to the Scope and Sequence documents. Each teacher support pack included sample lesson sequences, student activities, video supports, assessment materials etc.
  - The Scope and Sequence and the Teacher Support Packs supported both the in-person and online learning environments.
- Teacher Support Packs were shared with 40 other school divisions across Alberta.
- The Division also collaborated with a group of divisions from across the province to support the development of French Immersion Teacher Support Packs.
- Teacher Support Packs were accessed more than 680,000 times between September 2020 and June 2021.

- Additional resources were also developed to support high schools with the switch to a quarterly semester system. These resources included:
    - High School Course Packs for select courses that included sample lesson plans, student materials, video supports and sample assessment materials covering the course content.
    - Sample Course Plans for select courses to support the delivery of a course over a 10-week period.
- According to qualitative responses on the 2020-2021 Division Survey, teachers felt that the Division-wide Scope and Sequence, in conjunction with the Teacher Support Packs, supported teachers new to the Division, new to a particular teaching assignment or on temporary contracts. Experienced teachers also mentioned the resources were helpful, as they provided a new perspective on how to structure curriculum delivery.

> **2020-2021 Priority Strategy:** Develop professional learning (PL) opportunities specifically for online learning, including sessions focused on literacy and numeracy instruction.

- In addition to the PL offered in a typical school year, the Division increased its focus on the development and delivery of PL related to the online learning environment. PL was not only geared to supporting teachers to assess numeracy and literacy online and use numeracy and literacy interventions online, it also focussed on increasing digital teaching and engagement skills through sessions such as: Online Best Practices, How to Effectively use Google Meet, How to Promote Online Engagement, etc.
- There were approximately 570 sessions to support online learning, with more than 7,300 participants. There were approximately 400 sessions to support digital skills, with more than 4,800 participants.
- Online PL was offered both synchronously and asynchronously to ensure this learning was accessible to all staff.
- Feedback from the 2020-2021 Division Survey indicated that 63 per cent of teachers felt they had the resources and supports needed when teaching in an online learning environment.

For a more comprehensive overview of the Division's efforts in support of literacy and numeracy, please refer to the March 23, 2021, Board Report: Strategic Plan Update: Literacy and Numeracy.

The five-year analysis of Division achievement data for both literacy and numeracy undertaken in the March 23, 2021, Strategic Plan Update: Literacy and Numeracy provided the Division with a clearer insight into which students were thriving and those who would benefit from additional supports. In response to this information, the Division developed an evidence-based model focused on school success for students impacted by the barriers and challenges of social vulnerability. Resources were prioritized to support this work for the 2021-2022 school year. The Equity Achievement Project initiated in 41 schools in the fall of 2021.

High School Completion

One of the priority outcomes of public education is to prepare students for their futures and equip them to be productive contributors to society, whether as post-secondary students, members of the workplace or citizens in the community. A major milestone towards this outcome is high school completion. Through a collaborative effort from Kindergarten to Grade 12, students are provided opportunities to develop foundational knowledge, competencies and attitudes that will support them in being successful in completing school and enable them to transition into post-secondary and/or the world of work.

Key Performance Indicators Analysis

Alberta Education Assurance Measures

The Alberta Education Assurance Measures assess multiple factors beyond diploma exams and high school completion rates that are indicators towards a life of dignity and fulfillment. The following two charts provide an overview of Division results relevant to the journey of school completion for all students and for students who are English Language Learners, as defined by Alberta Education. It should be noted that the data for 2019-2020 reflects the initial impact of the pandemic.

Table 14. Alberta Education Assurance Measures		Results (in percentages)					Evaluation		
		2015-16	2016-17	2017-18	2018-19	2019-20	Achievement	Improvement	Overall
HIGH SCHOOL COMPLETION									
Percentage of students who completed high school within three, four and five years of entering Grade 10.	3-yr	75.9 (n= 6,285)	74.8 (n= 6,256)	76.0 (n= 6,536)	77.4 (n= 6,589)	78.7 (n= 6,772)	Intermediate	Improved Significantly	Good
	4-yr	78.2 (n= 6,214)	80.6 (n= 6,300)	79.4 (n= 6,264)	80.9 (n= 6,543)	82.5 (n= 6,577)	Intermediate	Improved Significantly	Good
	5-yr	80.7 (n= 6,178)	80.6 (n= 6,216)	83.4 (n= 6,317)	82.1 (n= 6,257)	83.9 (n= 6,541)	Intermediate	Improved Significantly	Good
Percentage of Grade 12 students eligible for a Rutherford Scholarship.		61.1 (n= 9,635)	62.5 (n= 9,444)	63.9 (n= 9,848)	65.7 (n= 10,061)	67.6 (n= 10,091)	Intermediate	Improved Significantly	Good
Annual dropout rate of students aged 14 to 18.		2.7 n= 25,785)	2.2 (n= 26,041)	2.5 (n= 26,120)	2.5 (n= 26,880)	2.3 (n= 27,635)	Very High	Maintained	Excellent
Percentage of students writing four or more diploma exams within three years of entering Grade 10.		60.8 (n= 6,285)	60.3 (N= 6,256)	60.5 (n= 6,536)	61.3 (n= 6,589)	n/a (n= 6,772)	n/a	n/a	n/a
TRANSITIONS/CAREER PLANNING									
Percentage of high school students who transition to post-secondary (including apprenticeship) within six years of entering Grade 10.		61.6 (n= 6,472)	62.7 (n= 6,175)	63.7 (n= 6,215)	64.8 (n= 6,318)	64.8 (n= 6,258)	High	Improved	Good

Table 15. Alberta Education Assurance Measures		English Language Learners Results (in percentages)					Evaluation		
		2015-16	2016-17	2017-18	2018-19	2019-20	Achievement	Improvement	Overall
HIGH SCHOOL COMPLETION									
Percentage of students who completed high school within three, four and five years of entering Grade 10.	3-yr	77.0 (n= 630)	78.9 (n= 765)	69.7 (n= 763)	71.0 (n= 691)	71.0 (n= 776)	Low	Maintained	Issue
	4-yr	80.0 (n= 430)	83.9 (n= 564)	85.3 (n= 670)	79.1 (n= 663)	85.0 (n= 587)	Intermediate	Improved	Good
	5-yr	77.9 (n= 276)	85.0 (n= 406)	87.1 (n= 534)	88.4 (n= 620)	85.1 (n= 608)	Intermediate	Maintained	Acceptable
Percentage of Grade 12 students eligible for a Rutherford Scholarship.		50.3 (n= 1,462)	54.5 (n= 1,654)	52.3 (n= 1,661)	50.8 (n= 1,629)	55.1 (n= 1,621)	Low	Improved	Acceptable
Annual dropout rate of students aged 14 to 18.		2.4 (n= 3,307)	1.4 (n= 3,704)	1.8 (n= 3,704)	1.8 (n= 3,806)	1.9 (n= 3,738)	Very High	Maintained	Excellent
Percentage of students writing four or more diploma exams within three years of entering Grade 10.		63.1 (n= 630)	65.0 (n= 765)	59.9 (n= 763)	54.0 (n= 691)	n/a (n= 776)	n/a	n/a	n/a
TRANSITIONS/CAREER PLANNING									
Percentage of high school students who transition to post-secondary (including apprenticeship) within six years of entering Grade 10.		62.8 (n= 219)	63.3 (n= 267)	69.8 (n= 394)	69.4 (n= 519)	72.6 (n= 605)	High	Improved	Good

Notes for Table 14 and 15:

1. Only supplemental measures with Achievement standards are included in the Supplemental AEAMs – Overall Summary.

2. Participation in the 2020/21 AEA survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.

3. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

4. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.

5. 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.

6. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

7. 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.

8. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

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

- Three-, four- and five-year high school completion rates and Rutherford Scholarship eligibility rate improved significantly.
- Drop out rate also improved, decreasing to 2.3 per cent, reflecting a provincial achievement rating of Very High.
- The percentage of high school students who transition to post-secondary within six years of entering Grade 10 remains at an achievement rating of High.

For the first time, the province has provided the Division with a summary of results for ELL students (Table 15). These results indicate that ELL students have demonstrated improvement in four-year high school graduation and Rutherford Scholarship rates. There is also opportunity to continue to provide ongoing, targeted supports for ELL students to positively inform three- and five-year high school graduation rates, as well as eligibility for the Rutherford Scholarship. As the Division strives for improvement, there is the opportunity to build off of the strength of results achieved for ELL students in respect to the annual dropout rate and the six-year transition rate to post-secondary.

Overall, Division results indicate that the intentionality and efforts to provide a high quality learning and teaching environments that support students in their journey towards school completion are effective and ontrack.

Table 16. AEA Survey					
a. Teachers, parents and students who are satisfied that students model the characteristics of active citizenship.					
	2017	2018	2019	2020	2021
Overall	84.9	83.7	83.2	83.0	83.2
Parent	82.5	81.6	81.8	81.0	80.4
Student	78.0	75.8	74.2	74.3	74.7
Teacher	94.3	93.7	93.6	93.8	94.4

b. Teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.					
Overall	82.9	82.7	83.2	83.5	85.7
Parent	74.5	74.8	74.9	74.3	77.4
Teacher	91.3	90.7	91.5	92.7	94.1
c. Teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.					
Overall	69.9	70.1	70.4	71.5	81.8
Parent	63.2	64	62.7	63.2	76.1
Teacher	76.6	76.2	78.1	79.9	87.6
d. Grades 7 and 10 students reporting that they get the help they need planning for a career.					
Grades 7-9	60.0	61.0	59.0	58.0	53.0
Grades 10-12	78.0	78.0	78.0	77.0	73.0

Key Division Strategies And Results (2020-2021)

Beyond the key priority strategies highlighted below, the following actions have helped support students on their K to 12 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. These include such things as school nutrition, mental health support, after school programming and enrichment.
● The Career Pathways framework provided a philosophy and approach to teaching and learning that engages students from Kindergarten to Grade 12 that encourages students to think about, explore and plan what their life might look like beyond school.
● In response to COVID-19, the Division offered family choice and provided a range of supports for students, staff and families for both in-person and online learning. These actions enabled us to be responsive, adaptable and flexible while maintaining a focus on high quality teaching and learning.

> **2020-2021 Priority Strategy:** Conduct a series of focus groups with online learners, families and staff to gain a deeper understanding of effective engagement and teaching strategies for the online learning environment.

● Focus groups sessions were held during the first, second and third quarter of the 2020-2021 school year to capture the voice of students and families who had chosen online learning for that particular quarter.
● Students and parents were asked about successes, challenges and areas for improvement based on their experience with online learning. This feedback helped the Division plan and organize for the following quarters through the lens of continuous improvement. Highlights of the main findings include:
  ○ The importance and need to differentiate between learning and deliberate relationship building.
  ○ An increasing comfort with the online learning environment as the quarters progressed.
  ○ The importance of clear lines of communication with respect to expectations, schedules and formative and summative feedback.

> **2020-2021 Priority Strategy:** Examine trends in high school data to gain a stronger understanding of students who are achieving success and students at risk of not completing high school. Use the data to determine variables of success and potential barriers.

Division high schools engaged in a variety of activities to plan, monitor and support students towards course credit completion and ultimately high school completion. These included the following:

- One-on-one meetings with students at key times of the year to discuss their goals and map out a plan to help them meet these goals. Many schools use tools like myBlueprint to document these plans and help students and staff monitor for ongoing progress.
- Intentional monitoring of data that is an indicator of student engagement and school success, such as attendance or course completion.
  - Schools closely monitor student attendance and and have protocols in place to work with students and their families when attendance may be concerning.
- Identifying gaps in a student's learning plan early, enabling the school to work with the student to mitigate or address the gap.

> **2020-2021 Priority Strategy:** Work with high school principals to develop a plan to support all students in Grades 10 to 12 to monitor or track their progress towards high school completion.

Division high schools used a variety of strategies to build relationships with students and work with them to monitor their progress towards high school completion. The following are examples of the proactive strategies high schools have in place that support high school completion:

- Building relationships with students through teachers, mentors, coaches, counsellors, assistant principals and other staff to support students academic success and emotional well-being.
  - Meeting with students regularly to discuss current accomplishments and future plans to adjust goals as needed.
- Ensuring students have a myPass account at Alberta Education, which allows them to monitor their progress towards certificate or diploma completion.
- Encouraging students to use their myBlueprint account for goal setting and career exploration.
  - Approximately 55 per cent of all high school students accessed their myBlueprint account.
  - Approximately 40 per cent of self-identified First Nations, Métis and Inuit high school students accessed their myBlueprint account.
  - Through a Division license, all Division students are set up with a myBlueprint account; myBlueprint is one example of a variety of tools used by high schools to help students plan.
- Ensuring students are aware of and know how to access the range of options for completing high school graduation requirements, including: CTS modules, work experience, special projects, Argyll, LearnWrite, etc.
- Supporting students who may be at risk through such strategies as intervention support, working with staff to modify their plan, flexibility in retaking sections of courses where they struggled and not having to redo entire courses and looking at the flexibility of four- or five-year high school completion paths.

Safe And Caring Learning Environments

The Division wants every student to grow and thrive academically, socially and emotionally throughout their learning journey. To enable students to feel connected to school, experience success in their learning and develop a strong sense of citizenship and social responsibility, the Division has focused on creating welcoming, inclusive, safe and healthy school environments.

These efforts are grounded in the internationally recognized [Comprehensive School Health Approach](#) to support improvement in students' educational outcomes and well-being, while also addressing school health in a planned, integrated and holistic way.

Creating a welcoming, inclusive, safe and healthy school environment was also a key pillar in the Division's COVID-19 Re-Entry Strategy. Changes in school practices were made to put safety first and were based on provincial requirements and direction to mitigate the spread of COVID-19. Special considerations were taken to support the mental health and well-being of Division's students, teachers and families as the Division recognized that COVID-19 could cause a lot of uncertainty for families and our community. These practices and considerations will be discussed in greater detail below.

Key Performance Indicators Analysis

Alberta Education Assurance Measures

Table 17. AEA Survey	Results (in percentages)				
	2017	2018	2019	2020	2021
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.					
Overall	89.8	89.0	88.5	88.6	89.0
Parent	89.3	88.7	88.9	88.6	89.0
Student	85.0	83.4	82.1	82.4	83.2
Teacher	95.0	94.8	94.5	94.7	94.8

Table 18. AEA Survey	Results (in percentages)				
	2017	2018	2019	2020	2021
a. Citizenship/ Leadership (detailed)					
Your child is encouraged at school to be involved in activities that help the community. (Parents)	79 (n= 3,912)	78.0 (n= 4,015)	78 (n= 3,618)	78 (n= 4,078)	74 (n= 3,355)
Students are encouraged at your school to be involved in activities that help the community. (Teachers)	91 (n= 4,181)	91 (n= 4,431)	92 (n= 4,533)	92 (n= 4,705)	88 (n= 3,424)
b. Welcoming (detailed)					
Students at your child's school respect each other. (Parents)	80 (n= 3,906)	80 (n= 4,013)	79 (n= 3,621)	78 (n= 4,063)	79 (n= 3,470)
Students at your school respect each other. (Teachers)	93 (n= 4,207)	92 (n= 4,454)	92 (n= 4,551)	92 (n= 4,756)	95 (n= 3,642)
c. Inclusive (detailed)					
Students at your child's school help each other when they can. (Parents)	79 (n= 3,916)	78 (n= 4,021)	79 (n= 3,616)	78 (n= 4,072)	77 (n= 3,468)
Students at your school help each other when they can. (Teachers)	96 (n= 4,204)	96 (n= 4,452)	96 (n= 4,564)	96 (n= 4,750)	97 (n= 3,647)

Overall, results for the Safe and Caring Assurance survey results (Table 17) over the past five years have been very high; however, there has been a slight downward trend for students. In support of student well-being, the Division continues to focus on mental health, building healthy relationships, anti-racism actions, healthy sexuality and intercultural communication skills. These actions help to promote welcoming, inclusive, safe and healthy school environments. The COVID-19 context beginning in spring of 2020 will have also impacted these results, both through the perspective of personal safety during a pandemic and the additional emotional challenges brought on by the impact to our lives caused by the pandemic.

Key Division Strategies And Results (2020-2021)

Given the complexities resulting from COVID-19, even greater focus was placed on the safety and well-being of students, staff and families. The Division's Re-Entry Strategy reflected the Division's priority of not only mitigating or reducing the risk of COVID-19, but supporting the mental health and well-being of students, staff and families.

2020-2021 Priority Strategy: Maintain intentional focus on safety and well-being throughout the pandemic.

- The Division implemented its COVID-19 Re-Entry Strategy focused on the safety and well-being of students and staff. Feedback from the 2020-2021 Division Survey indicated that:
  - 97 per cent of students knew what their school was doing to keep them as safe as possible during the pandemic.
  - 89 per cent of students felt safe in their school community and 94 per cent of families felt their child felt safe in their school community.
  - 83 per cent of staff felt the Division's COVID-19 safety protocols helped them feel safe at work.
  - Families felt their child's school provided the support their child needed for their mental (82 per cent) and physical (87 per cent) well-being.
- Through the repurposing of previous Regional Collaborative Service Delivery (RCSD) funding, nine mental health consultants were hired to support and connect with students.
- Nine additional social workers were hired for the 2020-2021 school year to focus on connecting with families and assisting students in overcoming barriers to attendance and or school participation.
- The Division initiated a pilot to support student resiliency and well-being. The pilot was implemented in partnership with internationally recognized resilience researcher, Dr. Michael Ungar. Through this work, the Division took intentional steps to gain a better understanding of how students are doing. This work included:
  - Implementing a Youth Resiliency Survey in 87 schools, the results of which helped to serve as an indicator for student well-being and strengths. The Resiliency Survey will be expanded across the Division in 2021-2022.
  - PL sessions focused on youth resilience and building capacity around the survey and the use of its data. These sessions were tailored to support school leaders; over 275 staff participated in the pilot year.
  - Sessions for parents and caregivers. The sessions, "*Pathways to resilience: nine ways families, schools and communities nurture the well-being of children and adolescents (even during a pandemic)*" were open to families across the Division and were attended by over 450 parents and caregivers.

Specialized Supports And Services

Every student is unique, with different strengths and challenges. The Division offers a range of learning environments to support all students in their academic growth and to help nurture their emotional, mental and physical well-being. The Division also recognizes that some students may require specialized supports and services to help them engage and thrive in school. The Division's Specialized Learning Supports' school-linked teams, in collaboration with school staff and families, identify, develop and share inclusive education strategies to ensure that students who require specialized supports receive an education that sets them up for success.

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 supports

- Psychological assessments
- English language learning
- Physical therapy
- Adaptive physical education
- Assistive technology for learning

- Educational audiology/deaf or hard of hearing
- Vision and braille
- Academic assessments

When conducting this work, the Division uses strategies and supports from a strengths-based approach to create an inclusive learning environment for all students. A strengths-based approach places emphasis on what students can do rather than on limitations. It is learner-centered, with the primary goal of supporting individual students over time as they develop their knowledge, skills and abilities.

The Division's approach to the provision of specialized supports and services can be best described through the Pyramid of Intervention. The Pyramid of Intervention is a framework that is designed to address learning, social/emotional and behavioural growth and development by systematically delivering a range of instruction, support and interventions based on student need. For the Division, this work is framed through an evidence-based, tiered approach resembling a pyramid:

- 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' strengths and those who may be at risk. Universal strategies include high quality instruction, research-based interventions, school-wide screening, monitoring for growth and the use of a variety of accommodations.

Pyramid of Intervention

- Targeted: These strategies are intended for small groups of students whose learning needs extend beyond the universal strategies and approaches. These are identified in collaboration between school staff, staff from Specialized Learning Supports and families and might include additional assessment, 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. Specialized Learning Supports, school staff and families work together to determine the intensity of support needed for a student to experience success. Students supported at this tier of the pyramid often receive additional assessments that help provide a deeper understanding of the student's learning needs and inform strategies and supports going forward. These specialized strategies and supports are often documented in an Individual Program Plan (IPP) or Individual Behaviour Support Plan (IBSP).

In response to the COVID-19 pandemic, the Division's Specialized Learning Supports team worked closely with the professional organizations and associations of the various disciplines that make up the Division's school based teams (e.g. speech language therapists) to ensure effective, continued and safe support for students, staff and families. This work informed practices for both online or in-person learning. Additionally, a COVID-19 Re-Entry Strategy for students who require specialized supports was developed to supplement the Division's COVID-19 Re-Entry Strategy. This plan built upon the direction and protocols of the re-entry strategy and provided suggestions and guidance for students who require specialized supports within the context of the pandemic and

helped families to better understand online and in-person learning, safety guidelines, as well as steps being taken to support well-being and mental health.

Key Performance Indicators Analysis

Alberta Education Assurance Measures

Table 19. AEA Survey					
a. Parent and teacher satisfaction with specialized supports for students (very satisfied + satisfied)					
	2017	**2018**	**2019**	**2020**	**2021**
Parents	86.0	85.0	86.0	85.0	83.0
Teachers	84.0	84.0	85.0	82.0	78.0

The AEA survey results indicate high levels of satisfaction from parents whose children are receiving specialized supports and services at their school. These positive results are a reflection of the work accomplished by the Division's Specialized Learning Supports school-linked teams in partnership with school staff and families. These results are encouraging, particularly as they occurred within the context of the complexities brought about by COVID-19. There was a decrease noted in satisfaction relative to supports available for students for both staff and parents, which is not surprising given some of the limitations and challenges caused by COVID-19.

School staff, families and staff from Specialized Learning Supports work together to support students with complex learning needs to thrive in their learning journey. For the 2020-2021 school year there were 10,138 multi-disciplinary school referrals completed.

Key Division Strategies And Results (2020-2021)

The Division's work in support of the development, well-being and success of all students continued amidst the challenges of COVID-19.

> **2020-2021 Priority Strategy:** Work with Specialized Learning Supports to evaluate services under current funding structure.

- The full portion of funds that had previously been allocated for use by Edmonton Public Schools under the Edmonton Regional Collaborative Delivery (RCSD) model ($11,543,602) were redirected by the province to the Division's Specialized Learning Supports (formerly Inclusive Learning) department for the 2020-2021 school year.
  - The Division used these funds to directly hire multidisciplinary team members that had previously been supported through RCSD.
  - The reallocation of RCSD funding to the Division streamlined the referral process to access specialized supports and services.
  - The transition to services under the new funding model coincided with returning to school during a pandemic, making it difficult to have a clear understanding of the effectiveness of service delivery. Over time the Division will gain greater insight into the effectiveness of services under the new funding model.

In Partnership with Families and Community

The Division knows that the work to support the diversity and complexity of students' needs requires expertise, knowledge and opportunities beyond that of education alone. Thus, the responsibility to support students on their Kindergarten to Grade 12 educational journey can be seen as a shared one between the Division and the broader community. To ensure all students engage, learn and thrive in the classroom, no matter their background,

capabilities or circumstances, the Division works closely with community stakeholders who share the same commitment to the success and well-being of children and youth in the Edmonton area. By working intentionally with partners, schools are able to provide supports and services beyond that of educational programming to help students to thrive both in learning and in life. During the added complexity and uncertainty of the pandemic, additional supports for students and families and our work with key community partners become even more critical.

Families are key partners in their child's learning and participate in a range of meaningful ways within the school community. COVID-19 disrupted many of these traditional activities. However, school staff and families found new and creative ways to communicate and engage in support of students.

Key Division Strategies And Results (2020-2021)

In 2020-2021, the Division and community partners continued to find creative ways to work together, collaborate, and provide services to students and families in a safe manner within the context of the pandemic. This work often had to be responsive to the unique needs and unpredictable circumstances presented by COVID-19.

2020-2021 Priority Strategy: Work with community partners and families in safe and meaningful ways to maintain connections during the pandemic.

- Recognizing the importance of daily nutrition, the Division worked closely with a variety of community partners to support the resumption of school nutrition programming, while meeting all public health measures and the direction set out in the Division's COVID-19 re-entry strategy.
- Where possible, community partners moved their work online, offering innovations such as online mentoring, tutoring or enrichment programming.
- Some partners offering school-based wrap-around supports developed COVID-19 appropriate ways of working with students in-person, while other service providers moved to online programming. Partners also prioritized remaining connected with students and families throughout the various points of transition between online and in-person learning.
  - There were some partners who have had to pause their work with students until circumstances with the pandemic resolve or become safer.
- The COVID-19 pandemic altered the way in which schools were able to work and connect with families. It also increased the amount and urgency of information needing to be shared with families. To support ongoing communication and engagement with families the Division adapted its communication strategies to reflect an emphasis on online connection, some examples include:
  - The Division established techhelp.epsb.ca: A technical support website for parents and students. Supports include online chat, as well as information and videos in a variety of languages to support families with 4technology. The website received over 34,000 visitors, supported over 1,000 ticket requests for help, and engaged in over 450 online support chats.
  - Communication during the evolving nature of the pandemic was critical. There was a 65 per cent increase in the number of school news articles posted on SchoolZone to ensure parents and students had the information they needed during the 2020-2021 school year.
  - Schools shifted in-person connections to online engagement, continuing to support such things as Individual Program Plan development or parent teacher learning conversations.
  - The Division, in partnership with Alberta Health Services (AHS), developed communication protocols and letters to inform families of positive cases of COVID-19, mandatory isolation requirements and school Outbreak status.

- To support remaining connected with families during the pandemic, schools accessed the support of Division social workers and worked with partners to help reach out to families who may have moved or who were afraid to send their children to school due to COVID-19.
- To support virtual or online connections for students and families the Division worked with several community partners to ensure families had access to technology in their home, both devices and WiFi service.
- The shifts in practice and additional efforts to connect meaningfully and safely with families were well received. Responses from the 2020-2021 Division Survey indicated that:
  - 92 per cent of families felt like they had opportunities to communicate with their child's teacher(s). Families were appreciative of increased communication with their child's school and its staff. In particular, families encouraged the continuation of virtual parent/teacher conferences as they felt it enhanced the timeliness and convenience to engage with teachers.
  - Families also felt the use of Google Classrooms assisted in increased teacher engagement and capacity to support their child.

First Nations, Métis and Inuit students in Alberta are successful

First Nations, Métis and Inuit Students In Alberta Are Successful

The Division is dedicated to supporting the success of every student in their journey from early learning through to high school completion and beyond. As part of this dedication, and in alignment with the provincial business plan, the Division is committed to addressing systemic gaps in education for First Nations, Métis and Inuit students.

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

Key Performance Indicators Analysis

The achievement data reflecting Division results of self-identified First Nations, Métis or Inuit students demonstrates small steps forward, but reinforces the priority of the Division's continued intentional efforts in support of student success.

Alberta Education Assurance Measures

Self-Identified First Nations, Métis and Inuit Students									
Table 20. Alberta Education Assurance Measures		Results (in percentages)					Evaluation		
		2015-16	2016-17	2017-18	2018-19	2019-20	Achievement	Improvement	Overall
HIGH SCHOOL COMPLETION									
Percentage of self-identified students who completed high school within three, four and five years of entering Grade 10.[2]	3-yr	45.5 (n= 587)	41.6 (n= 634)	41.7 (n= 609)	42.8 (n= 584)	50.5 (n= 601)	Very Low	Improved Significantly	Acceptable
	4-yr	43.3 (n= 557)	50.9 (n= 558)	48.0 (n= 616)	50.3 (n= 594)	52.2(n= 562)	Very Low	Maintained	Concern
	5-yr	51.6 (n= 563)	48.8 (n= 547)	56.7 (n= 558)	54.2 (n= 598)	55.7 (n= 583)	Very Low	Maintained	Concern
Percentage of Grade 12 self-identified students eligible for a Rutherford Scholarship.		31.8 (n= 902)	34.9 (n= 911)	36.2 (n= 950)	37.5 (n= 911)	39.6 (n= 958)	Very Low	Improved	Issue
Annual dropout rate of self-identified students aged 14 to 18.		6.8 (n= 2,430)	4.7 (n= 2,387)	6.9 (n= 2,422)	7.4 (n= 2,447)	6.1 (n= 2,475)	Acceptable	Maintained	Acceptable
Percentage of self-identified students writing four or more diploma exams within three years of entering Grade 10.		20.4 (n= 587)	21.5 (n= 634)	18.9 (n= 609)	18.4 (n= 584)	n/a (n= 601)	n/a	n/a	n/a
TRANSITIONS/CAREER PLANNING									
High school to post-secondary transition rate of self-identified students within six years of entering Grade 10.		23.9 (n= 528)	29.7 (n= 552)	28.5 (n= 536)	31.3 (n= 546)	32.0 (n= 596)	Very Low	Maintained	Concern

Notes:
1. Only supplemental measures with Achievement standards are included in the Supplemental AEAMs – Overall Summary.
2. Participation in the 2020/21 AEA survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
4. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
5. 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.
6. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
7. 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.
8. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

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 the Division results there are areas that demonstrate the growth, progress and success of students. We maintained or improved all of our results when compared to the previous three-year average; however, caution is indicated in the interpretation of results due to the impact of COVID-19. Overall, there remains opportunity to improve student achievement and support all First Nations, Métis and Inuit students on their path to high school completion and a life of dignity and fulfillment.

Key Division Strategies And Results (2020-2021)

The Division has framed its work in support of First Nations, Métis and Inuit students around 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*. The OECD research highlights the importance of relationships, working with families, engaging with the community, early learning, high quality school leadership as well teaching and learning and monitoring for evidence of growth and progress. The strategies outlined for student success are important for indigenious students and are important for all students. The Division's intentionality and alignment with this research is reflected across our work and throughout many of the priority strategies identified for the 2020-2021 school year and this report.

> **2020-2021 Priority Strategy:** Expand High School Completion Coach pilot to a second school; continue to evaluate and review.

- The High School Completion Coach pilot initially began at Queen Elizabeth High School in 2019-2020, and was expanded to Eastglen School for the 2020-2021 school year.
- Despite the unanticipated complexities created by COVID-19, the High School Completion Coaches (HSCC) were not deterred. They continued to connect and meet regularly with self-identified First Nations, Métis and Inuit students to build relationships, develop learning goals, monitor school participation towards these goals, engage in cultural experiences and support students' overall well-being.
- Research has shown that with a new initiative it often takes three to five years to see improvement. Preliminary data for the HSCC model has demonstrated some early indication of the positive impact of this evidenced-based model. For example:
    - 87 per cent of students felt like the HSCC has helped them feel a sense of belonging at school.
    - 87 per cent of students felt having a HSCC has helped to provide cultural experiences for students.
    - 96 per cent of students felt that their HSCC helped them with their learning.
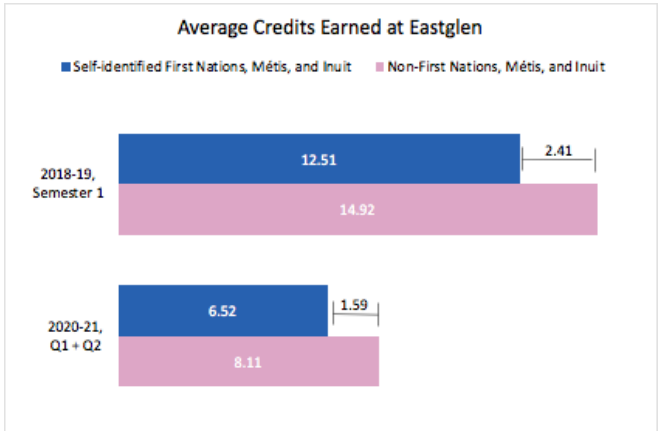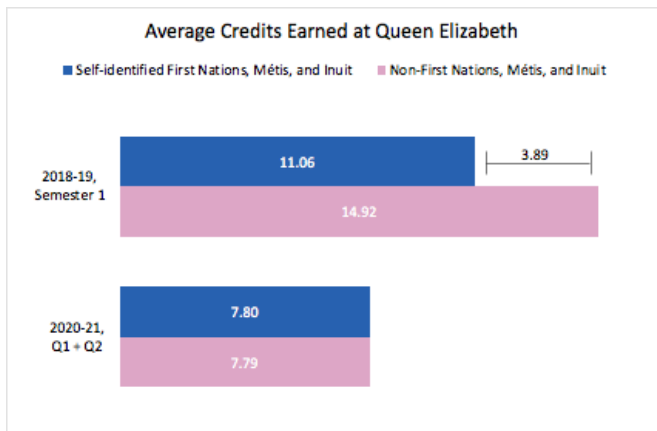
A few observations can be made about this preliminary data: at Eastglen High School, after the introduction of the HSCC Model in 2020-2021, the difference between average credits earned by Non-First Nations, Métis and Inuit students and First Nation, Métis and Inuit students decreased; for Queen Elizabeth High School in 2020-2021 (their second year of the model), First Nations, Métis and Inuit students are earning, on average, 0.01 more credits than their Non-First Nations, Métis and Inuit counterparts.

2020-2021 Priority Strategy: Be intentional in efforts to build respectful, meaningful connections with families.

As reported previously in this report, the Division took intentional steps to support ongoing engagement and communication with families despite the challenges and limitations presented by COVID-19.

- Five per cent of families who responded to the 2020-2021 Division Survey self-identified their child as First Nations, Métis and Inuit (self-identified First Nations, Métis or Inuit students made up 8 per cent of the Division's overall student enrolment for the 2020-2021 school year). From these responses:
- 91 per cent of responding self-identified First Nations, Métis and Inuit families reported that they had opportunities to communicate with their child's teacher(s), which is approximately the same as the 92 per cent of families that did not self-identify as First Nation, Métis and Inuit who felt the same way.
- 77 per cent of responding self-identified First Nations, Métis and Inuit families felt that they were part of a team with teachers and other school staff working on the Individualized Program Plan (IPP) for their child, compared to 75 per cent of families that did not self-identify as First Nation, Métis and Inuit who felt the same way.
- To help create a sense of welcome and belonging for families, schools have taken intentional steps to connect and build relationships. Examples of this include: inviting them to share their expertise and experiences, hosting Family Nights and Cultural Appreciation Nights (paused due to the pandemic) and connecting and integrating cultural teachings and practices into the classroom.

2020-2021 Priority Strategy: Examine variables within student achievement data to identify who is successful and who requires additional supports.

- The five-year analysis of Division achievement data undertaken in the March 23, 2021, Strategic Plan Update: Literacy and Numeracy provided the Division with clearer insight into which students were thriving and those who would benefit from additional supports. This analysis included looking specifically at achievement for Self-Identified First Nations, Métis and Inuit students. In response to this information, the Division developed an evidence-based model focused on school success for students impacted by the barriers and challenges of social vulnerability. Resources were prioritized to support this work for the 2021-2022 school year. The Equity Achievement Project initiated in 41 schools in the fall of 2021.

For a more comprehensive overview of the Division's efforts in support of First Nations, Métis and Inuit students, please refer to the June 22, 2021, 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. To support high quality environments, the Division prioritizes the development and growth of its staff through quality PL, leadership development and creating opportunities for collaboration. In addition, the Division provides and facilitates staff access to effective supports, services and resources, such as coaching, mentoring, communities of practice, as well as guides and frameworks to support individual staff PL.

The provision of high quality teaching and learning is also guided by the Division's Administrative Regulation FGCA.AR Supervision and Evaluation of Teachers, which is available on the epsb.ca site, and the Continuing Contract Recommendation Handbook and stipulates that:

- 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 Standard (LQS) and Teaching Quality Standard (TQS).
    - To support staff attainment and growth within these standards, the Division offers PL that aligns with and enhances capacity across the standards.

Key Performance Indicators Analysis

Alberta Education Assurance Measures

Table 21. AEA Survey					
a. Percentage of teachers, parents and students satisfied with the overall quality of basic education.					
Edmonton Public Schools (in percentages)					
	2017	**2018**	**2019**	**2020**	**2021**
Overall	91.1	90.8	90.2	90.2	89.3
Parent	86.6	87.0	85.9	86.0	85.6
Student	89.8	88.9	88.2	87.9	86.6
Teacher	96.8	96.5	96.4	96.7	95.6
b. Percentage of teachers, parents and students who agree that students are engaged in learning at their school[3]					
Overall	n/a	n/a	n/a	n/a	85.8
Parent	n/a	n/a	n/a	n/a	89.4
Student	n/a	n/a	n/a	n/a	71.9
Teacher	n/a	n/a	n/a	n/a	96.0
c. 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.					
Overall	83.3	83.5	83.2	83.5	82.8
Parent	81.8	81.2	81.1	80.9	82.2
Student	78.5	78.8	77.9	78.9	75.5
Teacher	89.7	90.5	90.6	90.7	90.7

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[3] Question asked for the first time in 2020-21

Table 22. AEA Survey					
a. 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					
Teachers	85.8	86.8	87.9	86.2	88.3
b. Thinking back over the past three years, to what extent do you agree that professional development opportunities made available through the jurisdiction have (strongly agree + agree):					
Been focused on the priorities of the jurisdiction	92	92	92	92	92
Effectively addressed your professional development needs	83	84	86	84	87
Significantly contributed to your ongoing professional development	83	84	86	83	86

Despite the disruptions and challenges of COVID-19, families, students and teachers remained satisfied with the overall quality of basic education offered, which reflects the Division's intentional approach to prioritizing continuity of learning this year (Table 21 a.). A new measure, student engagement in learning, was introduced in the provincial AEA survey pilot in 2020-2021 with our results meeting or slightly exceeding those of the province (Table 21 b.). Additionally on the provincial assurance survey, teachers report that in the past three to five years PL and in-servicing from the Division has been focused, systematic and contributed to their ongoing professional growth (Table 22). 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 Division Strategies And Results (2020-2021)

The work to provide PL 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 PL 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. This past year also saw priority given to PL that supported staff confidence and capacity to work in the online learning environment.

> **2020-2021 Priority Strategy:** Continue to provide quality PL through schools, catchments and central units that builds teacher capacity and positively impacts student success.

- As part of the Division's calendar pilot, three additional PL days were included in the 2020-2021 school calendar, bringing the total to eight PL days. The addition of these days is intended to increase the quality of and opportunities for PL and collaboration among staff.
  - In preparing for the 2020-2021 school year, PL was being developed around areas key to student success and supporting staff growth and development. Highlights of these key areas of focus included: literacy, numeracy, mental health and well-being, leadership development and First Nations, Métis and Inuit education.
  - The sudden pivot to remote distance learning in March of 2020 and the anticipation of how the 2020-2021 school year may unfold due to the pandemic added the need to ensure there was PL and resources to support online learning and the unpredictable nature of the upcoming school year.

- The Division's efforts to prepare for the online learning environment saw the 2020 Summer Institute offer a wide range of PL to support online learning.
  - Additionally, PL calendars for the 2020-2021 school year were updated to include various sessions that addressed the online learning environment.
- To support staff learning in a COVID-19 safe manner, the delivery of PL was transitioned to engaging, meaningful online learning formats, both synchronous and asynchronous.
  - Many staff appreciated the flexibility provided by online availability of the PL.

2020-2021 Priority Strategy: Build capacity of teachers to be confident in programming and engaging with students in the online context.

- One example of the Division's development of responsive, quality PL focused on the online learning environment, was the EdTech Online Summit, a series of PL days about technology. Sessions covered topics such as how to use SmarterMarks, create quizzes in Google Form, how to engage students meaningfully online and how to have students work in groups. Over 1,500 participants attended the EdTech Online Summit.
  - Participants rated a high level of satisfaction with these PL days, commenting that the learnings from these sessions would positively impact their teaching. After participating in the summit, participants were confident that their learnings would result in improved student engagement in the online learning environment, and they had new and effective methods to track and measure growth and progress with online learners.
- According to the 2020-2021 Division Survey, 69 per cent of teaching staff felt supported teaching in an online environment.
  - 65 per cent felt they had access to the resources and supports they needed when teaching in an online environment.
  - 51 per cent felt they had the resources and supports to assess and evaluate all their students in an online learning environment.
- One challenge to the 2020-2021 school year being in quarters, based on qualitative Division Survey feedback from teachers, was getting to know new students in each quarter in a short timeline before assessments were due.
- Responding to ongoing feedback from staff and administrators, the Division continued to build resources and create PL for online teaching and learning throughout the year.
  - This work included 71 POP-UP PL sessions ranging from topics such as Formative Assessments in an Online Environment, Design Thinking for Online Teaching, Working Together to Support Students Online: Building Relationships, Managing Effective Routines with Students Online, etc.

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, transparency, equitable practices and continuous improvement. These goals are accomplished through engagement with diverse representation from educational stakeholders - students, staff, families and members of the community - on timely topics, as well as a strong focus on evidence-based decision-making. Through these efforts, the Division is laying the foundation for generative participation, public assurance and confidence in decision-making and policy development.

Key Performance Indicators Analysis

Alberta Education Assurance Measures

Table 23. AEA Survey

a. Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

Edmonton Public Schools (in percentages)					
	2017	**2018**	**2019**	**2020**	**2021**
Overall	79.6	79.4	80.0	79.3	78.4
Parent	72.5	71.7	72.2	70.5	72.8
Teacher	86.6	87.1	87.7	88.0	84.1

b. Teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

Overall	81.8	80.4	81.1	81.3	81.2
Parent	79.6	78.4	78.5	77.2	81.6
Student	86.1	83.9	82.6	82.2	81.5
Teacher	79.7	78.9	82.2	84.4	80.5

c. Teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

Overall	72.9	72.5	73.1	74.2	66.8
Parent	59.3	58.7	58.9	65.4	59.8
Student	80.7	80.6	80.2	80.2	67.5
Teacher	78.7	78.3	80.1	76.9	73.3

Table 24. AEA Survey

Table 24. AEA Survey	Results (in percentages)				
	2016-17	2017-18	2018-19	2019-20	2020-21
Parental Involvement (detailed)					
a. To what extent are you involved in decisions about your child's education? *response reflects total for answers *a lot + some*	81.0 (n= 3,801)	81.0 (n= 3,934)	82.0 (n= 3,542)	79.0 (n= 3,976)	82.0 (n= 3,549)
b. To what extent are you involved in decisions at your child's school? *response reflects total for answers *a lot + some*	59.0 (n= 3,818)	58.0 (n= 3,943)	59.0 (n= 3,538)	57.0 (n= 3,994)	53.0 (n= 3,406)
c. How satisfied or dissatisfied are you that your input into decisions at your child's school is considered? *response reflects satisfaction	67.0 (n= 3,703	64.0 (n= 3,833)	66.0 (n= 3,340)	64.0 (n= 3,884)	70.0 (n= 3,153)

d.	How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's education? *response reflects satisfaction	79.0 (n= 3,830)	80.0 (n= 3,953)	79.0 (n= 3,531)	78.0 (n= 3,986)	81.0 (n= 3,484)
e.	How satisfied or dissatisfied are you with the opportunity to be involved in decisions at your child's school? *response reflects satisfaction	76.0 (n= 3,781)	75.0 (n= 3,898)	75.0 (n= 3,518)	74.0 (n= 3,969)	77.0 (n= 3,334)

Some of the challenges brought about by the pandemic are visible in the responses to the AEA survey in Tables 23 and 24. While overall parental satisfaction with their involvement in their child's education remained similar to previous years and even increased, teachers' satisfaction decreased (Table 23a). This likely reflects challenges related to not having families be able to enter schools. There would have been no in-person meetings and no family volunteers, so feeling connected to families might have felt more challenging. Similar differences in results can also be seen in the next question (Table 23b), reflecting the challenges of teaching in a pandemic environment. As well, satisfaction with accessibility, effectiveness and efficiency decreased substantially for all stakeholders, reflecting the overall challenges of functioning within a pandemic (Table 23c). While quantitative feedback from the Division Survey about the quarterly system was overall positive, some families and students express mixed feelings about certain limitations of the quarterly system. In a written response question on the Division survey, families took the opportunity to share their concerns around limited choice and availability of option courses in junior high and high school, second language programming continuity, specialized supports for students within the context of the pandemic, as well as other concerns related to challenges brought about by the pandemic.

Reflecting the slight increase in overall parental satisfaction (Table 23a), parent satisfaction with their involvement in decisions about their child's education increased for all detailed measures (Table 24) except involvement in decisions at your child's s*chool* (Table 24b). This may be due to a variety of factors related to the COVID-19 school protocols that were in place across the province. These protocols impacted school operations significantly, caused a number of things to be paused for the school year, prevented families from attending the school in-person and resulted in periods of time when students were directed to learning online from home.

Key Division Strategies And Results (2020-2021)

Evidence-Based Culture of Accountability

The Division values accountability in regards to its results and decisions. To support this transparency, there are systems and structures in place at various stages of the planning and reporting cycle that enable ongoing reporting and support a culture of evidence-based decision-making. These actions include engagement of stakeholders, looking at data, implementing research or evidence-based practices, planning in support of the Division's Strategic Plan and communicating our results.

These efforts help to inform future planning in support of continuous improvement for schools and central departments, with the ultimate goal of increased student success and well-being.

> **2020-2021 Priority Strategy:** Look at attendance data as an indicator of a risk to school success. Use research based strategies to work with families around removing barriers to school attendance.

- School staff monitored student attendance on a regular basis for indications of concern. Through use of the Dashboard and reports on PowerSchool, schools can watch strategically for concerning patterns of absenteeism and monitor for students missing more than ten per cent of school time (as research indicates that students with attendance rates 90 per cent or higher will experience greater success in school).

- COVID-19 had a significant impact on student attendance for multiple reasons. The work to support student attendance looked different this past year. Throughout this work, schools also worked closely with families to explore what additional supports they may need during these challenging times.
- As attendance was impacted by issues such as mandatory quarantining, and requirements to remain home with any sign of illness, attendance data was used with caution this year.

- To support schools in their work to support positive school attendance, an attendance pyramid of intervention and a set of resources was shared with school leaders in the fall of 2020. These resources were developed by a group comprised of staff from Central and school leaders and reflect emerging evidence-based practices that promote consistent school attendance through working in partnership with families and mitigating barriers.
- Nine additional social workers were hired for the 2020-2021 school year to support students and families in overcoming barriers to attendance.

2020-2021 Priority Strategy: Engage with stakeholders to inform work of the Division, including advisory committees, focus groups, surveys

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- Despite some of the limitations to how people could connect during the pandemic, the Division remained committed to engaging with stakeholders and continued to find meaningful ways to connect and hear from others. Stakeholders had opportunities to participate in the Inclusive Education Parent and Community Advisory Committee; First Nations, Métis and Inuit External Advisory Council; Multicultural Education Policy Review Advisory Committee; Equity Advisory Committee and the Student Senate, among others.
- Virtual listening circles were held as part of the Division's anti-racism and equity work to hear about the lived experiences of students, staff and families. Feedback from these conversations helped inform priorities for the Division's work in support of anti-racism and equity.
- Online students and their families had opportunities to participate in virtual focus groups about their online learning experiences.
- Stakeholders had opportunities to provide feedback on policies under review by participating in online surveys. Stakeholders were asked to provide feedback on revised drafts of new or updated policies and their feedback was used to inform further revisions to the policies as well as actions related to policy implementation. Policies made available for survey feedback in 2020-2021 were Board Policy GGAJ.BP Early Years (44 respondents), Board Policy HAAB.BP Anti-racism and Equity (256 respondents), and Board Policy HG.BP Student Behaviour and Conduct (401 respondents).
  - Policy feedback surveys are advertised both internally and externally and are open to staff, students, families and all members of the public.
  - They typically are open for six weeks, though may be extended longer under unique circumstances.

2020-2021 Priority Strategy: Revise the Division Feedback Survey to reflect the 2020-2021 school year.

- The 2020-2021 Division Survey was developed to reflect the unique circumstances of the 2020-2021 school year and focussed on the three pillars of the Division's COVID-19 Re-entry Strategy: Family Choice, Continuity of Instruction and Well-being, Safety and Mitigation of Risk.
- The results of the survey were intended to serve as one source of information to measure the Division's efforts during the unique challenges presented by the pandemic, determine what worked well in the Division's response to the pandemic and help the Division and schools plan for the 2021-2022 school year.
- The survey garned 55,435 responses: Students from Grades 4 to 12 (43,309 responses), Families (6,433 responses) and Staff (5,693 responses).

- School-level reports were provided to each school to help in their re-entry planning, including communications with their families and students.
- Division level data was also compiled; this information helped to inform system level planning.
- A report summarizing Division level feedback will be posted on the Division's website.

2020-2021 Priority Strategy: Reimagine Division-hosted events or celebrations to reflect COVID-19-safe practices.

- To ensure COVID-19 safe practices were followed, many Division-hosted events were reimagined online with an emphasis on encouraging as much engagement and participation as possible.
  - For example, the Division's Night of Music was reimagined online, allowing for the 54th year of consecutive programming for this marquee event.
    - A more diverse range of students and schools were able to participate.
    - It was freely available online, enabling a wider audience to participate.
- The move to online programming also led to a number of positive changes that may be carried forward in future years. For example:
  - Across the Division, schools experimented with online ways to hold meet the teacher events, open houses and parent/teacher learning conversations.
  - Division-wide School Council Training was held completely online. This format was well-received because it increased accessibility and enabled greater participation in the training.
  - School Openings were done virtually. These virtual openings gave students, families, staff and other stakeholders a chance to engage with schools they might not necessarily visit in typical years. As a result, the Division will examine how future school openings could incorporate virtual elements.
  - Division high schools worked together to plan graduation celebrations that were COVID-19 safe and honoured this important milestone in a youth's life. These included outdoor ceremonies, drive-by events and virtual ceremonies.

2020-2021 Priority Strategy: Engage with families regarding planning and reporting cycle, including budget planning and results reviews.

- 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. They serve as one of the main ways that schools engage with families on school budget planning, establishing school goals and reviewing results.
  - 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 was removed and all school communities were on equal footing to establish a school council.
- School Councils went online in 2020-2021, and many reported an increase in participation and engagement.

2020-2021 Priority Strategy: Provide Board of Trustees with Strategic Plan Updates around key areas of the Division's plan.

- Strategic Plan Update Reports enable administration to provide a deeper look at Division results in key areas of the Division Strategic Plan. This past year, the following four Strategic Plan Update Reports were presented to the Board of Trustees by Administration:

  - February 9, 2021: Early Years
  - March 23, 2021: Literacy and Numeracy
  - May 11, 2021: COVID-19 Re-Entry Strategy
  - June 22, 2021: First Nations, Métis and Inuit

2020-2021 Priority Strategy: Implement the Alternative Program Distribution Framework 2020-2023.

- A new framework for Alternative Program Distribution 2020-2023 was developed in response to the overall growth in alternative program sites, as well as the ongoing demand for alternative programs that are geographically accessible. The Alternative Program Distribution Framework 2020-2023 is used to guide the distribution and establishment of alternative programs with the goal to provide equitable access to programming options for all students.
- The framework is intended to be a living document that is reviewed at the end of every school year and will take into account stakeholder engagement/feedback, developments within the Infrastructure Capital Plan (new school construction), space for students across schools, demographic fluctuations and emergent Division programming needs.

2020-2021 Priority Strategy: Support the implementation of the new Growth Control Model.

- The Growth Control Model is a dynamic, responsive, comprehensive plan developed to manage student growth and to meet the demand for student learning space.
- The Growth Control Model is a tool used to place each Division school at one of the three levels:
  - Level One: Division schools begin at Level One with open access. Resident students from the school's attendance area are guaranteed access. The school may accept students from outside the school's attendance area if there is space in planned classes. The school may go to random selection if the number of applicants exceeds available space.
  - Level Two: Division schools will move from Level One to Level Two when they are nearing their capacity. The school has a closed boundary and enrolment is limited to resident attendance area students as well as siblings of current students returning the following year.
  - Level Three: Division schools move to Level Three when they have reached capacity. The school will only accept new resident students from the designated attendance area, however, these students are not guaranteed to attend. If a Level Three school does not have space at a particular grade level for new students, a lottery process for new resident students will be implemented. Siblings who are resident students will be given priority in the lottery process. Resident students who were not selected through the lottery process can be placed on a callback list until the end of September. These students will also have guaranteed access to an overflow designated school.
- Enrolment fluctuations and space availability trigger whether a school moves between levels.
- For the 2020-2021 school year, 83 per cent of Division schools were at Level One, 15 per cent at Level Two, and two per cent at Level Three.

2020-2021 Priority Strategy: Begin to explore the collection of race-based data as it may help to inform student success and take the next steps towards eradicating systemic racism within the Division.

- On September 22, 2020, the Board of Trustees unanimously passed a motion that stated, "Given that collecting race-based data is one necessary step in working to dismantle systemic racism and racial discrimination, the Edmonton Public School Board formally requests that Administration develop a model for the collection of race-based data in our Division, in consultation with communities in Edmonton impacted by racism".
- To support the Division in this work, an Equity Advisory Committee composed of staff, students, parents, Trustees and community representatives was created in the fall of 2020.
  - The committee's role was to provide recommendations to the Superintendent regarding the development of a model to support the collection of this additional data.

- The committee met on three occasions (December 1, January 19 and March 2).
  - The committee wrote a summary of their work and provided a report to the Superintendent in the spring of 2021. The report contained recommendations to help inform the collection of additional student data and suggestions related to other areas of importance in the Division's work towards anti-racism and equity.
- To gain a deeper understanding of how racism exists in Edmonton Public Schools, the Superintendent hosted a series of Listening Circles with students, staff, families and members of the community. The voices of participants helped inform next steps for the Division.
  - To help provide clear direction for the Division, support communication and demonstrate the Division's commitment to anti-racism and equity, an Anti-racism and Equity Action Plan was released in fall 2021.
  - The 2021-2022 plan is focused around three key areas: developing a model to support the collection of extended student demographic data, equitable human resources policies and practices and supports for schools.
  - The work towards anti-racism and equity is complex and will take significant time, resources and patience. The Division's commitment to the work extends beyond the 2021-2022 school year. The action plan is intended to be a living document - dynamic and responsive to new learnings and ongoing feedback from stakeholders.
- More details on this work can be found in the January 12, 2021, Information Report and May 11, 2021 Information Report, which outlines the recommendations provided by the Equity Advisory Committee to the Superintendent.

2020-2021 Priority Strategy: Evaluate the Division's Re-entry Strategy and prepare for the 2021-2022 school year.

- An evaluation framework was developed to help the Division understand how its initiatives and activities strategically developed in response to COVID-19 have been efficient and effective across the three key areas of family choice, continuity of learning and well-being, safety and mitigation of risk.
- In addition to providing a high level overview and evaluation of the COVID-19 strategies and practices adopted by the Division, the evaluation reflected on lessons learned and how these learnings informed the work of the Division moving forward.
- Evaluation outcomes for the Division's Re-Entry Strategy can be found in the May 11, 2021, Strategic Plan Update: COVID-19 Re-Entry Strategy.
  - The report highlights lessons learned throughout the unique circumstances of the 2020-2021 school year that will carry forward beyond the pandemic. Many of these learnings are centered around the online environment and how this has extended our ability to engage and connect with others.
  - The report celebrates the power of relationships, the collective capacity of the Division to prepare for school re-entry and how school and catchment communities came together and leaned on each other.
  - Additionally the report captures the optimism and hope that we all share as we look ahead beyond the pandemic.

2020-2021 Priority Strategy: Support the work of the Division to ensure alignment with provincial direction.

- A number of the Division's policies were updated to align with the *Education Act* including:
  - Board Policy IAB.BP Comments, Delegations and Presentations at Board Meetings by Public and Staff Representatives
  - Board Policy EM.BP Alcohol, Tobacco and Cannabis on and in Division Property and at Division Functions
  - Board Policy FGB.BP Evaluation of Superintendent of Schools

- To adhere to the direction provided by the Minister of Education, Alberta's Chief Medical Officer of Health, other departments within the Government of Alberta, Alberta Health Services, the Medical Officer of Health - Edmonton Zone, the Federal Government, Administrative Regulation CIFB.AR COVID-19 was developed to provide clarity around expectations regarding COVID-19 and the Division's re-entry strategy for the 2020-2021 school year.
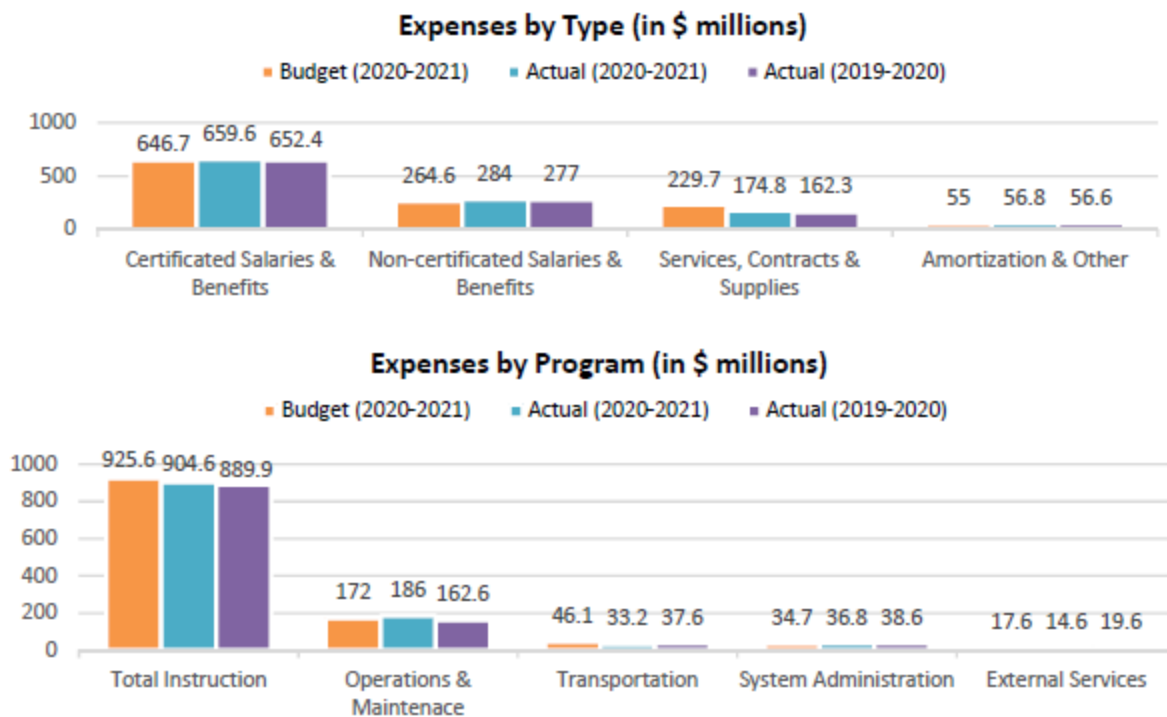
Summary of 2020-2021 Financial Results

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 2020-2021 were $1,175.2 million, compared to the Spring approved budget total of $1,196 million. This $20.8 million (or 1.7 per cent) variance is attributed mostly to the ongoing COVID-19 pandemic where supply shortages and delays resulted in operational spending being less than anticipated.

Expenses by Type (in $ millions)

Legend: Budget (2020-2021), Actual (2020-2021), Actual (2019-2020)

	Budget (2020-2021)	Actual (2020-2021)	Actual (2019-2020)
Certificated Salaries & Benefits	646.7	659.6	652.4
Non-certificated Salaries & Benefits	264.6	284	277
Services, Contracts & Supplies	229.7	174.8	162.3
Amortization & Other	55	56.8	56.6

Expenses by Program (in $ millions)

Legend: Budget (2020-2021), Actual (2020-2021), Actual (2019-2020)

	Budget (2020-2021)	Actual (2020-2021)	Actual (2019-2020)
Total Instruction	925.6	904.6	889.9
Operations & Maintenace	172	186	162.6
Transportation	46.1	33.2	37.6
System Administration	34.7	36.8	38.6
External Services	17.6	14.6	19.6

- Operational expenses do not include capital expenditures.
- Total revenues exceed expenses by $15.7 million, resulting in an operating surplus.
- 80.3 per cent of total expenses represent staffing, 14.9 per cent represent goods and services and the remaining balance represents amortization.
- Lower than anticipated instruction expenses also includes a large variance compared to budget for school generated funds (SGF) gross receipts and their offsetting expenses ($21.4 million below budget), as the original budget submission was prepared based on the assumption that the Division would resume normal operations.

2020-2021 Expenses by Program (in $ millions)

	2020 - 2021	
	$	%
INSTRUCTION - Pre-Kindergarten	13.2	1.1
INSTRUCTION - Kindergarten to Grade 12	891.4	75.9
PLANT OPERATIONS AND MAINTENANCE	186.0	15.9
TRANSPORTATION	33.2	2.8
BOARD & SYSTEM ADMINISTRATION	36.8	3.1
EXTERNAL SERVICES	14.6	1.2
	1,175.2	100.0

- The Division's total operational expenses for 2020-2021 were $1,175.2 million as compared to $1,148.3 million in 2019-2020.
- Average per student spending for 2020-2021 was $11,755. This figure does not include School Generated Funds or the cost for External Services.
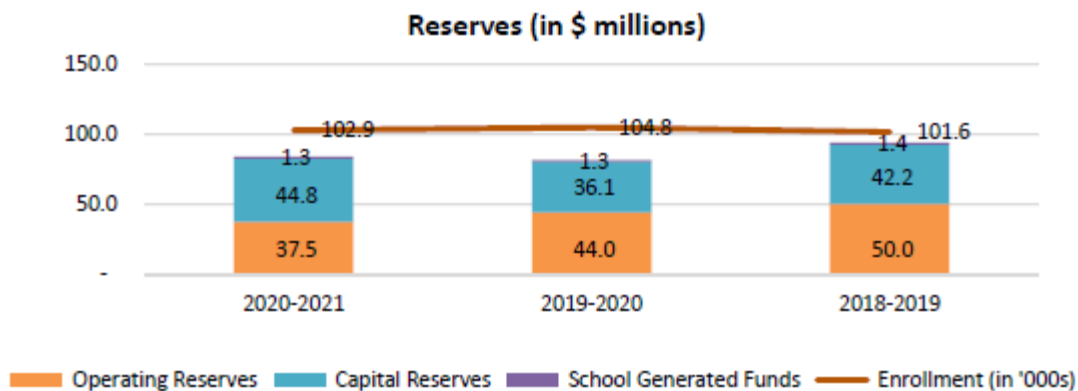
Total accumulated surplus increased by $15.7 million, consisting of the following net changes:

- Net decrease of operating reserves of $6.6 million
- Net increase in capital reserves by $8.7 million
- Net increase in Investment in Capital Assets by $13.6 million

The increase in capital reserves of $8.7 million can be attributed to:

- $8.0 million was used to fund previously Board approved capital projects including:
  - Energy Retrofit Projects ($0.4 million)
  - Growth Accommodation – includes modular and relocation projects ($0.9 million)
  - Special Needs Division Centre Program Establishment ($0.5 million)
  - Westlawn Cluster replacement school (Alex Janvier School), in partnership with Alberta Education ($6.2 million)
- $1.7 million was received for the sale of surplus sites consisting of three parcels of land.

- $15 million was transferred from the operating to capital reserve, related to the Division's long-term leasing strategy approved by the Board on June 8, 2021.

School Generated Funds (SGF):

- Unexpended SGF at August 31, 2021, was $4.4 million, staying consistent to $4.4 million at the beginning of the school year.
  - $1.9 million of the current year unexpended funds is included in Deferred Revenue
  - $1.2 million in Unearned Revenue
  - $1.3 million included in Accumulated Surplus.
- Gross receipts in SGF is comprised of:

	Budget ($ millions)	Actual ($ millions)
Fees	$13.9	$1.4
Fundraising	2.2	0.2
Gifts and donations	6.2	2.2
Other sales and services	4.4	1.5
Total	$26.7	$5.3

- Uses of SGF totaled $3.8 million and related primarily to the Parent Committee and extra-curricular activities.
- Additional SGF expenses of $1.5 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/2020-2021AuditedFinancialStatements.pdf.

The provincial roll up of jurisdictions' Audited Financial Statements is provided at:
https://www.alberta.ca/k-12-education-financial-statements.aspx

Whistleblower Protection

Edmonton Public Schools reported no disclosures under the *Public Interest Disclosure (Whistleblower Protection) Act* in the 2020-2021 school year.

APPENDIX A: ASSURANCE MEASURES 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
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00-72.59	72.59-80.82	80.82-89.18	89.18-91.96	91.96-100.00
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
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

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

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.

Improvement	Achievement				
	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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