

DATE: April 4, 2023

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Strategic Plan Update: Literacy and Numeracy

ORIGINATOR: Nancy Petersen, Managing Director, Strategic Division Supports

RESOURCE

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ISSUE

This Strategic Plan Update report highlights the importance of the Division's comprehensive approach to high quality teaching and learning in support of literacy and numeracy and the intentionality in its efforts to fulfill Priority 1 of the Strategic Plan, *"Build on outstanding opportunities for all students"*, Goal 2 *"focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes"*.

BACKGROUND

In 2022, Edmonton Public Schools launched the new Division Strategic Plan for the 2022-2026 term. The Division Strategic Plan has three priority areas with supporting goals and outcomes. The plan provides common direction and alignment between the work of the Board of Trustees, the Superintendent of Schools and Division staff. The plan serves as the foundation for a District culture of evidence-based decision making, assurance and accountability.

To demonstrate the District's commitment to transparency and accountability, Strategic Plan Update reports were introduced in 2016–2017 as an extension of the Annual Education Results Report (AERR). The reports are intended to provide the Board of Trustees with detailed progress towards the goals and outcomes of our Strategic Plan.

CURRENT SITUATION

For the past three years learning across the world has been disrupted due to the impact of the COVID-19 pandemic. The delivery of educational programming has transitioned between in-person and online learning, schools have operated through the limitations of health restrictions and students and staff have experienced higher than normal rates of absenteeism. These factors combined have impacted learning, despite extraordinary efforts by the Division to maintain a focus on teaching and learning.

On March 23, 2021, a [Literacy and Numeracy Strategic Plan Report](#) was provided to the Board of Trustees that comprehensively outlined the work undertaken by the Division in support of student literacy and numeracy learning. Through a deeper analysis of Division results contextualized against the high social vulnerability data for each Division school, the report also identified opportunities for the Division to focus its efforts on addressing disparities in learning outcomes and meeting the diverse learning needs of all students.

This Strategic Plan Update Report provides the Board of Trustees with an overview of the Division's intentional efforts to support literacy and numeracy learning within the context of learning disruption and emergence from the COVID-19 pandemic. The report also highlights year one of the Equity

Achievement Project, an initiative introduced in response to the achievement data profiled in the March 23, 2021 Strategic Plan Update Report.

KEY POINTS

This Strategic Plan Update Report provides the Board of Trustees with an overview of the Division's comprehensive approach in support of literacy and numeracy.

ATTACHMENTS and APPENDICES

ATTACHMENT I Strategic Plan Update: Literacy and Numeracy

NP:mh

Introduction

Strategic Plan Update Reports are one way of reporting to the Board of Trustees progress across the three priority areas of the Division's Strategic Plan. This Strategic Plan Update Report provides an overview of Division efforts in support of literacy and numeracy learning and reflects Priority 1 of the [2022-2026 Strategic Plan](#), "Build on outstanding learning opportunities for all students", Goal 2 "Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes".

For the past three years, learning across the world has been disrupted due to the impact of the COVID-19 pandemic. The delivery of educational programming has transitioned between in-person and online learning, schools have operated through the limitations of health restrictions and students and staff have experienced higher than normal rates of absenteeism. These factors combined have impacted learning, despite extraordinary efforts by the Division to maintain a focus on teaching and learning.

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This report provides the Board of Trustees with an overview of the Division's intentional efforts to support literacy and numeracy learning within the context of learning disruption and the emergence from the COVID-19 pandemic. The report also highlights year one of the Equity Achievement Project, an initiative introduced in response to the achievement data profiled in the March 2021 [Literacy and Numeracy Strategic Plan Report](#).

Key Highlights of Growth in Literacy and Numeracy

- Division students with teachers participating in training for LLI, MYLI, and ALI¹ **demonstrated reading growth at more than twice the rate expected from students receiving regular instruction**, or an average of 7.6 months of reading growth over an average intervention period of 14 weeks, i.e., three months and two weeks (see pp. 4-5 of this report).
- Comparison between fall 2021 and fall 2022 CAT4 data demonstrates that overall **more students from across the Division were starting school in 2022 at or above average compared to where Division students were at in the fall of 2021**. (see pp. 5, 13-14 of this report).
- In the fall to fall comparison of CAT4 data for all Division students, it was noted that a greater proportion of students in the Equity Achievement Project (EAP) **experienced growth in reading, math and computation and estimation compared to the Division overall**. (see pp. 8-9 of this report).

Background

In 2021-2022, schools returned to more regular in-person learning supported by the Division's [2021-2022 Back to School Plan](#). The plan addressed key elements that would support the resumption of in-person learning, contingency planning for sudden shifts to temporary online learning due to the pandemic and protocols to support safe teaching and learning environments. Within this context, the Division continued to move forward with a comprehensive approach in support of literacy and numeracy learning.

¹ Levelled Literacy Intervention (LLI), Middle Years Literacy Intervention (MYLI), and Adapted Literacy Intervention (ALI)

In preparation for the school year, an intentional focus was placed on three areas critical to ongoing student learning and growth in the areas of literacy and numeracy. This report highlights efforts taken in support of these areas:

1. Professional learning to support high quality teaching and learning.
2. Comprehensive assessment to guide programming and intervention.
3. Equity in literacy and numeracy.

Professional Learning to Support High Quality Teaching and Learning

Curriculum and Learning Supports (CLS) and Specialized Learning Supports (SLS) offered a range of research-based literacy and numeracy professional learning (PL) supporting high quality teaching and learning opportunities. Every year, PL sessions are reviewed and refined to reflect emerging literacy and numeracy research and best practices; in 2021-2022, this included intentional focus on supporting any learning disruption students may have experienced as a result of the pandemic. This included the provision of PL specific to both in-person and online learners.

Improving student academic outcomes requires ongoing responsive, high quality teaching and leading within school communities. Thus, building teaching and leading capacity is a key element for student improvement (OECD, 2017; Parrett & Budge, 2020). Capacity building occurs across multiple levels in the Division (i.e., classroom, school, catchment and Division) and in various formats (e.g., coaching, consultation, professional learning and modeling). Regardless of its format, efforts to build staff capacity are responsive to the professional growth areas of staff and the learning needs of students. Catchment conversations confirm that many schools have embarked on literacy and numeracy PL and initiatives that fit their specific school context and to support the learning needs of their diverse student populations. To support this work CLS offered over 100 unique PL sessions or series in support of literacy and numeracy; 4,783 staff participated in these sessions. A non-exhaustive list of the professional learning opportunities supported by the Division related to literacy and numeracy is available in [Appendix A](#).

Next Steps

- Through the provision of PL and the development of resources, the Division will continue to build upon existing research-based strategies, approaches and interventions and integrate emerging new practices into Division level supports.
- Central staff will work in collaboration with school leadership to identify areas of PL that support continuous improvement in the areas of literacy and numeracy that are responsive to the diverse learning needs of students.
- The Division will continue to use data to inform programming, monitor for growth, identify the need for intervention and report student progress.
- To support easy access and a variety of adult learning preferences, PL will continue to be offered throughout the school year and in a variety of ways, for example synchronous, asynchronous, foundation series with coaching, after-school sessions and drop-in Q & As.
- Additionally, there will be continued professional learning to support teachers with the new curriculum that is being implemented in the 2022-2023 school year.

Comprehensive Assessment to Guide Programming and Intervention

Supporting every student where they are at in their individual learning is foundational to our work and each student’s success. With the challenges and disruption caused by the pandemic, this has become even more important. Every year teachers implement a variety of classroom assessments to support programming and to track student growth in the areas of literacy and numeracy. This work begins in the fall and continues at key points throughout the year, as teachers monitor for growth. These assessments support teachers and schools in differentiating instruction to best meet individual student needs, identifying students in need of additional support and tracking student growth to ensure progress. To further support this work, two significant new system-wide external assessment initiatives were introduced in the 2021-2022 school year; the Canadian Achievement Test, 4th edition (CAT4) for students in Grades 2 to 9 and provincial screeners through Alberta Education’s Provincial Literacy and Numeracy Learning Disruption Initiative. The provincial reading and math screening assessments were administered to students in Grades 1 to 3 who may be ‘at risk’.

The following is a closer look at classroom assessments, the CAT4 and the provincial assessments.

Classroom Assessments and Interventions

Teachers have a repertoire of instructional strategies, including targeted interventions, that they draw upon when responding to the needs of their students and monitoring for evidence of growth. This flexibility to adapt to the specific learning needs within a classroom by applying a range of responsive strategies, supports all students to develop the skills and abilities they need to achieve success in learning. Examples of some of the many ways teachers support literacy and numeracy learning in a whole-class, small group and individual setting are provided in Table 1.

Table 1. Examples of Strategies, Interventions and Assessment Tools used in Schools in Support of Student Learning

	Literacy	Numeracy
Strategies, Interventions and Assessment Tools	<ul style="list-style-type: none"> ● Fountas and Pinnell Benchmark Assessment System ● Guided Reading ● Heggerty (Phonological Awareness) ● HLATs ● Levelled Literacy Intervention (LLI), Middle Years Literacy Intervention (MYLI), and Adapted Literacy Intervention (ALI) for French Immersion and Bilingual programs ● Phonemic Awareness ● Science of Reading ● Targeted individual and/or small group instruction ● Writing and Reading Workshops 	<ul style="list-style-type: none"> ● First Steps in Math ● Guided Math ● Jump Math ● Leaps and Bounds ● Math games and centers ● Math Intervention Programming Instrument (MIPI) ● Math Literature/Stories ● Math manipulatives ● Math talks/Number talks ● Maximizing Math ● Targeted individual and/or small group instruction

Reading interventions are intended to accelerate growth for students who would benefit from additional support. The Division collects data centrally for Levelled Literacy Intervention (LLI), Middle Years Literacy Intervention (MYLI), and Adapted Literacy Intervention (ALI) from teachers participating in a centrally

supported cohort group intended to build capacity and monitor the effectiveness of these interventions. The centrally facilitated cohort for each of the interventions provides evidence of the impact of these interventions. However, it does not provide a complete or comprehensive picture of all students across the Division who received these supports, as the cohort data does not reflect work occurring in schools implementing these interventions and not participating in the cohort group.

Tables 2 and 3 below demonstrate the impact of three evidence-based literacy interventions implemented by the cohort schools. In 2021-2022, data was collected centrally for 342 students whose teachers participated in the centrally facilitated cohorts for LLI, MYLI and ALI. Of this group of students, 247 students, regardless of their enrolled grade level, were reading at a Grade 1 reading level when they started the intervention. Across the cohort group, students gained an average of 7.6 months of reading growth over an average period of 14 weeks (three months and two weeks). This is more than twice the growth expected from students receiving regular instruction.

Data from the student cohort was broken down to look at results for select groups of students; this analysis demonstrated that similar rates of accelerated reading growth were achieved for students who are English Language Learners, students who self-identify as First Nations, Métis or Inuit or students who meet criteria for special education codes.

Table 2. 2021-2022 Combined Results (LLI, ALI and MYLI)

Grade level of the student	Number of students	Average reading growth over an average intervention period of 14 weeks	Average number of lessons
1	59	3.1 months	22
2	106	6.9 months	41
3	78	7.6 months	40
4	24	10 months	37
5	31	10 months	34
6	19	11 months	23
7	17	15.8 months	28
8	1	6 months	40
9	4	11.8 months	27
Cohort Summary	342	7.6 months	34

Table 3. 2021-2022 Combined Results (LLI, ALI and MYLI) for select student populations

	Number of students	Average reading growth over and average period of 14 weeks	Average number of lessons
English Language Learner Students	86	8.3 months	41
Self-identified First Nations, Métis and Inuit Students	41	6.3 months	31
Students with Special Education Coding	35	7.3 months	32

CAT4

Introduced Division-wide for the 2021-2022 school year, the CAT4 supports ongoing work in literacy and numeracy, providing schools and teachers with information that can inform instruction and programming and can measure achievement growth over time. The data from CAT4 can also be used to support Division-level reporting and the work of catchments. Subtests in reading, mathematics and computation/estimation were administered in fall 2021, spring 2022 and fall 2022 for students in Grades 4 to 9. The subtests were administered to students in Grades 2 and 3 fall 2021 and spring 2022 but not fall 2022, based on feedback from teachers and the introduction of mandatory provincial literacy and numeracy screening assessments for all students in Grades 1, 2 and 3 beginning in the fall of 2022.

As this was the first year for this data set, the Division and schools continue to work with these results to determine how the data can best inform planning, programming and interventions. This involves continued professional learning that supports understanding the data and implications for assessment and classroom instruction. The CAT4 provides several different reports to support creating a fulsome picture of student growth. In this report, results are presented as the percentage of students who scored at, above, or below average compared to other same-grade students across Canada.

CAT4 Results: See [Appendix B](#) for graphs showing results for Grades 4 to 9 Division students, comparing fall 2021 results to fall 2022 results. The CAT4 results reflect that, overall, more Division students scored at or above average on the CAT4 in fall 2022 compared to fall 2021. This growth demonstrates the work of teachers to support student learning and growth in the 2021-2022 school year, mitigating the impact of the pandemic and meeting students where they are at in their learning needs.

Provincial Screeners

Alberta Education announced the Provincial Literacy and Numeracy Learning Disruption Initiative in 2021-2022, intended to provide additional targeted literacy and numeracy supports to students from Grades 1 to 3. This initiative builds on the important work school authorities across the province have been engaged in to address learning disruptions caused by the pandemic. These screening assessments help school authorities identify and begin to support those students most in need of additional programming.

During the 2021–2022 school year, Division teachers administered the Letter Name-Sound (LeNS) test for Grades 1 and 2, and the Castles and Colheart 3 (CC3) assessment for Grade 3 to support literacy programming. In addition, the Provincial Numeracy Screening Assessment was administered for Grades 1 to 3 to support numeracy programming. Not all Grades 1 to 3 students were administered the provincial literacy and numeracy screening assessments. The assessments were administered to students identified as potentially ‘at risk’. Both literacy and numeracy screeners played a fundamental role in identifying students requiring additional intervention support, and for providing a baseline understanding of student learning.

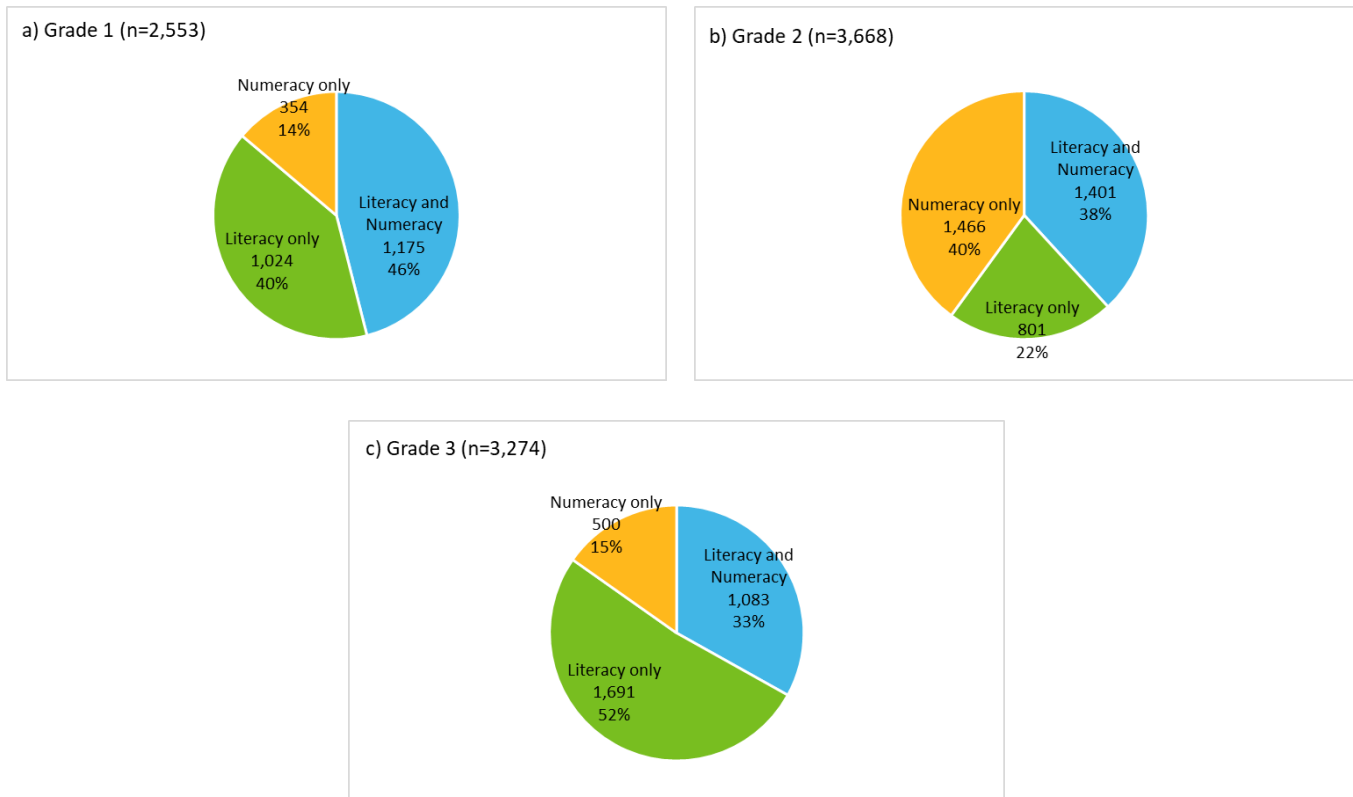
Funding was distributed to schools based on the number of students identified as qualifying for intervention. Schools then had flexibility in providing responsive literacy and numeracy interventions based on student needs, school context and funding guidelines. Table 4, replicated from the AERR, shows the total number of students who received literacy and/or numeracy intervention programming through the provincial Learning Disruption Grant.

Table 4: Number of students supported by the 2021-2022 provincial Learning Disruption Grant funding

2021-2022	Total number of enrolled students as of 2021/22 school year	Out of the students who teachers identified for assessment, the number of students who qualified for intervention	Number of individual students who received literacy intervention	Number of individual students who received numeracy intervention
Grade 1	7,592	2,553	2,199	1,529
Grade 2	8,431	3,668	2,202	2,867
Grade 3	8,272	3,274	2,774	1,583

There is also opportunity to look more closely at these numbers broken out by grade level. Graphs 1a-c illustrate the number and percentage of students at each grade level who qualified for only literacy, only numeracy or both interventions. Students in Grades 2 and 3 were respectively in Kindergarten and Grade 1 when the pandemic began.

Graphs 1a-c. Percentage of students by grade who qualified for literacy, numeracy or literacy and numeracy interventions.



CLS supported schools around the provincial screeners through the provision of a range of asynchronous teaching resources that support the planning of intervention programming. As well, multiple consultant-led PL sessions were offered on *Planning Numeracy Interventions (Gr. 1-3)* and *Division I Informal Reading Interventions*, along with accompanying Q & A drop-in sessions. A total of 182 staff attended the numeracy intervention PL and 174 staff attended the reading interventions PL. As providing high quality learning supports is not a new concept to the Division, many schools already had teachers experienced in providing interventions. The provincial initiative provided funding to enable schools to leverage the capacity of their teaching staff, have dedicated time for intervention and purchase resources to support intervention programming.

Next Steps

- Along with regular classroom assessment, the Division is continuing its work with the CAT4 and the Provincial Literacy and Numeracy screeners (LeNs, CC3 and numeracy) as additional assessment supports to inform programming and interventions for the school year ahead.
- Results will help identify where students are at in respect to particular aspects of literacy and numeracy learning and identify for teachers those students who may benefit from additional supports.
- The Division will continue to monitor student achievement in writing through the HLAT.
- Schools will also continue to use a variety of local assessments in support of student learning that are responsive to the students in their school community.
- The Division will continue to offer professional learning and resources in support of understanding these assessments and using results to inform instructional strategies.

Equity in Literacy and Numeracy

In response to the March 23, 2021, [Literacy and Numeracy Strategic Plan Report](#), the Division has continued to place intentional focus, resources and effort toward supporting equity in literacy and numeracy achievement for students with high social vulnerability. This involves the analysis of achievement data through the lens of equity to further understand potential learning gaps and opportunities for growth. To complement and further expand on the results presented through the [2021-2022 AERR](#), this report provides an overview of achievement results through the following lenses:

- Provincial Achievement Test (PAT) and Diploma exam results for students with special education coding.
- PAT and HLAT results based on Social Vulnerability Index (SVI).

In response to the data story surfaced in the March 23 report, the EAP was developed as a key Division initiative to support equity in achievement for all students, no matter their circumstances. The EAP, which is profiled later in this section, also provides the Division with another opportunity to understand the impact of a range of evidence-based instructional strategies related to literacy and numeracy and the impact of these strategies on student achievement.

Provincial Achievement Test and Diploma Exam Results

The [2021-2022 AERR](#) provided a comprehensive review of PAT results that reflect all enrolled students, including those who did not write the exam, across three cohorts: the Division, self-identified First Nations, Métis and Inuit students and English Language Learner students compared to their provincial cohorts. [Appendix C](#) provides English Language Arts and Mathematics PAT results for these same three cohorts with the addition of results for Division students with special education codes. The results in [Appendix C](#) provide achievement data for the students who wrote the exams only (versus all students who are enrolled, as is reported in the AERR based on provincial reporting requirements). Diploma results from the AERR are also reiterated in [Appendix D](#) with the addition of students with special education codes. Both Appendix C and Appendix D display the percentage of students who achieved the acceptable standard or standard of excellence for that subject.

PAT and Diploma Exam Results: When looking at the Division's provincial results, overall the impact of the pandemic is evident across all measures; however, this pattern is also consistent with Provincial results. The further analysis of provincial results surfaces the following observations:

- Self-identified First Nations, Métis and Inuit students who challenged diploma exams achieved at or close to Division results for most exam categories.

- English Language Learners achieved stronger in Grades 6 and 9 areas of assessment, than ELL students who challenged diploma exams.

Social Vulnerability Index (SVI)

Similar to the March 23, 2021, [Literacy and Numeracy Strategic Plan Report](#), PAT results along with HLAT results have also been analyzed through the SVI. The SVI is a research and evidence-based measure that takes into account three factors that research has demonstrated have a direct impact on school success: student mobility (Division data); median family income (Census data); lone parent family status (Census data).

To inform a better understanding of the impact of high social vulnerability within the Division, these three factors are applied to the demographic profile of Division students using postal codes. Based on this information, all Division schools are then ranked. This results in a listing of Division schools ranking from the most to least socially vulnerable. As this calculation is linked to student enrolment by school, this list is calculated on an annual basis. The information from the list is used to determine the allocation of provincial funding targeted to address high social vulnerability; annually this funding is provided to the Division's 60 most socially vulnerable schools. Additionally, information from the list is used to help inform decisions around other community supports and partnerships intended to support students who are at greater risk.

PAT and HLAT results through SVI lens: See [Appendix E](#) for graphs showing 2021-2022 PAT and HLAT results analysed through an SVI lens for Grades 4, 6 and 9. Highlights of the results include the following key point:

- Results demonstrate similar patterns to what was shared in the March 23, 2021, [Literacy and Numeracy Strategic Plan Report](#), confirming the importance of actions like the EAP model as a response to addressing this disparity in achievement.

Overall, the Division's results affirm the priorities and goals of the 2022-2026 Strategic Plan. Research indicates the interconnectedness between learning, a sense of belonging and well-being for students. As the Division takes intentional steps in support of the Strategic Plan priorities, we are confident we will see continuous growth and progress in student achievement, as driven by the high quality teaching and learning environment that teachers and school leaders create every day across the Division.

Key Division Initiative: The Equity Achievement Project (EAP)

A key initiative that emerged from the March 23, 2021, [Literacy and Numeracy Strategic Plan Report](#) was the EAP. The EAP was developed in response to the [Board of Trustees' motion](#) for an action plan to improve literacy and numeracy skills for the Division's most vulnerable students. Focused on programming in Grades K to 6, forty-one schools were identified to participate in the project based on provincial and Division achievement results and the school's high social vulnerability (HSV) index score². The EAP launched at the start of the 2021-2022 school year, with a goal to provide intentional support of student learning, leading to improved academic outcomes for our most vulnerable students.

After just one year, the positive impact of EAP is evidenced by teachers, principals and students from across the 41 participating schools. The [Year One Evaluation Report](#) provides a comprehensive overview of the intentional work undertaken in the development of the EAP model, the goals and expected outcomes of EAP and initial results of the project. Highlights of initial results are outlined below. This

² An internal metric created by the Division using Statistics Canada and Division data comprising median family income, lone parent status and student mobility.

feedback represents the voices of EAP staff from focus groups, Communities of Practice and surveys, teacher observations of student learning and CAT4 data.

Growth in lead teacher instructional leadership: Lead teachers are increasing their knowledge of instructional processes for literacy and numeracy while also developing their leadership capacity and coaching skills. Through survey responses, over 90 per cent of literacy and mathematics lead teachers strongly agreed or agreed that their capacity for instructional leadership has grown as a result of their role as a lead teacher.

Increased collaboration in support of learning: Collaboration is a key foundation for the EAP as teachers learn with and from each other, with the support of CLS consultants. This approach has directly supported the development of a common language and understanding through the use of shared instructional practices across schools. Principals are observing more in-school collaboration and teachers appreciate having the lead teachers supporting them to try new and different practices. Over 85 per cent of staff survey respondents perceived that the role of the lead teacher and the opportunity to be a part of the EAP had a positive impact to at least some extent on collaboration at their school.

Growth in teacher practice: Through the EAP project, staff work together through shared PL and Communities of Practice to develop their personal capacity while also building a strong sense of community and collective responsibility. This approach supports scaffolding of learning to support the key shift from learning to doing. Through survey responses, a majority of teachers reported integrating literacy instructional processes and routines from PL into their classroom practices to at least some extent (approximately 85 per cent for literacy and 79 per cent for mathematics).

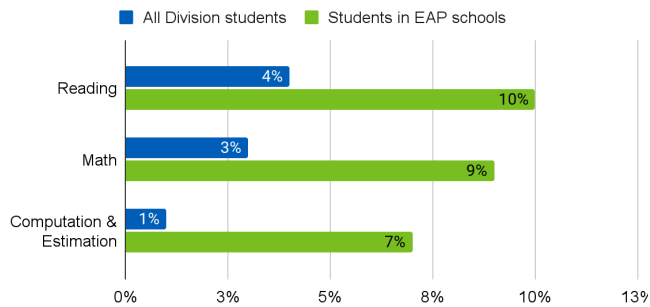
Observed changes in student learning behaviours and initial evidence of academic improvement: School staff are beginning to observe changes in student learning behaviour that include: more engagement with learning, a wider array of strategies being used and transferred to other contexts, and growing confidence and willingness to take risks and make mistakes in learning.

Preliminary results intended to measure student growth in literacy and numeracy achievement are encouraging. Graphs 2a-c illustrate the difference between the EAP cohort and the Division. These results show the percent of students scoring at or above average in fall 2022 compared to fall 2021 by grade. There is a consistent pattern demonstrating that the EAP cohort experienced greater improvement than the Division cohort when comparing results from fall 2021 to fall 2022. Examples of this growth include:

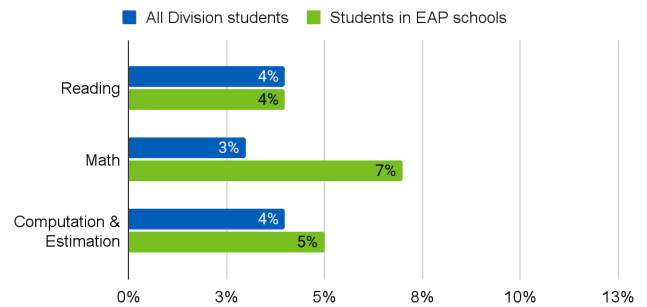
- **Grade 4 Computation and Estimation:** At EAP schools, 7 per cent more students scored at or above average in fall 2022 compared to fall 2021.
 - Division-wide, 1 per cent more students scored at or above average in fall 2022 compared to fall 2021.
- **Grade 5 Math :** At EAP schools 7 per cent more students scored at or above average in fall 2022 compared to fall 2021.
 - Division-wide, an average of 3 per cent more students scored at or above average in fall 2022 compared to fall 2021
- **Grade 6 Reading:** At EAP schools, 8 per cent more students scored at or above average in fall 2022 compared to fall 2021.
 - Division-wide, an average of 4 per cent more students scored at or above average in fall 2022 compared to fall 2021.

Graphs 2a-c. CAT4 results for Grade 4 to Grade 6 comparing changes in achieving at or above average between fall 2022 and fall 2021.

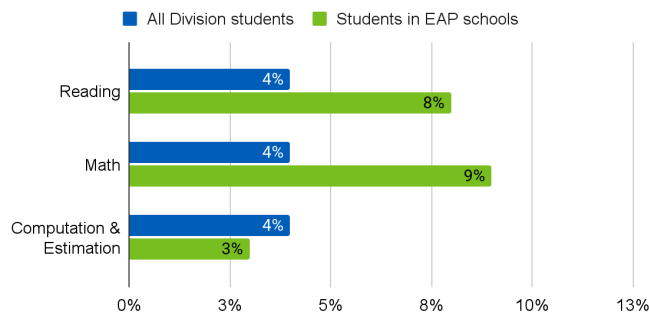
a. Difference in percent of Grade 4 students achieving at or above average in fall 2022 compared to fall 2021



b. Difference in percent of Grade 5 students achieving at or above average in fall 2022 compared to fall 2021



c. Difference in percent of Grade 6 students achieving at or above average in fall 2022 compared to fall 2021



The following quotes from EAP school communities further emphasize the positive impact this project has had across school communities in support of high quality teaching and learning. Year one has laid the foundation for ongoing growth and improvement.

*"The **shift** in our school **culture** from working in isolation to **collaboration** made a **great impact** on the implementation of high quality practice and **growth** for our children" -Principal*

*"It has helped me look at the way I teach and what I can **improve** on. I have **colleagues** that I can turn to when I have questions or concerns, and we can **collaborate** to find **solutions** and answers to **help students.**" -Teacher*

*A couple of students have reported not liking to **read** at the start of the year, but when they **found books** that they were **more interested** in, they reported being "**hooked on reading**".
-Teacher*

*Now I read **chapter books** and the chapter books helped me to stretch out words and read **good fit books**. Now I **love reading**... You guys should read books because it's **fun**. Before I hated reading.
-Student*

*I have had **more conversations** with kids **ABOUT math**, or how their **reasoning** gives them answers, which is Neat!
-Teacher*

*"An extremely **powerful** initiative that has **only scratched the surface** of its potential. Our leads are essential in growing our **collective capacity** and will make **enduring contributions** to our division as they continue to develop. The model makes collaboration and intervention much more **approachable** for our team."
-Principal*

Next Steps

- The Division will continue to take intentional, research-informed steps to address equity for students impacted by the challenges and complexities of HSV through the EAP.
- Year two will continue to build on the continuum of the EAP model, with work focusing on observing growth in learner behaviour and in students' self-efficacy as readers, writers and mathematicians, while continuing to strengthen and build capacity in high impact research-informed instructional practices and school leadership.
- Through central and school leaders working together, the Division is exploring how to build out the impact of the EAP model. This includes exploring how to sustain teacher capacity to deliver high quality literacy and numeracy programming, positioning principals to lead this work at the school level, exploring the role of catchments going forward and understanding what kinds of central supports will be required long term to sustain this work.
- Collectively, we will continue to explore the practices that have the greatest impact on student success and learning, document key processes, build capacity and awareness and work toward ensuring the model's sustainability.

CONCLUSION

Supporting students in their literacy and numeracy learning journey is foundational to the work of the Division and to the success of each student. With the ongoing disruption caused by the COVID-19 pandemic, this work to support each child is even more important and requires thoughtful and intentional planning and action. The Division remains steadfast in its commitment to high quality teaching and learning in both literacy and numeracy through the provision of ongoing professional learning, comprehensive assessment practices that guide programming and intervention strategies and by supporting equity for all students including those who are most vulnerable.

The Division's work in support of literacy and numeracy learning reflects the responsive, collective and adaptive efforts of central staff, catchments and schools to support teaching and learning. This work is complex, requiring efforts to understand where each student is in their learning and what practices would best support the progression of skills. With a focus on continuous improvement and student growth, the Division is committed to efforts that will enable students to experience success and develop the necessary skills in literacy and numeracy for lifelong learning.

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Statistics Canada, Employment and Social Development Canada, and Council of Ministers of Education, Canada, Skills in Canada: First Results From the Programme for the International Assessment of Adult Competencies, Catalogue no. 89-555-X (Ottawa: Statistics Canada, 2013), 5.







APPENDIX A: Examples of Division Supported Literacy and Numeracy Professional Learning

Literacy	<ul style="list-style-type: none">● Adapted Literacy Intervention (ALI) For French Immersion and Bilingual● An Overview of the Five Pillars of Reading● Book Clubs (Divisions 2, 3 & 4)● Building on Assessment: From Data to Action● Developing the Word Solving Skills of Beginning Readers● Educational Assistants Supporting Student Literacy in Elementary● Emergent Literacy for Students with Significant Disabilities and Complex Communication Needs● Engaging Students in Writing Using Mentor Texts● How to use the new Bilingual Reading Growth Assessment Tool● Supporting Below Grade Level Readers in Content Areas - Elementary● Supporting Below Grade Level Readers and Writers in the Classroom - Elementary Series, Junior High Series● Supporting Below Grade Level Readers - Secondary● Supporting English Language Learners during Formal Interventions - Elementary● Supporting Division 2, 3 and 4 Readers with Word-level Reading Difficulties● Supporting Students with Word Work during Formal Interventions - Elementary<ul style="list-style-type: none">● Using Literature to Weave First Nations, Métis and Inuit Knowledge into Your Elementary Classroom● Weaving Foundational Knowledge Through Literary Texts
Numeracy	<ul style="list-style-type: none">● Building Number Sense through Area and Array Models (Grades 4-9)● Building Number Sense through Number Lines (Grades 4-9)● Building Number Sense through Ratio Tables (Grades 4-9)● Centering on Math Manipulatives - Dice, Pattern Blocks and Tangrams (Grades K-3)● High School Math Series: Deep Dive into Algebraic Reasoning● High Impact Mathematical Strategies and Models for Computation (Grades 4-9)● Loving Literature in Your Math Classroom (Grades K-3)● Managing a Math Rich Environment (Grades K-3)● Math Games and Puzzles for Your Online Classroom● Math Talks

APPENDIX B: CAT4 Results

The CAT4 provides several different reports to support creating a fulsome picture of student growth. In this report, results are presented as the percentage of students who achieved at, above, or below average compared to other same-grade students across Canada, using stanine scores. Stanine scores are a score based on percentiles using a nine-unit scale from 1 to 9. Stanine scores of 1–3 are considered below average, scores of 4–6 are considered average and scores of 7–9 are considered above average, based on Canadian pre-COVID norms. The following graphs represent the fall 2021 and fall 2022 CAT4 results in reading, math, and computation and estimation broken out by grade level for all Division students in Grades 4 to 9. Comparison between fall 2021 and fall 2022 data demonstrates that overall more students from across the Division were starting school in 2022 scoring at or above average compared to how Division students were scoring in the fall of 2021.

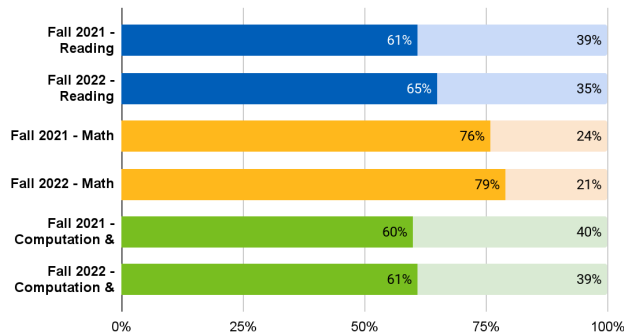
Legend

Reading	 % of students scoring at or above average (stanines 4 to 9)	 % of students scoring below average (stanines 1 to 3)
Math	 % of students scoring at or above average (stanines 4 to 9)	 % of students scoring below average (stanines 1 to 3)
Computation and Estimation	 % of students scoring at or above average (stanines 4 to 9)	 % of students scoring below average (stanines 1 to 3)

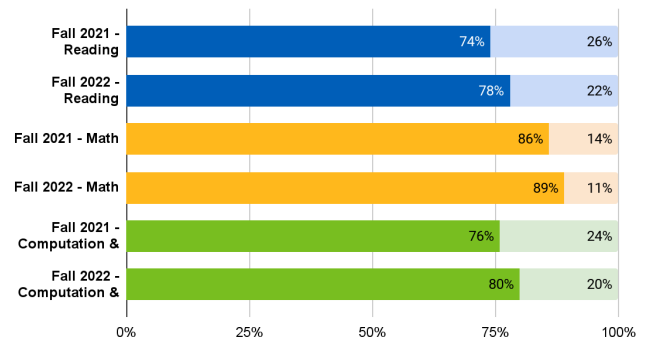
Graphs 3a-f. CAT4 results for Grade 4 to Grade 9 by stanines comparing fall 2021 to fall 2022

CAT4 Results for the Division

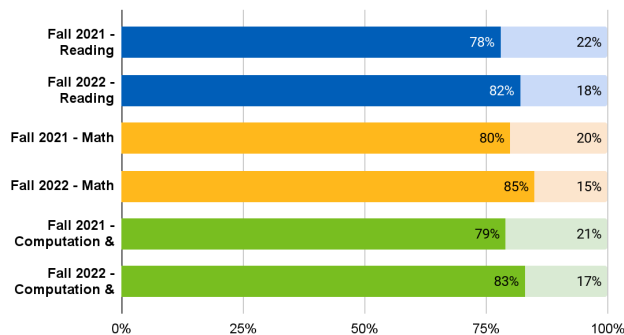
a) All Division Students - Grade 4



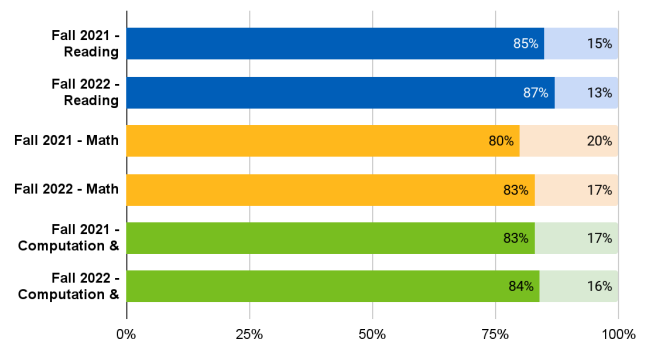
b) All Division Students - Grade 5



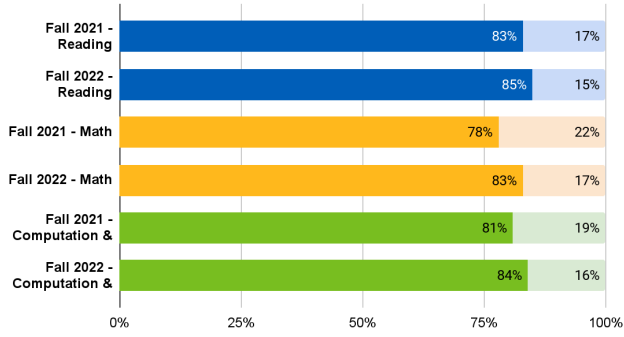
c) All Division Students - Grade 6



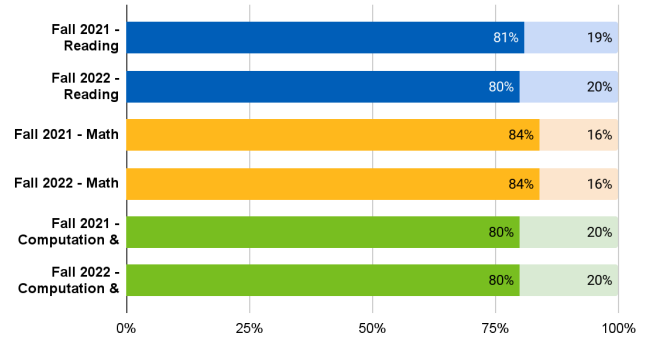
d) All Division Students - Grade 7



e) All Division Students - Grade 8

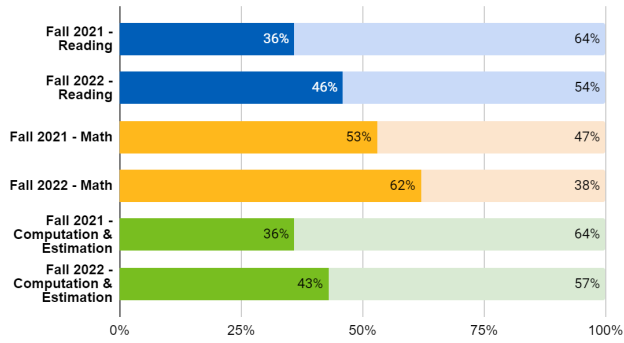


f) All Division Students - Grade 9

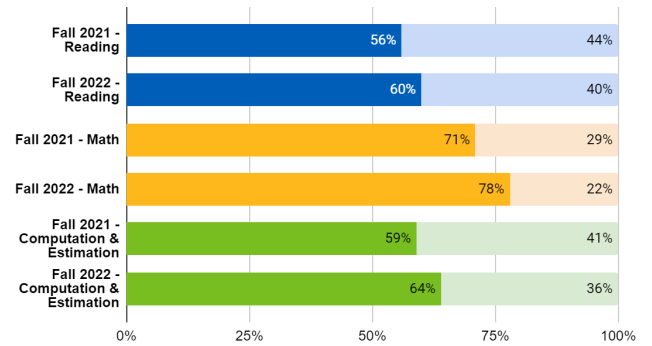


CAT4 EAP Schools (Grades 4 to 6 only)

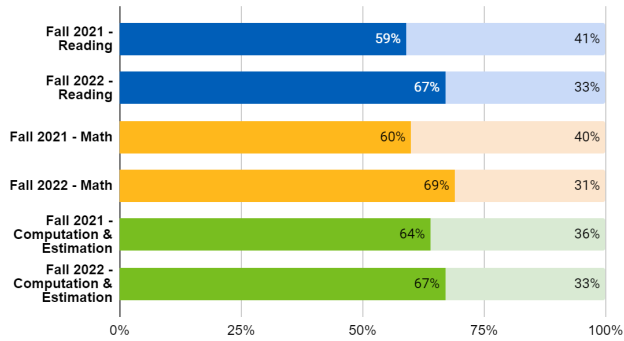
g) EAP Schools - Grade 4



h) EAP Schools - Grade 5

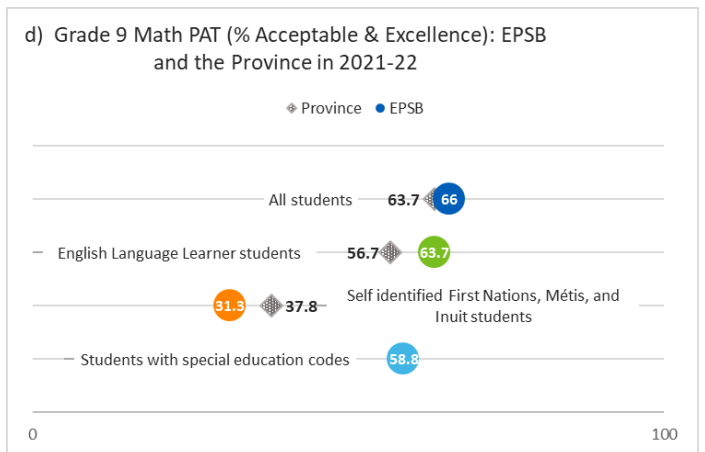
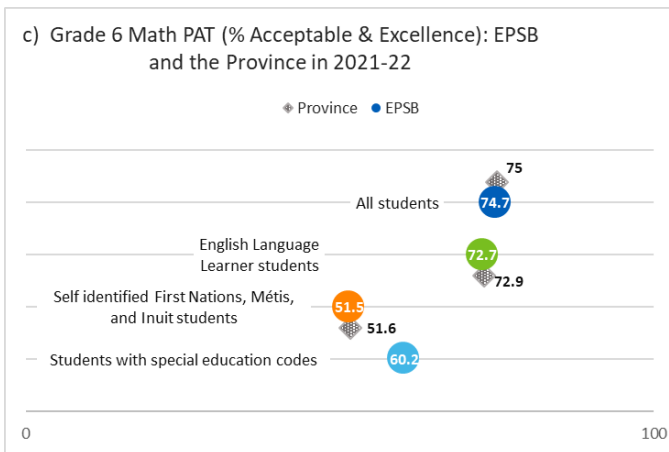
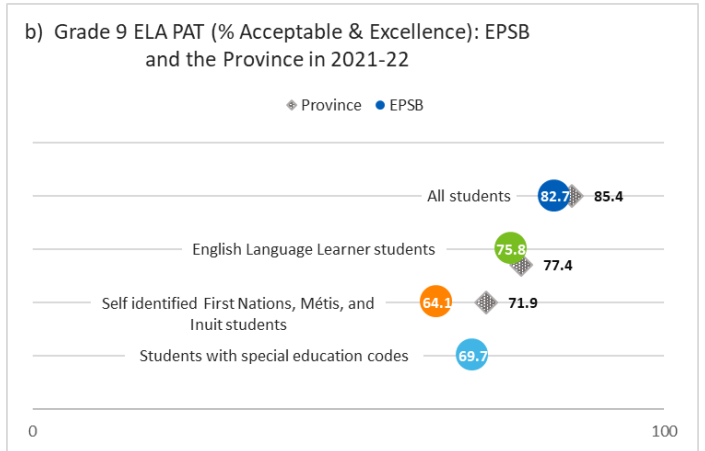
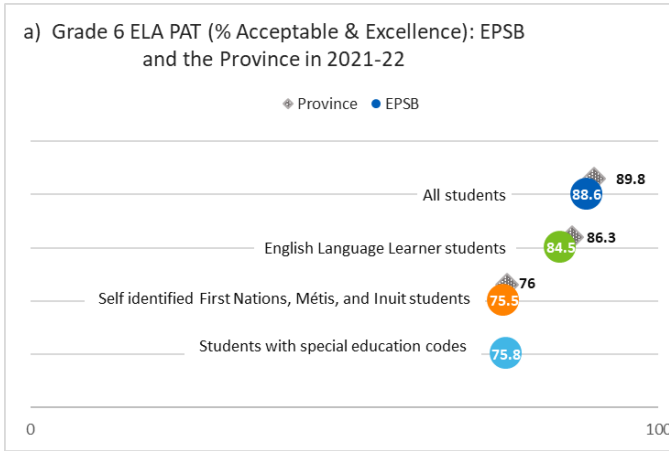


i) EAP Schools - Grade 6



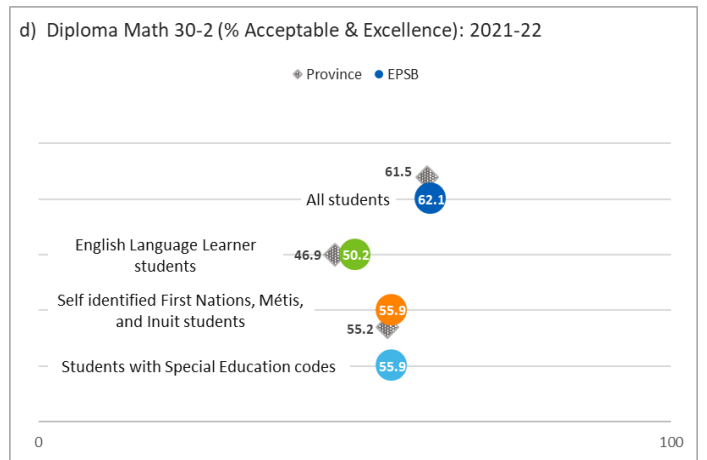
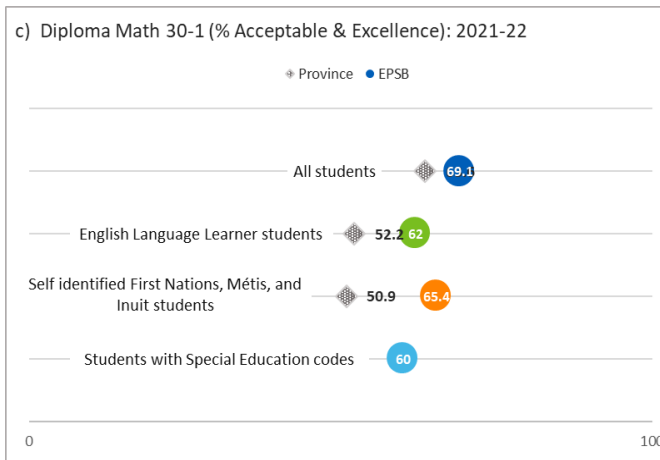
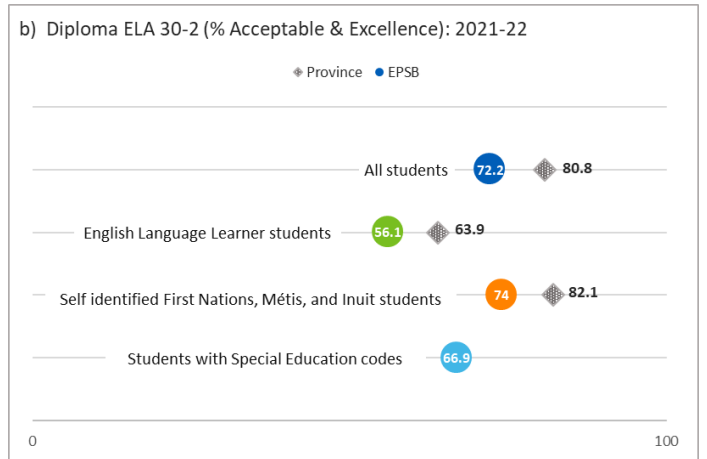
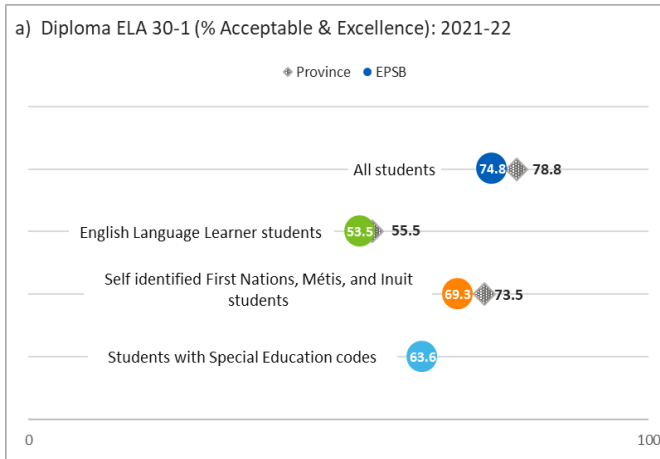
APPENDIX C: Provincial Achievement Test Results

Graphs 4a-d. Grades 6 and 9 Cohort English Language Arts (ELA) and Math PATs vs provincial achievement.



APPENDIX D: Diploma Results

Graphs 5a-d. Cohort English Language Arts (ELA) and Math Diploma 30-1 and 30-2 vs provincial achievement.

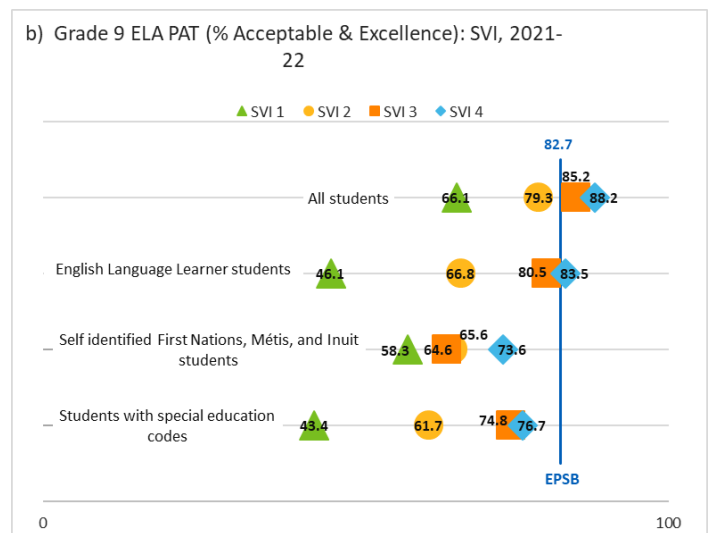
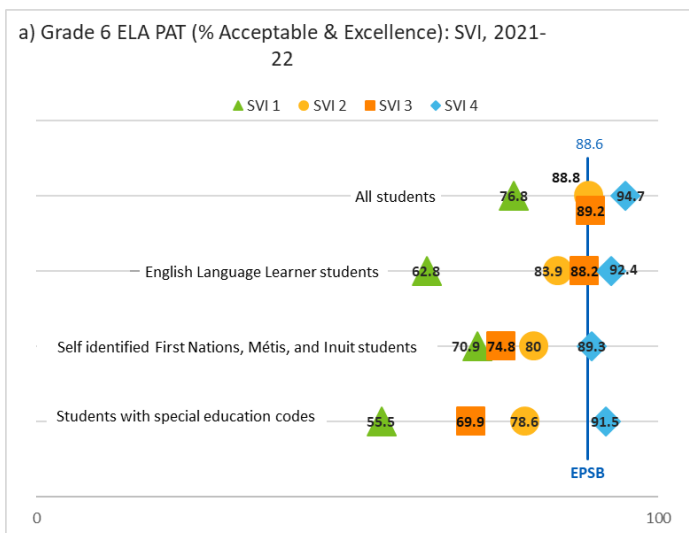


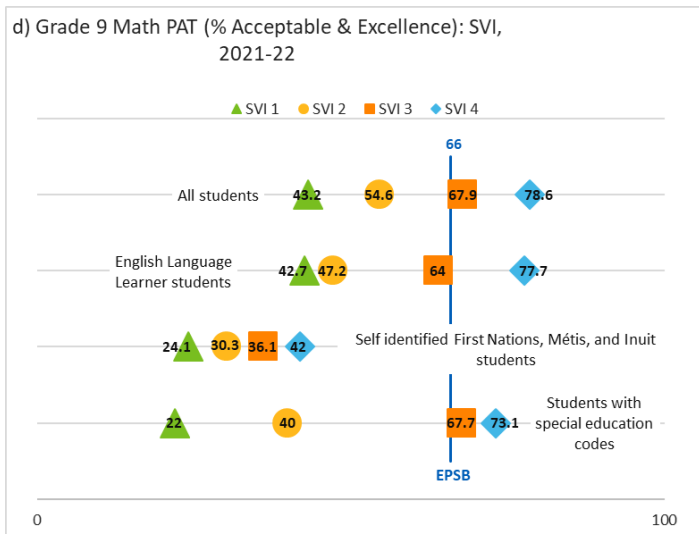
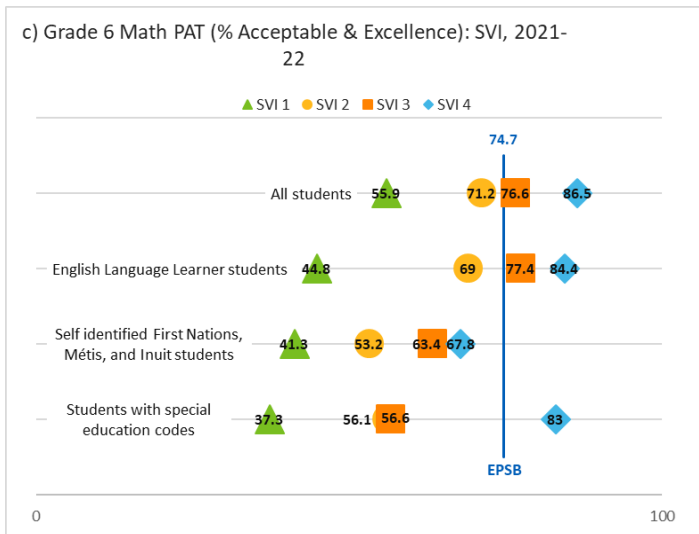
APPENDIX E: PAT and HLAT Results by Social Vulnerability Index Group

The following analyses use the SVI rankings from the 2021-2022 school year. To frame the analysis, the Division schools were divided into four school groupings:

- SVI 1 includes the top 60 schools on the 2021-2022 HSV List (i.e. the most vulnerable) (green diamond).
- SVI 2 makes up one third of the remaining Division schools based on the 2021-2022 list (yellow circle).
- SVI 3 makes up the next third of remaining Division schools based on the 2021-2022 list (orange square).
- SVI 4 makes up the final third of remaining Division schools based on the 2021-2022 list (this final group represents the Division’s least socially vulnerable students) (light blue diamond).
- The Division’s overall achievement is also included as a dark blue vertical line to provide further context.

Graphs 6 a-d. Grades 6 and 9 Cohort English Language Arts (ELA) and Math PATs by SVI (SVI 1-most vulnerable)





Graphs 7a-c. Grades 4, 6 and 9 HLAT by SVI (SVI 1-most vulnerable)

