



AGENDA

The Board of Trustees of Edmonton School Division
One Kingsway
Edmonton, Alberta

CFE McCauley Chambers
Tuesday, January 24, 2023
2 p.m.

Board Meeting

- A. O Canada
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Approval of the Minutes
 - 1. DRAFT – Board Meeting – November 29, 2022
- G. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 12 p.m. on Monday, January 23, 2023, to speak under this item.)
- H. Reports
 - 2. Report #04 of the Caucus Committee (From the meeting held on November 1, 2022)
(Information)
 - 3. Annual Education Results Report
(Recommendation)
 - 4. Board Policy GCA.BP Approval of the School Year Calendar
(Information)
 - 5. Refugee and Displaced Students
(RFI Response)
- I. Other Committee, Board Representative and Trustee Reports
- J. Trustees and Board Requests for Information
- K. Notices of Motion
- L. Meeting Dates
- M. Adjournment

BOARD OF
TRUSTEES

Trisha Estabrooks
Board Chair

Nathan Ip
Board Vice-Chair

Dawn Hancock
Marcia Hole
Julie Kusiek
Marsha Nelson
Sherri O'Keefe
Jan Sawyer
Saadiq Sumar

MINUTE BOOK**Board Meeting**

Minutes of the meeting of the Board of Trustees of Edmonton School Division of Alberta held via Zoom on Tuesday, November 29, 2022, at 2 p.m.

Present:**Trustees**

Trisha Estabrooks
Dawn Hancock

Marcia Hole
Julie Kusiek
Sherri O'Keefe

Jan Sawyer
Saadiq Sumar

Officials

Angela Anderson
Todd Burnstad
Grace Cooke
Andrea Cooper

Karen Mills
Kathy Muhlethaler
Kent Pharis
Nancy Petersen
Cliff Richard

Darrel Robertson
Carrie Rosa
Ron Thompson
Liz Yule

Board Chair: Trisha Estabrooks

Recording Secretary: Catherine Angeles

The Board Chair called the meeting to order with recognition that we are on Treaty 6 Territory, a traditional meeting grounds, gathering place, and travelling route to the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux. We acknowledge all the many First Nations, Métis and Inuit whose footsteps have marked these lands for centuries.

A. Roll Call: 2:01 p.m.

The Superintendent advised that Trustee Ip and Trustee Nelson were absent. All other Trustees were present.

B. Approval of the Agenda

MOVED BY Trustee Sumar:

**“That the agenda for the November 29, 2022, Board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

MINUTE BOOK

C. Communications from the Board Chair

The Board Chair shared that the Alberta School Boards Association (ASBA) met earlier this month. On behalf of the Board, she was pleased to share that their emergent motion urging ASBA to oppose a voucher system passed with a strong majority of boards voting in favour. Presenting a united front on behalf of all school boards in this province on the dangers of a voucher system is an important step by ASBA. She thanked Livingstone Range School Division and their Board chair, Lacey Poytress, for her support of this position statement.

The Board Chair shared that Minister LaGrange spoke to Trustees at ASBA. During the Minister's speech, she shared that P3s are no longer the preferred method of building schools. The Board appreciated this announcement and has, on numerous occasions - alongside their Metro colleagues - shared the issues they have had with P3 builds. The Board is incredibly proud of the Division's integrated project delivery model of building schools and has seen how this model benefits our school communities as well as keeps projects on time and on budget.

The Board Chair acknowledged that November 20 was International Transgender Day of Remembrance - a day to remember those who have been murdered as a result of transphobia. She said that we know that trans people experience disproportionate levels of violence and abuse. Edmonton Public Schools has a strong [Sexual Orientation and Gender Identity Board Policy](#) which guides their work in this area ensuring that all children feel safe and welcome at school.

The Board Chair thanked parents and families who continue to reach out to her and her colleagues to share their concerns about the rates of illness in our schools. The Minister's announcement last week about additional regulations, while it does offer clarity, does raise concerns about how operationally our schools will be able to offer in-person and online learning if need be. She said we need to continue to be nimble and looks forward to hearing back from the Chief Medical Officer of Health about thresholds that will be considered for additional action and safety measures in our schools during high rates of illness.

The Board Chair thanked, on behalf of the Board, the Division leaders who spent time with Trustees during central and school results reviews. The meetings were an important part of their role as publicly elected Trustees in terms of their accountability and transparency to those they serve. The innovative, collaborative and intentional work happening in the Division right now in support of students and the Division's new strategic plan is inspiring.

D. Communications from the Superintendent of Schools

The Superintendent provided an update on respiratory outbreaks in the Division. Since last Monday, Alberta Health Services declared respiratory outbreaks in 23 of our schools. And since the beginning of the school year, a total of 133 schools have been declared on respiratory outbreak. Overall illness rates in the Division are trending downward. Since November 16, eight and a half per cent of Division students were away from school, and that has trended down to five per cent in the last four school days. The Superintendent said that it is instructive for all of us to continue to monitor our own health and thanked parents for keeping kids home when they are ill. He also said he appreciated the Board's letter to the Chief Medical Officer of Health.

MINUTE BOOK

The Superintendent advised of recent provincial direction and regulatory changes to guarantee that students have access to in-person learning, even if the class has moved to online learning due to operational challenges. He said that the shift to online learning requires staff and in-person learning requires staff as well. Operationally, it will be a challenge for the Division from a staffing perspective. The Division will continue to send out messages to parents and comprehensive messaging to school principals. The Division will continue to monitor the situation.

The Superintendent said that the regulation also clarified that students cannot be declined in-person learning by school authorities because of their decision to wear or not to wear a mask. These regulatory changes took effect on November 24. The Alberta government also provided school divisions with a letter for parents and families from the Minister of Education outlining these changes and the letter was posted to SchoolZone on Friday following the announcement.

E. Approval of the Minutes

1. Board Meeting – November 1, 2022
2. Special Board Meeting – November 15, 2022

MOVED BY Trustee Hole:

“That the minutes of Board Meeting held November 1, 2022, and the Special Board meeting held on November 15, 2022, be approved as printed.”
(UNANIMOUSLY CARRIED)

F. Comments from the Public and Staff Group Representatives**MOVED BY Trustee Kusiek:**

“That the 20-minute time allotted for registered speakers be extended to 30 minutes for the Board Meeting.”
(UNANIMOUSLY CARRIED)

The Board of Trustees heard from eight registered speakers for this item.

There was a short break in the meeting.

MINUTE BOOK**G. Reports**3. 2021-2022 Audited Financial Statements**MOVED BY Trustee O'Keefe:**

**"That the 2021-2022 audited financial statements, notes to the financial statements and unaudited schedules be approved."
(UNANIMOUSLY CARRIED)**

4. Funds for 2023-2024 Professional Improvement Program – Teacher Certificated**MOVED BY Trustee Hancock:**

**"That the allocation of \$1,300,000 from the 2023-2024 operating budget be approved for the Professional Improvement Program – Teacher Certificated Staff for the purpose of granting professional improvement leaves and tuition support to teachers for the 2023-2024 school year."
(UNANIMOUSLY CARRIED)**

5. Funds for the 2023-2024 Exempt Staff Professional Improvement Program**MOVED BY Trustee Sawyer:**

**"That an allocation of \$140,000 from the 2023-2024 operating budget be approved for the Exempt Staff Professional Improvement Program for the purpose of granting professional improvement leaves and tuition support to exempt staff for the 2023-2024 school year."
(UNANIMOUSLY CARRIED)**

6. Student Transportation Update

An update was provided on the issues impacting yellow bus transportation services and how the situation has evolved since April 2022.

There was a short break in the meeting.

7. Student Accommodation Plan 2022-2023

Information was provided to the Board of Trustees on the 2022-2023 Student Accommodation Plan.

H. Other Committee, Board Representatives and Trustee Reports

Trustee O'Keefe shared an Edmonton Public Schools Foundation (Foundation) update. She said Wrap and Roll is back at Kingsway Mall for the month of December. The Foundation invited everyone to bring their presents to the Community Space, located just inside Entrance 8 near Santa. For a donation to the Foundation, they will wrap your presents. She thanked their partner Kingsway Mall for donating the space and supplies, and the Leadership students at Strathcona High School for their enthusiasm and commitment to organizing and staffing the event. Please visit the Kingsway Mall [website](#) for hours of operation.

MINUTE BOOK

Trustee Kusiek thanked Nellie Carlson School and Principal Madsen for having her out for a school tour and thanked the School Council for inviting her to their AGM. She appreciated getting out to the schools where so much of the magic happens.

Trustee Kusiek said that she echoed the Board Chair's opening comments about Results Review. She said that whether you work in Central at the Centre for Education or in a school or classroom, thank you. Trustee Kusiek extended that thanks to families and school council members. The gratitude and appreciation they continue to show to the staff who take care of their kids and their learning are so important.

Trustee Hole shared that she had a wonderful opportunity to visit the Languages Centre at Woodcroft earlier this month. She spent time with some of the 5,009 students who are currently studying Spanish in the Division as they participated in the third biennial Spanish Career Fair. The Languages Centre is home to the Institute for Innovation in Second Language Education (IISLE) which helps promote excellence in second language teaching and learning. It houses resources and services that support 11 languages (plus English as an additional language) which are being taught to 55,753 students across the Division.

Trustee Hole said IISLE at Edmonton Public Schools has many global partnerships including with the Confucius Institute and is officially recognized as an Associate Centre of the Instituto Cervantes. It has been an examination centre for the Diplomas de Español como Lengua Extranjera (DELE) exam since 2006, making it the first accredited center within a school division in Canada.

Trustee Hole extended her thanks to Ms. Beaudoin and the staff at the Languages Centre for the tour and the time spent telling her about their work. The services and expertise IISLE staff share with teachers means students receive top-notch language education and has helped to make Edmonton Public Schools a leader in North America with regard to second language education. She said it was a pleasure hearing from students, presenters and staff about how learning multiple languages has enriched their lives and opened up a world of opportunities.

I. Trustees and Board Requests for Information

Trustee Hole submitted a Request for Information regarding Refugee and Displaced Student Enrollment Numbers:

- Can Administration provide a breakdown of the number of students fleeing global conflicts who are new to the division for the 2022 -2023 school year?
- Please provide data on:
 - The number of refugee students and their country of origin, if known.
 - The number of displaced students from Ukraine, and elsewhere if applicable.
- Including a breakdown of:
 - Those who arrived prior to the September 2022 count date and those who have arrived since.
 - The type of funding the Division receives from the province to specifically support refugee and displaced students.

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- Which funding is received as part of the weighted moving average formula?
- Which funds are provided through a separate grant from the provincial government?
- Please provide information on a cut-off date to apply for any special grants received for globally displaced or refugee students, who arrive after September 30.

J. **Notices of Motions - None**

K. **Next Board Meeting: Tuesday, December 13, 2022, at 2 p.m.**

L. **Adjournment: 5:49 p.m.**

The Board Chair adjourned the meeting.

Trisha Estabrooks, Board Chair

Karen Mills, Director Board and
Superintendent Relations

DATE: January 24, 2023

TO: Board of Trustees

FROM: Vice-Chair Trustee Ip, Caucus Committee Chair

SUBJECT: Report #04 of the Caucus Committee (From the meeting held on November 1, 2022)

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

REFERENCE: [Trustees' Handbook](#) – Caucus Committee - Section 5.4

ISSUE

The Board approved the following recommendation at the March 3, 2015, Board meeting: That Section 5.4 of the Trustees' Handbook be revised to give the Caucus Committee final decision-making power on certain types of matters, and yet constrain that power so it is used only when absolutely necessary.

The following recommendation was approved at the November 1, 2022, Caucus Committee meeting:

Exempt Staff Salary Adjustment for 2021-22 and 2022-23

That approval be provided for Exempt Non-Management and Exempt Management staff to receive a 1.50 per cent wage adjustment retroactive to September 1, 2021 and a 1.25 per cent wage adjustment effective June 1, 2023.

BACKGROUND

The Exempt Non-Management and Exempt Management Terms and Conditions of Employment require the Division, on an annual basis, to determine whether a general wage increase will be provided to eligible employees. Due to the impacts of COVID 19, delayed bargaining with EPSB's unionized employees, and complexities associated with the provincial environment, including the government wage mandate, a 2021-22 recommended wage adjustment was not put forward. This has resulted in the need to make a decision for the 2021-22 year, as well as the current one.

KM:ca

DATE: January 24, 2023

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Annual Education Results Report (2021-2022)

ORIGINATOR: Nancy Petersen, Managing Director, Strategic Division Supports

RESOURCE

STAFF: Sabin Ammanethu, Kyla Amrhein, Danette Andersen, Angela Anderson, Marnie Beaudoin, Dave Bennell, Todd Burnstad, Andrea Colling, Grace Cooke, Vicki de Haan, Kelsey Duebel, Erin Faught, Husna Foda, Thomas Gillard, Christine Harris, Kim Holowatuk, Sean Jones, Terry Korte, Willa Kung-Sutton, Trish Kolotyluk, Karen Linden, Owen Livermore, Marilyn Manning, Karen Mills, Bob Morter, Aaron Muller, Ann Parker, Cynthia Pharis, Karen Plant, Madonna Proulx, Carrie Rosa, Andrea Sands, Elizabeth Shen, Adam Snider, Anita Sterne, Soleil Surette, Carol Van Kuppeveld, Amanda Wong.

REFERENCE: Funding Manual for School Authorities 2022/23 School Year (Section K)

ISSUE

Alberta Education requires school jurisdictions to submit an Annual Education Results Report (AERR) by January 27, 2023.

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 2020-2021 school year. The report highlights the Division's progress toward its priority strategies set out for 2021-2022 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 (2021-2022) be approved.

CONSIDERATIONS and ANALYSIS

- The Division is required to submit an approved version of the AERR to Alberta Education by January 27, 2023

OPTIONS

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

1. Approve the 2021-2022 Annual Education Results Report as written.
2. Provide feedback and request changes be made to the 2021-2022 Annual Education Results Report.

NEXT STEPS

- The final AERR will be submitted to the province and posted for public awareness on the Division website by January 27, 2023.

ATTACHMENTS and APPENDICES

ATTACHMENT I Annual Education Results Report (2021-2022)

NP:ss



Annual Education Results Report **(AERR)** 2021–2022 *School Year*

3020 The Edmonton School Division
Submitted to Alberta Education
January 2023

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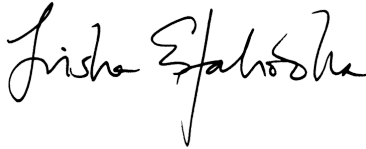
Message from the Board Chair and Superintendent of Schools

Edmonton Public Schools is honoured to serve students and their families in the Edmonton area. Schools play an integral role in the community and have a profound impact on the life and development of children and youth. Foundational to a thriving school community and student success, is the strong partnership between families and educators.

The importance of this partnership 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 2021-2022 Back to School Plan 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 2021-2022, 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

Edmonton Public Schools' Annual Education Results Report (AERR) celebrates the Division's accomplishments and highlights the results from the 2021-2022 school year. The AERR provides an annual overview of Edmonton Public Schools' commitment to advancing Division priorities and the priorities of our province. As well, the AERR complements the other reporting available to our stakeholders including Results Review, Catchment Results Review and Strategic Plan Update reports. Within the Division's culture of evidence-based decision-making, these reporting processes help the Division to monitor for progress, reflect on what has been accomplished, determine strategic actions and the best use of resources. Additionally, this approach reflects alignment with the intent and structure of the provincial assurance framework.

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 and collaborative 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.

Foundational to the planning and reporting cycle are the Division's Vision, Mission, Values, [2018-2022 Strategic Plan](#) and the Alberta Education [2021-2024 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. 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 Education Plan.

In 2021-2022, the COVID-19 pandemic continued to influence educational programming across the province; this was not unique to Alberta, but impacted educational programming globally. Aligned with provincial direction, the Division developed and implemented the [2021-2022 Back to School Plan](#) which supported students to resume in-class learning and a gradual return to regular school activities. The plan built upon lessons learned in the 2020-2021 school year and reflected provincial health guidelines while considering the unique needs of a large urban school system. There were three key areas that anchored the plan: safety, family choice and high quality teaching and learning. The plan outlined key measures in support of health and safety, while prioritizing continuity of instruction and the goal of returning to in-person learning as much as possible.

A key source of feedback used for the creation of the Back to School plan was staff, student and family voice from the 2020-2021 Division Feedback Survey (DFS), which helped the Division gain a better understanding of the measures and processes that needed to be in place to support feelings of safety from stakeholders. Questions asked in the DFS referenced both school operation protocols and mental health supports in response to the pandemic. The Back to School Plan served as a living document, as it was reviewed, updated and communicated regularly throughout the year to be responsive to feedback from stakeholders and the evolving nature of the pandemic.

The AERR is 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 2021-2022 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 served by the Division can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2021-2022 was approved by the Board of Trustees on January xx, 2023.

Trisha Estabrooks
Board Chair



Who We Are

2021-2022 Board of Trustees

Edmonton Public Schools proudly served over 105,000 students in the 2021-2022 school year. As stated in the [Education Act](#), the Board of Trustees is responsible to provide “a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.” This responsibility is fulfilled by providing oversight and stewardship to public education, evaluating and reporting on results achieved and setting priorities and policies that provide overall direction for the Division and provide each student with the opportunity to achieve their potential. Learn more about the Board of Trustees at: epsb.ca/ourdistrict/board.



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

Division Leadership

The Superintendent, with the support of the Division Support Team (DST), 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 2021-2022 DST 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
- 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 fulfil the Division’s 2018-2022 Vision: *Success, one student at a time.*

2021-2022 Division Overview



124	Elementary
38	Elementary/Junior High
5	Elementary/Junior/Senior High
26	Junior High
4	Junior/Senior High
15	Senior High

12 Educational Programs in an Institution

7 Other Educational Services

2021-22 Operating Budget

\$1.21 billion

Student Enrolment
(September 29, 2021)

105,385

Total Staff
(September 29, 2021)

9,728
Full-Time Equivalent

Alberta Education Assurance Measures

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	85.1	85.8	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	81.4	83.2	83.1	81.4	83.2	83.1	Very High	Declined Significantly	Acceptable
	3-year High School Completion	80.6	78.7	77.4	83.2	83.4	81.1	Intermediate	Improved Significantly	Good
	5-year High School Completion	85.3	83.9	83.1	87.1	86.2	85.6	Intermediate	Improved Significantly	Good
	PAT: Acceptable	68.1	n/a	76.1	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	21.7	n/a	25.6	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	73.8	n/a	83.9	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	21.1	n/a	28.2	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.9	89.3	90.2	89.0	89.6	90.3	High	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.4	87.0	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	80.0	80.6	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	76.8	78.4	79.6	78.8	79.5	81.5	Intermediate	Declined Significantly	Issue
Supplemental Measures	Drop Out Rate	2.2	2.3	2.4	2.3	2.6	2.6	Very High	Improved	Excellent
	Rutherford Scholarship Eligibility Rate	70.8	67.6	65.7	70.2	68.0	66.4	High	Improved Significantly	Good
	Transition Rate (6 yr)	65.2	64.8	64.4	60.3	60.0	59.8	High	Maintained	Good

Notes for Tables 1-3:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- 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).
- Security breaches occurred over the last few days of the 2021-22 PAT administration window for a few Grade 9 courses including English Language Arts, Mathematics, Science and Social Studies. To maintain the validity and comparability of provincial results, students most likely impacted by these security breaches have been excluded from the provincial cohort. However, all students have been included in school and school authority reporting and, therefore, caution should be exercised when interpreting these results. At the Division results for Grade 9 Math Part B and Grade 9 Science may have been affected.
- 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.

Table 2. Assurance Domain	Required Measures	Edmonton School Division (English Language Learners)			Alberta (English Language Learners)			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	76.7	71	70.6	78.5	78.7	76	Intermediate	Improved Significantly	Good
	5-year High School Completion	87.6	85.1	86.9	86.1	86.9	85.9	Intermediate	Maintained	Acceptable
	PAT: Acceptable	66.6	n/a	72.6	65.8	n/a	70.2	n/a	n/a	n/a
	PAT: Excellence	19.4	n/a	20.5	15.2	n/a	16.4	n/a	n/a	n/a
	Diploma: Acceptable	58.8	n/a	72.8	59.0	n/a	72.5	n/a	n/a	n/a
	Diploma: Excellence	13.6	n/a	18.4	10.8	n/a	15.3	n/a	n/a	n/a
Supplemental Measures	Drop Out Rate	2.0	1.9	1.8	2.2	2.6	2.4	Very High	Maintained	Excellent
	Rutherford Scholarship Eligibility Rate	60.4	55.1	52.7	61.3	58.3	56.4	Intermediate	Improved Significantly	Good
	Transition Rate (6 yr)	69.8	72.6	70.6	66.0	65.4	65.2	High	Maintained	Good

Table 3. Assurance Domain	Required Measures	Edmonton School Division (Self-identified First Nations, Métis, and Inuit)			Alberta (Self-identified First Nations, Métis, 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	47.1	50.5	45	59.5	62	58.4	Very Low	Maintained	Concern
	5-year High School Completion	59.3	55.7	55.6	68.0	68.1	65.8	Very Low	Improved	Issue
	PAT: Acceptable	37.8	n/a	50.3	46.6	n/a	54	n/a	n/a	n/a
	PAT: Excellence	5.3	n/a	6.8	6.4	n/a	7.4	n/a	n/a	n/a
	Diploma: Acceptable	67.7	n/a	80.8	68.7	n/a	77.2	n/a	n/a	n/a
	Diploma: Excellence	8.2	n/a	14.8	8.5	n/a	11.4	n/a	n/a	n/a
Supplemental Measures	Drop Out Rate	6.4	6.1	6.8	4.9	5	5.3	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	41.0	39.6	37.8	41.1	39.5	38.6	Very Low	Improved	Issue
	Transition Rate (6 yr)	30.9	32	30.6	37.7	35.7	34.9	Very Low	Maintained	Concern

How To Read This Report

Overview

This report provides an overview of the Division’s accomplishments from the 2021-2022 school year as set out in the [2021-2024 Three Year Education Plan](#) (3YEP) brought to public Board on June 8, 2021. The development of the 3YEP was informed by the Division’s [2018-2022 Strategic Plan](#), the voice of stakeholders and implications of previous results. For this document, reporting on the 3YEP is organized into two sections around Alberta Education’s four outcome areas.

- Section One (p. 11-43) highlights **Key Division Strategies and Actions** and is a summary of the work the Division accomplished relevant to identified strategies from the 2021-2024 3YEP; also included are key emergent actions that arose throughout the year. Section One has been organized according to 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
- Section Two (p. 44-74) is the **Key Performance Indicators Analysis**, which includes a select list of provincial and local indicators used to monitor the Division’s progress for each of the four outcome areas. These are presented and discussed with an acknowledgement of areas for improvement. For the 2021-2022 school year, the following indicators may have continued to be impacted by the pandemic:
 - Provincial Achievement Tests (PATs)
 - Diploma exams
 - Local measures

Key Performance Indicators

The Key Performance Indicators identified in Section Two of this report are taken from four main sources of information: Alberta Education Assurance Measures, local Division-developed indicators, the Canadian Achievement Test- 4th edition (CAT4), 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, where available. 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 data for both improvement and achievement evaluations is 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 English Language Learners (ELL) and First Nations, Métis and Inuit on [page 6](#). The following explanations and guidance on interpreting Assurance Measures data has been provided by Alberta Education:

Effect of COVID-19 Pandemic on 2019-2020 and 2020-2021 Provincial Assessments and Student Outcome Measures

- Alberta Education has acknowledged that participation in the PATs and diploma exams was impacted by the COVID-19 pandemic.
 - Results for the 2019-2020 and 2020-2021 school year are not available for the PATs, diploma exams and diploma exam Participation Rate.
 - Reported “previous 3-year average” for these measures only includes the 2018-2019 result.
 - 2021-2022 PATs and diploma exams are not:
 - Evaluated against the provincial standards (Achievement) or previous 3-year averages (Improvement).
 - Included in the calculation of future provincial standards.
 - Included in the calculation of 3-year averages used to evaluate improvement of future provincial assessment results.
 - 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.
 - Previous 3-year averages do not include 2020-2021 survey results due to the impact of the COVID-19 pandemic.
- 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.

Additionally when reviewing AEA results it should be noted that the 2021-2022 operational year was unusual due to the ongoing factors presented by the pandemic, yet the survey questions remained framed within the context of a regular year of operations. It is difficult to determine the exact impact that COVID-19 may have had on stakeholder responses to the AEA Survey.

Impact of Security Breaches on Provincial Assessments

Security breaches occurred over the last three days of the 2021-2022 PAT administration window for Grade 9 PATs:

- Social Studies over the last three days
- English Language Arts and Math over the last two days
- Science on the last day

To maintain the validity and comparability of provincial results, students most likely impacted by these security breaches have been excluded from the provincial cohort. However, all students have been included in school and school authority reporting. Caution should be used when interpreting these results, if PATs were written over the last three days of the administration window. At the Division, Part B Grade 9 Math and Grade 9 Science were written within this window.



***Alberta’s students
are successful***

Section One: Key Division Strategies and Actions

Alberta's Students are Successful

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

Edmonton Public Schools' commitment to providing high quality teaching and learning environments for students and staff remained unwavering as we navigated the COVID-19 pandemic during the 2021-2022 school year. Thoughtful planning, a nimble mindset and consideration for the safety and the well-being of students, families and staff were prioritized as many students transitioned back to in-person learning in the fall of 2021. The global pandemic brought additional complexities and uncertainties, but it did not change the Division's commitment to student learning.

To support returning to school, Alberta Education developed the provincial [2021-2022 School Year Plan](#), which stated "every child and student, regardless of their geographic location or socioeconomic status, will continue to learn." This plan supported a return to in-person learning environments for the majority of students, while recognizing the possibility of pivots to online learning due to the evolving nature of the pandemic. Student and staff safety remained the top priority of the provincial 2021-2022 School Year Plan. The provincial plan balanced the need for provincial direction and standardized approaches in some areas, while also providing flexibility and respecting the autonomy of local school authorities to be responsive to their unique and specific contexts.

As a result of this flexibility, based on provincial direction and local stakeholder voice, the Division released the [2021-2022 Back to School Plan](#) to support the start of the school year. The Division's plan was framed around the three key themes of safety, family choice and high quality teaching and learning. It focused on a set of safety strategies that worked together to support the safest environment possible within the complex dynamics of a school community. 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, protocols to support safe teaching and learning experiences and links to mental health resources to support uncertainties felt by students, families and staff. Direction from the Chief Medical Officer of Health and Alberta Health Services related to the operations of schools evolved and changed over the course of the school year; the Division's plan was nimble and adjusted in response to this changing direction.

In September 2021, the Division welcomed over 105,000 students back to school. Approximately 95 per cent of students returned to in-person learning and five per cent of students remained engaged through online learning for the first half of the school year. The September 30 enrolment count for the Division demonstrated an increase from the previous school year, returning to the Division's pre-pandemic pattern of growth.

Between 2011 and 2021 student enrolment at Edmonton Public Schools has grown 31 per cent, outpacing the population growth of Edmonton by six per cent. In 2020-2021, potentially related to COVID-19, the Division's student population registered a negative growth rate of -1.2 per cent, but began to rebound in 2021-2022 with a 1.7 per cent increase over the prior year. When looking more closely at the breakdown of enrolment data, the population change over a 10 year period demonstrates the significant increase in the number of students served by the Division who meet eligibility as English Language Learners, with the rate of growth for this group of students doubling that of the Division's overall rate of growth (see Table 4).

Section One: Key Division Strategies and Actions

Table 4. Student enrolment	Sep. 2011	Sep. 2020	Sep. 2021	2011-2021 population change	2019-2020 population change	2020-2021 population change
Total student enrolment	80,569	103,655	105,385	30.8%	-1.2%	1.7%
English Language Learners (ELL)	14,206	24,993	23,552	65.8%	-5.6%	-5.8%
First Nations, Métis and Inuit (self-identified)	7,072	8,766	8,967	26.8%	-6.9%	2.3%
Students meeting provincial special education coding requirements	10,880	11,447	12,218	12.3%	-14.2%	6.7%

In spite of the continued challenges resulting from COVID-19, the Division remained driven by its vision, mission and cornerstone 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 [2018-2022 Strategic Plan](#):

- Early learning
- Literacy and numeracy
- High school completion
- Safe and caring learning environments
- Specialized supports and services
- In partnerships with families and community

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 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.

For the 2021-2022 school year, Division Kindergarten enrolment returned to levels similar to pre-pandemic enrolment (see Table 5). When looking at enrolment patterns over multiple years, there are likely multiple factors contributing to the observed fluctuations in the number of children enrolled in a Division Kindergarten program. Some families may have chosen not to have their child participate in Kindergarten due to the pandemic and the new provincial age eligibility for Kindergarten that came into effect for 2020-2021 may have also influenced enrolment. The new provincial eligibility requirement stipulates 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.

The Division enrolment for Pre-Kindergarten reflects provincial 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 and 2021-2022 school years (see Table 5).

Section One: Key Division Strategies and Actions

Table 5. Early Years Demographics	2017-18	2018-19	2019-20	2020-21	2021-22
Total number of children enrolled in Pre-Kindergarten	1,519	1,536	1,509	606	597
Total number of children enrolled in Kindergarten	7,675	7,621	8,083	6,821	7,869
Total number of children self-identified as First Nations, Métis or Inuit in Kindergarten	545	552	553	418	511

*Enrolment numbers are based on the Sept 30 count.

Division Kindergarten programming follows the Alberta Education Kindergarten Program of Studies, with many concepts delivered through a play-based approach to learning. Through a focus on citizenship, early literacy, mathematics, well-being, social responsibility and community awareness, Kindergarten lays the foundation to a child’s educational journey. To help facilitate high quality learning experiences, Kindergarten teachers collaborated around best practices through a Kindergarten community of practice and across their catchments. The following is a summary of key strategies implemented to support early years programming within the Division.

Key performance indicator data and analysis for Early Learning can be found in [Section Two](#).

2021-2022 Priority Strategy: Explore the opportunity for additional screening tools in Kindergarten that support programming and indications of readiness for Grade 1.

- A range of screening tools were identified and reviewed by Curriculum Learning Supports (CLS), including a deeper exploration of the literacy screener component of the EYE-TA.
 - The EYE-TA was deemed to be a comprehensive screening tool of readiness for Grade 1 that yields information for schools to use in making programming decisions.
 - Consideration around this potential action was also informed by the introduction of the provincial screeners for students in Grades 1 to 3. The provincial screeners include a tool for Grade 1 teachers that assesses for reading readiness at the start of Grade 1 and results help to identify those students who would benefit from early intervention.

2021-2022 Priority Strategy: Strengthen partnerships with external Early Childhood Service providers and community childcares.

- Division leaders providing Pre-Kindergarten programming continued to work together to explore the most efficient and effective ways of supporting the program under the new provincial funding formula.
- The Division continued to have a representative serve on the Edmonton Council for Early Learning and Care (ECELC), which developed out of End Poverty Edmonton.
 - The ECELC builds on existing capacities and provides leadership in managing, planning and supporting the development of a system of high quality early learning and care services in Edmonton, with an emphasis on meeting the needs of low-income and vulnerable families.
- Over the past several years, Edmonton Public Schools has entered into contracts with six private Early Childhood Service (ECS) providers in which children registered with an ECS operator are provided with their Kindergarten programming by attending a Division Kindergarten classroom. Under these contracts, the Division charges the ECS provider the base funding amount, which is approximately \$3,000; these funds are intended to support the cost of the teacher in the classroom.

Section One: Key Division Strategies and Actions

- It should be noted, that because the child is registered through the private service provider and not the Division, the child is neither counted in the Division's September 30 enrolment count nor the Weighted Moving Average (WMA).
- For the 2021-2022 school year, Edmonton Public Schools provided Kindergarten programming to 55 children as visiting children through private ECS operator agreements.



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, the workplace and to experience a better quality of life.

Supporting students where they are at in their individual learning journey is foundational to the work of educators and to the success of each student. With the ongoing disruption caused by the COVID-19 pandemic, this work to support each child where they are at is even more important, particularly with students in Division 1 in the areas of literacy and numeracy. Early research indicates that literacy and numeracy are two key areas where some younger children are experiencing challenges as a result of the pandemic. Research also indicates that early intervention can help students catch up to grade level. A selection of citations for some relevant research is available [here](#).

To support school divisions to best meet the learning needs of their students as they gradually move forward from the pandemic, the Minister of Education announced the Alberta Education learning disruption funding designed to provide additional targeted literacy and numeracy supports to students. Schools engaged in provincial screening assessments in the areas of reading and mathematics for Grades 1 to 3 as part of the provincial Learning Loss grant program for the 2021–2022 school year. The requirements set forth by Alberta Education included pre- and post-assessments that were submitted to Alberta Education to help inform future policy and programming. Funding was distributed to schools based on the number of individual students identified as 'at risk' or 'below grade level' in learning, as indicated by the norms from the assessments. Schools then had flexibility in providing literacy and numeracy interventions based on student needs. Literacy and numeracy intervention supports that were provided as a result of the Alberta Education learning disruption initiative are discussed later in this report.

Section One: Key Division Strategies and Actions

The Division strategies outlined below in support of literacy and numeracy learning reflect the intentional, collective and adaptive efforts of central decision units, catchments and schools to support teaching and learning within the ongoing complex and uncertain dynamic of the pandemic experienced by the Division in 2021-2022.

Key performance indicator data and analysis for Literacy and Numeracy can be found in [Section Two](#).

2021-2022 Priority Strategy: In response to the disruption of learning due to the pandemic, ensure focused and intentional efforts are in place to assess student learning in the areas of literacy and numeracy to inform programming and interventions across all three tiers of the pyramid of interventions.

- During the 2021–2022 school year, Division teachers administered the Letter Name-Sound (LeNS) test for Grades 1 and 2, the Castles and Coltheart 3 (CC3) for Grade 3, and the Provincial Numeracy Screening Assessment for Grades 1 to 3 to students, as part of Alberta Education’s Learning Loss grant program. Not all Grades 1 to 3 students were administered the screening assessments. Each school assessed where their students were at in their literacy development and only those students identified as potentially ‘at risk’ were administered the screening assessments. Based on the needs identified through these assessments students received literacy interventions, numeracy interventions and some students received interventions in both areas (see Table 6).

Table 6. Number of students supported by the provincial learning loss grant				
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 programming	Number of individual students who received numeracy intervention programming
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

- Schools selected the resources and interventions best suited to meet the learning needs of their students, examples of these include (but are not limited to):
 - Pull-out literacy and numeracy groups
 - Levelled Literacy Intervention (LLI)
 - Targeted individual and/or small group instruction
 - Guided mathematics and reading groups
 - First Steps in Math and JUMP Math
- Outside of the provincial Learning Loss grant program, in the fall teachers assessed where students were at in their literacy and numeracy learning using a variety of tools. This information was often triangulated with teacher observation and helped to inform programming. Over the course of the year, teachers continued to monitor for progress and adjusted programming as required, including the provision of targeted individual or group interventions.
 - While this practice of assessment and ongoing monitoring informed classroom programming and targeted interventions for some students, it also identified students for whom additional assessments may be required to best understand how to program for success. For these students, the school-based teams from

Section One: Key Division Strategies and Actions

Division Specialized Learning Supports (SLS) worked closely with schools to identify and support those students.

- The intentionality around this work was of particular importance in the fall of 2020 within the context of the pandemic and the global concerns around the pandemic's impact on learning; within this context, the Division worked hard to ensure our efforts remained focused on student achievement.

2021-2022 Priority Strategy: Introduce a standardized test (the CAT4) to track and monitor reading and mathematics growth at both the school and Division levels for Grades 2 to 9 students.

- The CAT4 was introduced during the 2021-2022 school year. Students from Grades 2 to 9 (and French Immersion students from Grades 3 to 9) wrote three subtests; reading, mathematics and computation/estimation. The CAT4 was administered in the fall to determine areas of strength and areas for growth as well as to support intervention planning. In the spring (May), the CAT4 was readministered to measure growth.
 - CLS and the Canadian Test Centre provided training, support and professional learning to support the administration and interpretation of the results.
 - CLS provided professional learning to support teachers in their ability to be responsive to their students' CAT4 results in the areas of mathematics and literacy.
 - This was the first year for this data set; the Division and schools will continue to work with these results and determine how the data can best inform planning, programming and interventions.

2021-2022 Priority Strategy: Introduce an evidence-based initiative focused on literacy and numeracy learning for schools serving students impacted by high social vulnerability.

Responding to the analysis of achievement results for the [March 23, 2021, Strategic Plan Update Report](#) focused on literacy and numeracy results, the Division initiated an evidence-based approach to supporting student success and academic achievement in schools serving students impacted by high social vulnerability.

- The Equity Achievement Project (EAP) was introduced in the fall of 2020. Using the High Social Vulnerability Index and prior PAT results, the Division identified 41 schools serving Kindergarten to Grade 6 students that would most benefit from participation in the EAP.
- The project is built around five foundational components supported by research, including the Organization for Economic Cooperation and Development (OECD) report *Promising Practices in Supporting Success for Indigenous Students*, evidence-based literacy and numeracy practices, neuroscience related to resilience and trauma and creating enriched school communities with a sense of belonging (see Figure 1).

Figure 1: Equity Achievement Project Model

Section One: Key Division Strategies and Actions



- In 2021-2022 the project prioritized the development and delivery of Literacy and Mathematics Professional Learning Frameworks to build upon existing teaching capacity in the area of high impact classroom instructional processes. To support this focus, each participating school was provided funding for a 0.500 Full Time Equivalent (FTE) Literacy Lead teacher and a 0.500 FTE Mathematics Lead teacher and staff from CLS were committed to the project.
 - Lead teachers participated in professional learning sessions and communities of practice based on current research in mathematics, literacy and self-regulation.
 - To extend the learning beyond that of the lead teacher, principals participated in the literacy professional learning alongside the lead teachers and literacy lead teachers then facilitated professional learning sessions to their school colleagues; professional learning in mathematics was delivered across EAP schools by numeracy consultants on Division professional learning days.
 - To help support the implementation of new concepts learned throughout the year, lead teachers also worked alongside their teaching colleagues to plan, co-teach and model instructional processes and content from the professional learning.
 - The focus on ongoing professional learning was a foundational strategy in year one of EAP; staff from CLS examined research and best practices from across multiple areas (literacy, numeracy, neuroscience, resilience) to inform the development of the content for these sessions. The professional learning also remained responsive and fluid to the needs of EAP teachers and their students.
- This work was supported by the Board of Trustees through a six million dollar allocation of surplus funds.
 - The targeted funding addressed the cost of the lead teachers in the 41 schools, supported release time for collaboration, supported the cost of the literacy and numeracy consultant time and enabled schools to purchase resources and materials in the areas of literacy and numeracy.
- Based on momentum from year one, feedback from teachers and leaders, observations around positive changes in learning behaviours and alignment with research indicating that moving the needle on student achievement in socially complex environments is a multi-year effort, the project has been approved by the Board of Trustees to continue for a second year, with an allocation of two million dollars to support its implementation.

High School Completion

The Division walks alongside students on their Kindergarten to Grade 12 journey towards the goal of high school completion and a life of dignity and fulfilment. Engaging and motivating students on their journey to high school completion is a collaborative effort from Division staff, community partners and families. High school completion is a foundational milestone that influences future educational paths, life goals and ultimately quality of life. As such, preparing all students to graduate and supporting the transition into post-secondary education, the world of work and community citizenship is a fundamental outcome of public education.

Section One: Key Division Strategies and Actions

Beyond the key priority strategies highlighted below, the following actions have helped support students on their Kindergarten to Grade 12 path to high school completion:

- After hearing from students the strong interest in greater access to Science, Technology, Engineering and Mathematics (STEM) focused learning opportunities, the Division took steps to establish a STEM alternative program, with two locations opening in September 2022, one at the junior high level and the second in high school to support program continuity.
- The Board of Trustees' approval of the Equity Fund to support schools in their response to unanticipated or emergent needs related to the success of students.
 - The Equity Fund supports schools that encounter unusual or unexpected budget challenges during the year. Principals work with their Assistant Superintendent around these critical areas of need to support access to these targeted dollars.
- Kindergarten to Grade 12 catchment groupings support groups of schools in taking a professional shared responsibility for the success of all students; catchments shared resources, collectively built their capacity to best meet the needs of the students across the catchment and created shared goals in support of student success.
- The implementation of school-based wrap-around services that address and remove barriers to school success. These included such things as school nutrition, mental health support, success coaches, after school programming and enrichment.
- The Career Pathways guiding principles (programming, community connections, authentic experiences and future focused) provide a philosophy and approach to teaching and learning that engages students from Kindergarten to Grade 12 to encourage students to think about, explore and plan what their life might look like beyond school.
- Division high schools work together as a network to explore responsive and creative ways to support student engagement and increased course completion (Table 7). These efforts have supported the average course completion rate to remain stable or slightly increase despite some of the challenges of these past few years.
 - The work the Division did to build capacity in the area of online learning may have also helped maintain these results.

Table 7 Credits Attempted* for Students with Passing High School Awarded Marks from 2017-2018 to 2021-2022

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Sum of Credits Attempted for Students with Passing High School Awarded Marks	773,249	791,750	811,504	779,073	812,377
Total Students in Division Passing High School Courses	24,785	25,393	25,884	25,152	25,865
Average Credits/Student	31.2	31.2	31.4	31.0	31.4

* Credits Attempted as reported in PASI. Summer school or evaluated courses not included.

Source: Student Information 12/5/2022 Adhoc 22939 cb

Key performance indicator data and analysis for High School Completion can be found in [Section Two](#).

Section One: Key Division Strategies and Actions

2021-2022 Priority Strategy: Implement 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 support students in their progress towards high school completion. The following are examples of the proactive strategies high schools have in place that support high school completion while honouring the unique journeys of individual students:

- Building relationships with students through positive supportive interactions with teachers, mentors, coaches, counsellors, school leadership teams and other school staff to support student's connection to school, emotional well-being and ultimately, their academic success.
 - Meeting with students regularly to discuss current accomplishments and future plans and adjust goals as needed; these conversations are often centred around goals the student has identified and progress is monitored by looking at data, such as attendance, assignment completion or midterm marks.
- 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, an online interactive education and career-planning tool, to support them in goal setting and career exploration.
 - In 2021-2022, approximately 53 per cent of all high school students accessed their myBlueprint account, compared to 55 per cent the previous year.
 - Approximately 47 per cent of self-identified First Nations, Métis and Inuit high school students accessed their myBlueprint account, compared to 40 per cent the previous year.
 - 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 for their future.
- 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 strategies such as intervention support, working with students to modify their plan, providing the flexibility to retake sections of courses where the student struggled and not having them redo entire courses, and looking at the flexibility of four- or five-year high school completion paths.

Section One: Key Division Strategies and Actions

2021-2022 Priority Strategy: Through Career Pathways, explore paths of high school completion that prepare students for the 2030 work environment.

Alberta Education articulates the importance of high school completion for both the well-being of each individual youth and for a prosperous future for Alberta. Helping prepare students for their futures is a key role of Kindergarten to Grade 12 education. The Division's Career Pathways model enables growth and success for every student by supporting their journey from early learning through high school completion and beyond. Through a range of learning experiences, connections to the world of work and the support of community work place partners, students develop a curiosity about the world around them and grow skills and competencies through rigorous and relevant projects, activities and experiences connected to curricular outcomes and potential career pathways.

- School sites embody the vision of Career Pathways by supporting students' career awareness, understanding and readiness. This future-focused approach is seen in competencies-based instructional approaches and by connecting students to innovative and experiential learning opportunities. Many of these opportunities are made possible through collaboration and partnerships with businesses, not-for-profits, trade unions and post-secondary institutions. Some of the opportunities for students involve taking a deeper look in careers related to:
 - Arts, Design and Communication
 - Business and Information Technology
 - Construction, Manufacturing and Transportation
 - Health, Education and Human Services
 - Natural Resources and Environmental Sciences

Safe And Caring Learning Environments

The Division strives to support 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.

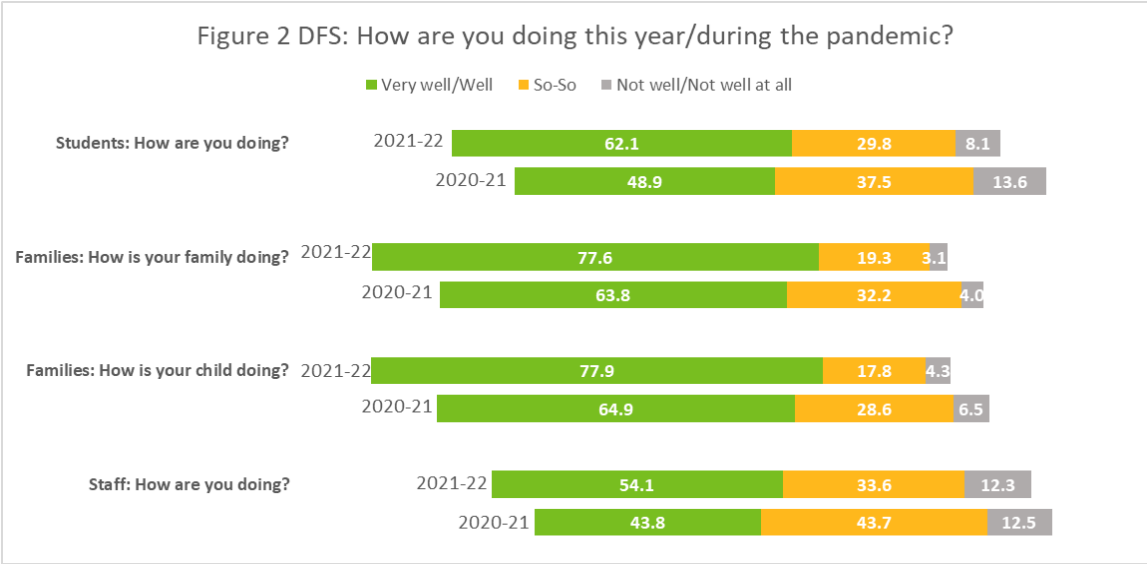
These efforts are grounded in the internationally recognized [Comprehensive School Health Approach](#) to support improvement in students' educational outcomes and well-being, while also addressing school health in a planned, integrated and holistic way.

Continuing to create a welcoming, inclusive, safe and healthy school environment was also a key pillar in the Division's 2021-2022 Back to School Plan. Provincial direction and feedback from families helped determine what the start of the school year looked like for the Division. At the forefront, safety remained a priority as students, staff and families experienced varying levels of comfort for in-person learning during the unpredictable nature of the pandemic. With the Division's Back to School Plan as a guide, schools and families worked together to support the safety of the school community under the guidance and direction of provincial stakeholders, including the Chief Medical Officer of Health.

Given the ongoing complexities resulting from COVID-19, even greater focus was placed on the safety and well-being of students, staff and families. The Division's Back to School plan reflected the Division's priority of taking measures to support student and staff safety during a pandemic, but also of supporting the mental health and well-being of students, staff and families.

Section One: Key Division Strategies and Actions

The 2020-2021 and 2021-2022 Division Feedback Surveys both opened with a question asking respondents about their general well-being, recognizing that the traditional questions in the survey around supports in school might not capture the full range of how students, staff and families were doing throughout the pandemic. Students, staff and families’ sense of well-being improved significantly in 2021-2022 compared to 2020-2021, reflecting resilience, a possible lessening of the uncertainty within the broader community that characterized the beginning of the pandemic and the opportunity to reintroduce certain events and activities with the lessening of restrictions (Figure 2).



N size for Figure 2 DFS: How are you doing?	2020-2021	2021-2022
Students	n=43,309	n=40,459
Families: How is your family doing during the pandemic/this year	n=6,433	n=3,722
Families: How is your child doing during the pandemic/this year	n=6,433	n=3,722
Staff	n=5,693	n=5,942

Within this context, the Division recognizes the continued need for mental health supports and the role that schools can play towards student well-being. Priority Three of the 2022-2026 Strategic Plan, *Promote a comprehensive approach to student and staff well-being and mental health*, affirms the Division’s commitment to this work over the coming years.

Key performance indicator data and analysis for Safe and Caring Learning Environments can be found in [Section Two](#).

2021-2022 Priority Strategy: Prioritize the safety and well-being of staff and students throughout the school year, with an intentional focus on the area of mental health.

- Expand the youth resilience work with Dr. Michael Ungar to include all schools in the Division.
- Introduce the role of a School Safety Coach as an option for junior high and high schools to support a safe school community.

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- The 2021-2022 Youth Resilience Survey was administered in the fall by classroom teachers to all students in Grades 4 to 12 who were attending classes in-person. Overall 54,669 students completed the survey.
- Prior to implementing the survey with students, all principals participated in two professional learning sessions with Dr. Ungar.
 - One session focused on resilience research and readying the school to conduct the survey with students; the second session provided further context and support for principals around the interpretation and implications of their school's survey data.
 - Schools were provided with their results through an interactive dashboard that enabled principals to look at whole school results, specific cohorts of students (e.g., all students in Grade 7) or individual student results.
 - Principals used school-wide and cohort results to better understand school culture and reviewed individual student results as one source of information to identify students who may require support.
- Various professional learning opportunities were available to Division staff to deepen their understanding and help to build capacity in the area of resilience and well-being in children and youth, including:
 - Optional Question and Answer sessions for school leaders to engage in conversation with Dr. Ungar around understanding their schools' survey data and exploring how schools can intentionally help build the resilience and strength of students.
 - Additional professional learning sessions aligned with Division professional learning days and the summer institute on the following topics:
 - Nurturing Resilience: Finding the personal qualities and social supports we need to thrive
 - Nurturing positive student conduct through a resilience lens
 - Now What? Nurturing student resilience post-pandemic
 - R2 Resilience expert training
 - Six on-demand videos, along with activity guides, to support principals wishing to work with their staff.
 - To support parents to better understand the role of resilience in their child's development, Dr. Ungar also provided an evening session targeted to families. The session was online and 886 families registered to participate.
- Staff from central looked at the role of a school safety coach from other jurisdictions in Canada and worked with school leaders to develop a position description to support the introduction of a school safety coach for the 2021-2022 school year.
 - Within the context of site-based decision making, a small group of schools built the role of school safety coach into their plan for the 2021-2022 school year.
 - Feedback from year one indicates there is potential in the role of a safety coach, but that schools are still working to clearly identify their needs relative to a staffing role targeted to supporting school safety.

2021-2022 Priority Strategy: Support student and family transitions back to in-person learning.

- Family choice between online learning and learning in-person was a critical option to help families navigate the uncertainty of the 2020-2021 school year due to the evolving nature of the pandemic. With greater certainty around safety measures and the introduction of vaccines the in-person learning environment was a more viable option for more families for the 2021-2022 school year.
 - The Division did retain the option of family choice for those who felt it to be the safer choice for their child.
- To support the return to school and more students returning to in-person learning, the Division developed a 2021-2022 Back to School Plan. The plan built off of lessons learned in the 2020-2021 school year, feedback

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from the 2021 DFS regarding COVID-19 safety measures and the direction and guidance of the Chief Medical Officer of Health and Alberta Education relative to safe school environments during the pandemic.

- Family Choice was retained as a feature of the plan, but was structured around two choice points instead of four. The 2021-2022 school year saw significantly fewer families choose online learning for their child, with approximately five per cent of all students participating in online learning for each half of the school year. This is compared to 28 to 30 per cent of Division students who learned online for each of the four quarters of the previous year.
- The Back to School Plan also addressed staying home when sick, isolation requirements and temporary transitions to online learning due to high rates of COVID-19 in a class, grade or school. To support continuity of instruction during these transitions, the teacher support packs and scope and sequence materials remained key resources for teachers.
 - Additionally to mitigate the impact of these transitions, the Division continued to refine supports for online learning and provided professional learning opportunities focused on enhancing student engagement and high impact instructional strategies for the online learning environment.



- The Back to School Plan was intended to be nimble and responsive to changing circumstances within the unpredictable nature of the pandemic and was updated throughout the year to reflect key points of transition. The mindset and anticipation of needing to be nimble enabled schools to navigate significant change, while also maintaining a focus on teaching and learning. Some key points of change that the Division navigated included:
 - The development of an administrative regulation addressing COVID-19 vaccinations.
 - A provincially mandated extension of the winter break by one week.
 - Cancellation of the January diploma exams.
 - Provincial lifting of a mask mandate for students on February 14; wearing a mask remained a personal choice.
 - Provincial removal of all remaining school COVID-19 guidelines or mandates on March 1, including:
 - Student cohorting
 - Physical distancing
 - Mandatory masks for adults
- In response to emerging information around the importance of air quality controls as a means of mitigating the spread of COVID-19 and feedback from families regarding safety in school buildings, Trustees approved accessing surplus funds to purchase air purification stand-alone HEPA units for all schools at the February 1, 2022 Board meeting. Units were purchased and placed in classrooms and learning spaces across the Division in early spring 2022 and families were informed of this action in support of air quality.

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- Beginning in April, principals worked with their school communities to explore how best to reintroduce a range of in-person activities and events including graduation celebrations, performances, concerts, school council meetings, day field trips and sports. For each school, this was a unique journey that reflected the readiness and context of the school community.

Specialized Supports And Services

The Division promotes equitable learning opportunities, acceptance and belonging for all students. Ongoing opportunities for staff professional learning, a commitment to provide high quality learning environments for all students and the collaborative approach to nurturing a child's physical, mental and emotional health are some of the driving forces behind the Division's SLS department. SLS is comprised of a multidisciplinary team of consultants, representing a range of professional supports and services that effectively address the diverse needs of students within individual, classroom, whole-school contexts—from Kindergarten to Grade 12. Consultants are organized into school-linked teams that work collaboratively with school staff, families and students. Each team is led by an SLS supervisor who helps prioritise a coordinated and collaborative approach to service delivery for schools. The SLS team works collaboratively with school staff and families to provide thoughtful and targeted strategies that support student growth and success.

The following is an overview of the various specialized supports and services provided to Division students (refer to [this document](#) for a brief description of each of these supports)

- Adaptive physical education
- Anti-racism critical support
- Assistive technology for learning
- Critical incident supports
- Diversity support
- Educational audiology/deaf or hard of hearing
- Educational/behavioural programming
- English language learning
- Intercultural supports
- International student programs
- Mental health supports
- Occupational therapy
- Physical therapy
- Psychoeducational assessments
- Reading specialist support
- School family liaisons
- Social work
- Speech and language therapy
- Vision and braille

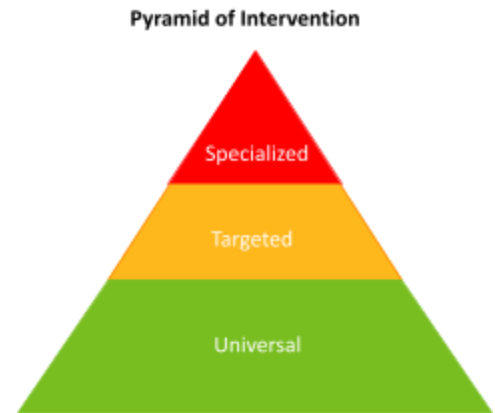
When conducting this work, the Division uses strategies and supports from a strengths-based approach to create an inclusive learning environment for all students. A strengths-based approach places emphasis on what students can do rather than on limitations. It is learner-centred, with the primary goal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

In addition to SLS teams, 2021-2022 is the second year the Division has had a Mental Health Transition Team (MHTT) as part of Hospital School Campuses, consisting of Alberta Health Services and Division staff who support families and students year round. MHTT is designed to support students who require a complex level of mental health support to, through and from tertiary care/services with the overarching goal of facilitating long-term positive mental health outcomes and enhanced school engagement.

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:

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- **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.
- **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 growth. 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).



School staff, families and staff from SLS work together to support students with complex learning needs to thrive in their learning journey. For the 2021-2022 school year there were 11,569 multi-disciplinary school referrals completed.

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

Key performance indicator data and analysis for Specialized Supports and Services can be found in [Section Two](#).

2021-2022 Priority Strategy: Prioritize mental health and family supports across the Division, including universal, targeted and specialized supports.

- The Board of Trustees allocated up to \$1 million dollars of operational reserve funding for mental health supports and programs for the 2021-2022 school year. With this funding the SLS decision unit added 11.2 FTE positions:
 - 4.2 FTE social workers, resulting in a total of 13.5 social workers available to support nine school-linked teams.
 - 7.0 FTE wellness coaches, resulting in a total of 13 wellness coaches, one for each catchment grouping.
- One of the primary responsibilities of these social worker roles is to work with principals and school staff to support students with social, emotional, behavioural and mental health needs. This includes family support, identifying and removing barriers to access learning, as well as the provision of connecting families to other comprehensive supports.
- The wellness coaches are part of a three-year Mental Health Capacity Building (MHCBC) partnership agreement with Alberta Health Services, which began in 2020-2021. Wellness coaches promote positive mental health in children, youth and families in the communities where they live through programming that builds capacity of

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knowledge and skills through universal supports and services. The additional funding allowed the project to increase the planned number of coaches from six to 13. A summary of the work these additional seven coaches were able to accomplish is available in Table 8.

Table 8. Results of Funding for additional 7.0 FTE wellness coaches from September 2021 - May 2022		
Students served: 21,995	Staff served: 812	Parent/Community Members served: 670
<p>Student Presentation Themes:</p> <ul style="list-style-type: none"> Relationships with Ourselves and Others Stress and Your Brain MH Prevention Wellness Capacity Building <p>Student Programs – Evidence-Based, approved AHS programming:</p> <ul style="list-style-type: none"> Worry Woos Kimochis Rainbows: Grief and Loss Wolf Pack - healthy masculinity Grl Pwr - confidence building and leadership skills 	<p>Staff Capacity Learning:</p> <ul style="list-style-type: none"> Go-To Educators: Mental Health Literacy Psychological First Aid in a Pandemic Mental Health through Circles Staff Wellness 	<p>Community Agency Connections:</p> <ul style="list-style-type: none"> Family Enhancement - mental health supports for individuals on the Autism Spectrum Digital Literacy - parent sessions on social media influence on children and youth Canadian National Institute for the Blind (CNIB) - mental health impact and supports for individuals experiencing vision loss <p>Parenting Sessions:</p> <ul style="list-style-type: none"> Kids Have Stress Too Circle of Security Triple P Parenting

Additional details regarding this work are available from May 17, 2022 report for the Board of Trustees, [Allocation from Surplus for Mental Health Supports Update](#).

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. Schools reported that the ease and convenience of virtual meetings supported connection with families for conferences and meetings.

In 2021-2022, 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 ongoing context of the pandemic. This work often had to be responsive to the unique needs and unpredictable circumstances presented by COVID-19.

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2021-2022 Priority Strategy: Strategically seek additional support for Division initiatives through such efforts as partnerships or seeking grant funding.

- In 2021, Edmonton Public Schools Foundation reimagined how to best serve Division students by broadening fundraising pillars beyond Full-Day Kindergarten in support of key Division actions. This work was informed by looking at current fundraising trends, engaging with stakeholders and examining the needs of students that could potentially be supported through the Foundation. A recommendation of an expanded fundraising strategy comprised of six pillars was brought forward for approval by the Foundation’s Board and endorsement by the Board of Trustees; the expanded pillars are:
 - Full-Day Kindergarten
 - Learning Tools and Technology
 - School Nutrition
 - Mental Wellness
 - Learning Enhancements
 - Enrichment Opportunities
- The Foundation’s peer-to-peer fundraising campaign and read-a-thon, Reading for Life, took place from May 18 to June 1. Staff, students, donors and community members raised nearly \$30,000 and read more than 4,000 books.
- Newly established community partnerships provided seed funding to establish two ongoing, sustainable programs to benefit Division students: Chromebooks for Kids and Fresh Hoops.
 - Through Chromebooks for Kids, more than \$120,000 was raised to purchase and distribute more than 500 devices at 65 schools across the Division. Edmonton Power Corporation (EPCOR) and the Edmonton Civic Employees Charitable Fund are two key donors who brought this program to life. Donations continue to come in, ensuring the program’s sustainability for at least the next two years.
 - The first outdoor basketball court refresh under the Fresh Hoops program took place in May, 2022 with support from the Edmonton Stingers, Edmonton’s Canadian Elite Basketball League team. Additional courts will be refreshed through this growing donor-funded program over the next several years.
- Through targeted use of funding, the Foundation also provided support for school and classroom libraries, school nutrition, mental wellness, and Full-Day Kindergarten.
- The Division was successful in an application to the Stollery Charitable Foundation for \$180,000 over three years to continue the work with Dr. Michael Ungar around building resilient school communities.
- The Division supported multiple partners in their grant writing efforts that resulted in funding for school-based supports, including the following projects:
 - STEM mentoring and tutoring program led by Boys & Girls Clubs Big Brothers Big Sisters of Edmonton.
 - Expansion of school nutrition supports provided by e4c and Hope Mission.
 - Extension of e4c’s nutrition education and capacity building components for students, staff and families to build healthier and more resilient families and communities.
 - Family Resource Network support for Terra Centre to deliver a home visitation program, targeted parenting groups for teen parents and community outreach that wraps around two generations within a family.
 - Expansion of Boyle Street Community Services’ Coordinated Youth Response for high risk youth.
- In March 2022 the Division hired a grant coordinator to support parent associations and schools in their efforts to raise funds for playgrounds. The coordinator is currently working with 17 parent associations to write matching grant applications as well as supporting their fundraising efforts.
 - The Division created a [Playground Planning Guide](#) to support parent associations through the process of developing a playground renewal/construction plan. The guide has a range of resources to support parents in better understanding the various stages of playground construction and tools to help them navigate each stage.



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

Section One: Key Division Strategies and Actions

First Nations, Métis and Inuit Students In Alberta Are Successful

Outcome: The achievement gap between results of self-identified First Nations, Métis and Inuit and Division-wide results is closed.

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 taking strategic steps to address systemic differences in education outcomes 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, world views, histories and current realities. It is through this holistic approach that the Division builds relationships that welcome, nurture and honour individual student's stories and cultures and supports the weaving of culture and curriculum to enhance the sense of belonging and learning for all students.

The Division has framed its work in support of First Nations, Métis and Inuit students around the six areas of policies and practices identified as critical to improve achievement for Indigenous students in the OECD report [Promising Practices in Supporting Success for Indigenous Students](#). The OECD research highlights the importance of relationships, working with families, engaging with the community, early learning, high quality school leadership as well as teaching and learning and monitoring for evidence of growth and progress. The strategies outlined for student success are important for Indigenous students and 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 2021-2022 school year and this report.

Key performance indicator data and analysis for First Nations, Métis, and Inuit Students In Alberta are Successful can be found in [Section Two](#).

High Quality Teaching and Learning (OECD priority area)

2021-2022 Priority Strategy: Continue to evaluate and review the High School Completion Coach model through the lens of student growth and progress towards high school completion.

- Expand the work to one additional high school for September 2021.

- The High School Completion Coach model began as a pilot at Queen Elizabeth High School in the 2019-2020 school year and expanded to Eastglen High School the following year. The model expanded to a third school, Jasper Place High School, for the 2021-2022 school year.
 - Research has shown that with a new initiative it can take three to five years to see improvement in outcomes. Despite some challenges fully implementing the model over the past two years due to challenges related to the pandemic, survey feedback from participating students affirms the positive impact of a high school completion coach for students. A summary of these results are provided in Table 9.
 - Evaluation of the High School Completion Coach model remains a key action in the 2022-2026 Four Year Education Plan.
- The High School Completion Coaches provided community connections to culture, cultural teachings and supports to students at each of the three schools in the areas of high school graduation requirements, post-secondary and career planning, academic and transition support and leadership opportunities.

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Table 9. Student feedback on High School Completion Coach model

	2020-21	2021-22
	n=24 (2 schools)	n=71 (3 schools)
Having high school completion coaches helped me have a sense of belonging at school	87%	91%
Having a high school completion coach helps to provide cultural experiences for students	87%	91%
Having high school completion coaches helps me to think about my future (e.g. selecting courses and exploring after high school plans)	92%	94%
Having high school completion coaches helps me with my learning	96%	89%
In general, it is helpful having High School Completion Coaches at my school	91%	99%
I feel like I am on track to completing high school	87%	94%

- In support of high quality teaching and learning and educational staff meeting Standard Five of the [Leadership Quality Standard](#) (LQS) and [Teaching Quality Standard](#) (TQS) the Division offered a range of professional learning to build staff knowledge and support the weaving of Indigenous world views into curriculum. These sessions were available to all Division staff, including leaders, teachers, consultants and support staff, and offered at many times throughout the 2021-2022 school year to help make them as accessible as possible. Participation data indicates that there were 869 participants across all sessions offered. There were 21 topics addressed through these sessions, including but not limited to:
 - Broadening Perspectives: Using Inclusive and Diverse Literature in the classroom
 - Creating a Welcoming Environment Through Indigenous Teachings
 - First Nations, Métis and Inuit Perspectives in Second Language Classrooms
 - Identity & Terminology: Building Foundational Knowledge
 - Inuit Experiences and Government Policy
 - Leading Professional Learning on Indigenous Foundational Knowledge
 - Métis Governance
 - Métis Scrip
 - Project Based Learning with First Nations, Métis and Inuit Perspective
 - Relationship to Place: Teaching Treaties in the Elementary classroom
 - Residential Schools and Their Legacy
 - Strengthening Relationships with First Nations, Métis and Inuit Families
 - Teaching Land Literacy through Indigenous games
 - *The Indian Act*
 - The Pass System
 - The Sixties Scoop: Understanding the Implications in Schools Today
 - Treaties and Agreements with First Nations
 - Truth, Reconciliation and Residential Schools
 - Using Literature to Weave First Nations, Métis and Inuit Knowledge into Your Elementary Classroom
 - Weaving Foundational Knowledge Through Literary Texts

Staff feedback from these sessions consistently reinforced the impact and importance of this learning for Division staff. The following is an example of this feedback:

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“When I hear the stories of Indigenous people, I become more and more acutely aware of the impact of systemic racism.”

Engaging Families and Members of the Community (OECD priority area)

2021-2022 Priority Strategy: Work with community members and agencies to explore how best to engage and support students and families.

- Schools collaborated with agencies, Elders, Knowledge Keepers, members of the community, caregivers and families in various ways to help support student success, connection to school and bringing Indigenous culture and world views into the school community. This work supported the online learning environment and in-person learning, as appropriate based on the flexibility and parameters of COVID-19 health restrictions. Examples of activities supported through these collaborative connections included:
 - Hosting Knowledge Keepers and Elders, who shared teachings with students and staff through:
 - Tipi Teachings
 - Seven Sacred Teachings
 - Grandfather Teachings
 - Traditional smudging training
 - Celebrating Indigenous culture through powwows, Métis Week and National Indigenous Peoples Day
 - Hosting the Coyote Pride youth mentoring program offered through Bent Arrow Traditional Healing Society
 - Honouring Residential School survivors on Orange Shirt Day
- Central staff supported Division schools in developing Treaty Land Acknowledgements.
 - Through this central support, staff and students collaborated to create authentic and personalized land acknowledgements, including in other languages such as Cree.
- Edmonton Public Schools recognized the first National Day for Truth and Reconciliation through holding a culturally responsive event at the Centre For Education.



- The event was opened by an Elder who shared his personal residential school story and included traditional First Nations drumming and dancing.
- To support participation from students across the Division, this event was live streamed.

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Regular Monitoring (OECD priority area)

2021-2022 Priority Strategy: Continue to examine variables within student achievement data to better understand which students are experiencing success and those students who require additional supports.

- Schools continued to use a variety of monitoring methods to strategically assess readiness for learning in the fall and identify programming support needed before further assessment in the spring to look at growth. Methods used in the fall and/or spring included:
 - EYE-TA (early learning)
 - Provincial literacy and numeracy screeners for students identified as at-risk
 - CAT4 (reading, mathematics, and computation and estimation)
 - Highest Level of Achievement Tests (HLAT) (writing)
 - At, Above or Below reading achievement
 - Resilience Survey
- These assessments are used in conjunction with teacher professional judgement to determine the most appropriate programming to meet the learning needs of each individual student.
- Schools monitored for progress and used data to inform when further assessment may be required, including referrals to SLS.
- High schools utilized student goals and tracking systems to monitor for assignment and course completion in support of a student's path to high school completion.
- The evidence-based work of the EAP in support of literacy and numeracy learning is founded in assessing students to inform learning and monitoring for growth. Approximately 20 per cent of the Division's self-identified First Nations Métis and Inuit students attend an EAP school.

2021-2022 Priority Strategy: Work with students and families to support regular school attendance after the disruptions caused by the pandemic.

- Amid the ongoing disruptions related to COVID-19, schools worked with families to support student success through various initiatives. These included, but were not limited to, home resource packs available for sharing by schools when students had to stay home due to isolation or illness, regular posting of classroom work in Google Classroom and SchoolZone, family choice at two points during the year to select online or in-person learning, connecting over the phone with families, outdoor before school chats/coffee with families and inviting families back into schools as restrictions were lifted in the spring. Due to ongoing disruptions related to the COVID-19 pandemic in 2021-2022 this work is ongoing.



Alberta has excellent teachers, school leaders and school authority leaders

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Alberta has Excellent Teachers, School Leaders and School Authority Leaders

Outcome: EPSB provides welcoming, high quality learning and working environments.

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 a range of opportunities that support professional learning and leadership development and by 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 staff in their journey of professional growth.

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

- The Division has a formal evaluation process for new teachers and beginning principals.
- Teachers develop yearly professional growth plans, which are reviewed by their principal.
- Certificated leaders and teachers are held accountable to the LQS and TQS.
 - To support staff attainment and growth within these standards, the Division offers professional learning that aligns with and enhances capacity across the standards.

The work to provide professional learning that will positively impact student success resides across the Division, as schools, catchments and central units all play a role in building staff capacity. Particular areas of focus for the Division include professional learning around the LQS and TQS competencies, providing support and guidance to emerging, aspiring and experienced leaders through the Leadership Development Framework and professional learning for all staff in the areas of anti-racism and equity and First Nations, Métis and Inuit education . This past year also saw a continued focus given to professional learning that supported staff confidence and capacity to work in the online learning environment.

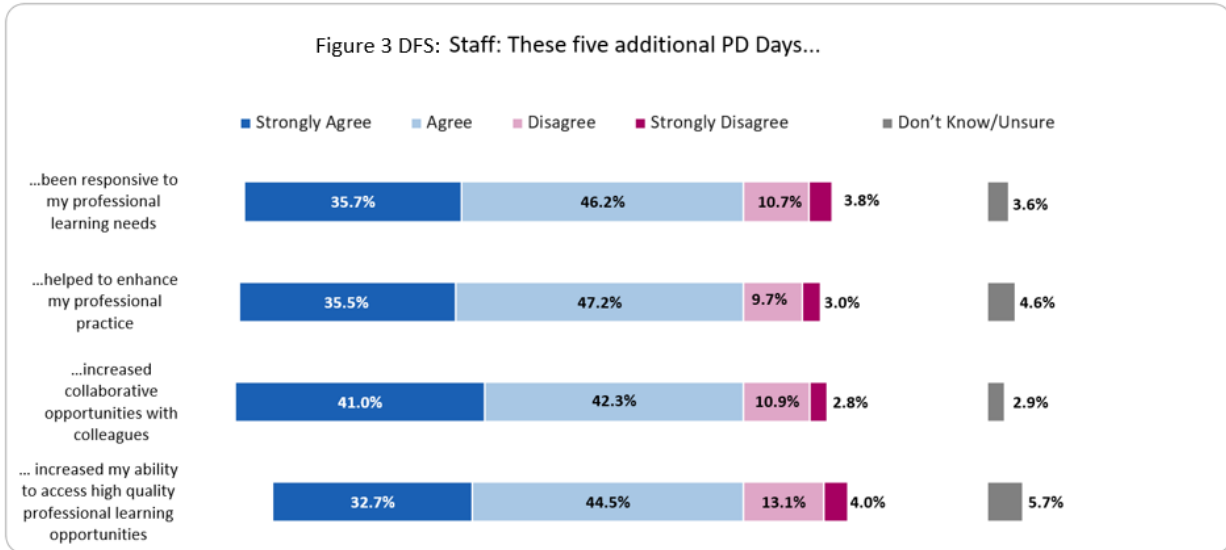
Key performance indicator data and analysis for Alberta has Excellent Teachers, School Leaders and School Authority Leaders can be found in [Section Two](#).

High Quality Teaching and Learning

2021-2022 Priority Strategy: Continue to ensure that quality professional learning is available to staff in multiple ways and time to promote participation and support accessibility.

- The five Division-wide professional learning days remain a valued strategy to support all staff to access and participate in professional learning that supports their ongoing growth and development. Feedback from staff on the 2021-2022 DFS questions related to the Division's calendar demonstrated the impact of these days of learning.

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- Over 95 per cent of professional learning delivered centrally was offered online, either through Google Meet or as self-paced learning. This flexibility enabled a greater number of staff to access these opportunities. In 2021-2022, there were:
 - 873 sessions from 407 different courses
 - 23,093 registrations from 6,434 employees for instructor-led sessions
 - 14,113 registrations in 12 online self-directed courses
 - 38 communities of practice
- 100 per cent of Leadership Development professional learning was delivered in an online learning environment
 - There were 62 modules offered to all staff, an increase of 20 per cent from 2020-2021, which resulted in a 29 per cent increase in staff attendance (n= 1,330).
 - 93 per cent of participants were satisfied with the sessions.
- A committee of leaders from Leadership Development, Staff Development, Career Transitions, Technology and Information Management, and CLS met in the spring of 2021 to create a decision-making framework for which professional learning sessions would return to in-person delivery (when safe to do so) and which would remain online. The conversation was based on research about effective professional learning, delivery modes and each team's own data. Discussion included the following points:
 - There has been feedback that participants missed the social aspects of in-person learning
 - There are few indicators that in-person is more effective for actual learning needs in many courses
 - Online delivery offers a series of advantages:
 - More accessible and equitable
 - More sessions can be delivered after school as there are not limits to room availability
 - Reduces the need for, and cost of, release time and supply staff coverage
 - Reduces administrative costs
 - Criteria for when professional learning should be offered in-person includes:
 - Sensitive nature of the content
 - Cohort based learning
 - Need to interact/be hands-on with resources

Section One: Key Division Strategies and Actions

2021-2022 Priority Strategy: Continue to build the capacity of educational staff through professional learning opportunities specifically focused on the online learning environment.

- Curriculum and Learning Supports provided a variety of professional learning offerings to support teaching and learning in the online environment. This professional learning addressed a range of topics, including assessment, career pathways, curriculum, literacy, music, science and second languages. The sessions included 20 consultant facilitated, synchronous professional learning sessions and 36 self-guided, asynchronous professional learning sessions.
- Staff teaching in the online learning environment belonged to a network and received ongoing information and support through video meetings, emails, links to resources and updates or tips around the functionality of Google Workspace and other tools to support the online learning environment.
- Four EdTech Online Summits, which are a series of professional development days about technology for teachers and staff, were offered online during Division professional learning days. Table 10 summarizes attendance at EdTech Online Summits across the 2021-2022 school year. Sessions included:
 - Teaching Career and Technology Foundation and Career and Technology Studies Online
 - What’s new with Google Meet and Classroom
 - Pear Deck - How to engage students and collect evidence
 - Google Classroom for assessment
 - Using third Party Apps such as Quizlet, Quizizz, Plickers, EdPuzzle and Blooket to capture student learning
 - Pear Deck for Literacy and Numeracy
 - Creative Assessments with Screencastify
 - Using Google Apps for Student Engagement and Collaboration
 - Using Google Drawings for Students to Demonstrate Evidence of Learning

Table 10. Number of unique attendees participating in EDTech Online Summits

October 2021	November 2021	January 2022	April 2022
97	311	241	168





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

Section One: Key Division Strategies and Actions

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

Outcome: EPSB provides enhanced public education through communication, engagement and partnerships.

Edmonton Public Schools values 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 its decision-making and policy development.

The Division values accountability and transparency regarding its results and decisions. To support 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, understanding data, implementing research or evidence-based practices, planning in support of the Division's [2018-2022 Strategic Plan](#) and communicating our results. These efforts help to inform future planning that reflects continuous improvement for schools and central departments, with the ultimate goal of supporting the success and well-being of each student served by the Division.

Key performance indicator data and analysis for Alberta's K-12 Education System is Well Governed and Managed can be found in [Section Two](#).

Anti-racism, Equity and Transparency

2021-2022 Priority Strategy: Implement the Division's Anti-racism and Equity Action Plan to support anti-racism within the Division.

- Establish an Anti-racism and Equity Steering Committee to provide oversight and monitor the action plan.
- Establish a working group to advance the development of a model to collect race-based data.
- Establish a working group to advance the development of anti-racism and equity support for schools.
- Establish a working group to support the review of Division Human Resource practices and processes.

In the fall of 2021 the Division released its Anti-racism and Equity Action Plan. The plan was developed based on feedback from staff, students, families and community members and serves as a guide to the Division's commitment towards anti-racism. The plan is structured around three key areas of action:

- Support for Schools and enhancing school capacity.
- A focus on Human Resource practices and the engagement of all staff.
- Development of a model to support the collection of extended student demographic data (previously referred to as race based data).
- An Anti-racism and Equity Steering Committee was established to support shared leadership across the Division toward implementation of the plan, help facilitate congruence across the plan and monitor for ongoing progress. Membership of the steering committee brought together a diversity of backgrounds, perspectives and areas of expertise from within the Division. The steering committee also worked closely with the Anti-racism and Equity Principal Committee, representing school perspective Kindergarten to Grade 12.
- In addition to the Steering Committee, three subcommittees were established, one for each of the three key areas of actions outlined in the plan. The subcommittee groups were responsible for the actions outlined in their area and reported their progress back to the Steering Committee on a regular basis.

Section One: Key Division Strategies and Actions

- The collection of extended student demographic data's subcommittee is made up of staff from across multiple central decision units, reflecting the complex nature of the expertise and experience needed to support this initiative. This included staff representing: anti-racism and equity; First Nations, Métis and Inuit; technical infrastructure; student information management; research and survey development; communications; legal and policy considerations; and ethical data governance.
 - Over the 2021-2022 school year, the group worked collaboratively to develop a model for data collection that was both technically valid and rigorous as well as safe and responsive for students. To achieve this, they consulted with students and community members, Division staff, and other school divisions who have engaged in this type of work, in addition to reviewing relevant literature and best practices in the field.
- The support for schools and enhancing school capacity's subcommittee is made up of members of the Division's Diversity Team and the First Nations, Métis and Inuit Education Team. For the 2021-2022 school year, the work of the subcommittee had two main focuses:
 - The delivery of professional learning intended for all Division staffing covering the following key topics:
 - Key definitions of integrative anti-racism to ensure common understanding of terminology.
 - Understanding bias and microaggressions as key factors in combating racism and other forms of oppression.
 - Dealing with racialized situations to build staff capacity to recognize and respond to situations involving racism.
 - Understanding allyship to build staff capacity to support marginalized students in ways that centre their needs.
 - Foundational Knowledge about First Nations, Métis and Inuit and Reconciliation.
 - Collaborative work to provide support to schools in their efforts to build staff and student capacity in the area of anti-racism and to create school communities that feel inclusive to all students.
 - The work to support schools also included the introduction of the Anti-racism Critical Support Team (the ARC Team provides support around issues of racism/discrimination).
- The Division also introduced a multi-faith calendar to help schools plan for their diverse student communities. The multi-faith calendar is another step forward in making school a welcoming and inclusive place for every single student. School staff will use the calendar as a reference when planning school events, student exams and project deadlines
 - The calendar was developed with support from the community and was introduced as a resource for the 2021-2022 school year.
- The Human Resources (HR) subcommittee is made up of members from across the Division's HR department; the subcommittee also worked closely with the Anti-racism and Equity Principal Committee. Over the course of the 2021-2022 operational year, the committee took on several initiatives in the area of Division human resource practices, including:
 - The development of an updated Diversity and Inclusion statement to support a range of HR functions, including new employee attraction and hiring. The statement represents the Division's commitment to anti-racism and equity work and highlights who we aspire to be as a Division.
 - The review of hiring practices for teachers through an anti-racism lens. To help inform areas for improvement, feedback was gathered from

Diversity and Inclusivity Statement

We are listening, we are learning, and we are committed.

Edmonton Public Schools aspires to be a learning community where every individual belongs, is included and experiences success. We strive to empower staff to reach their goals in a diverse, equitable and inclusive workplace that values their lived experiences. We are seeking individuals like you, who reflect the students and families we serve.

Together, we are stronger.

Section One: Key Division Strategies and Actions

teachers new to the Division through a survey. Though the focus was specific to teachers, lessons learned will help to inform hiring for other staff groups.

- The development of training for hiring managers relating to implementing the hiring process through a lens of anti-racism and equity.
- Initiation of leadership conversations to gather feedback from existing and potential leaders. This feedback will help inform our work relating to leadership development and striving for equitable representation amongst Division leadership.
- A review of the application process for the Aspiring Principal Development Program through a lens of anti-racism and equity.
- The Anti-racism and Equity Action Plan also included the Division's commitment to initiate the review of all board policies and administrative regulations through the direction and intent set out in [Board Policy HAAB.BP Anti-racism and Equity](#) as well as an anti-racism and equity lens.
 - The Division conducted a scan of all board policies to identify and prioritize policies in need of review through this lens. The results of this scan will be used to inform the future years' policy review and revision priorities for the Trustee Policy Review Committee.
 - Staff from HR initiated a review of all HR administrative regulations through an anti-racism lens; this work is ongoing and will be supported by the work of the HR subcommittee supporting progress in the human resources area of the action plan.

Ongoing Engagement and Communication with Educational Stakeholders

2021-2022 Priority Strategy: Continue to intentionally engage with stakeholders to inform the work of the Division, including advisory committees, listening circles, school councils, focus groups and surveys.

Every year the Division engages with its many stakeholders to help inform school and Division level direction and decision-making. A full list of the types of engagement used by the Division to seek feedback is available in the [2022-2026 Four-Year Education Plan](#). Highlights of engagement undertaken in 2021-2022 include:

- School Calendar Engagement: Feedback was sought from students, staff and families using a unique set of questions on the DFS. The questions focused on gathering stakeholder perspectives around the school calendar. Questions explored stakeholders' valuing of certain traditional break times, the importance of having a more inclusive calendar and when days off were preferred. Quantitative results have been analyzed and shared with the Trustee Policy Review Committee and Division leadership staff to inform the review and revision of board policies and administrative procedures related to the annual work of establishing the Division's operational calendar.
- School Renaming Advisory Committee: Recruitment for a School Renaming Advisory Committee opened in June 2022. The committee's membership will consist of parents, staff, students, members of the community and two Trustees; the advisory committee will offer perspectives and advice related to criteria and process to support the consideration of the renaming of a school. Feedback from the advisory committee will inform policy development in this area and support the Division's work to review all school names, as set out in the September 7, 2021 Board motion.
- Renaming of Dan Knott School Engagement: The Division facilitated an online values-based discussion with stakeholders to elicit what was most important about the school and the community surrounding it. Supported by the Division's Diversity Education and Infrastructure teams, a committee comprised of an Indigenous Elder and three Knowledge Keepers used the results of the community engagement to inform the recommendation

Section One: Key Division Strategies and Actions

of a new name for the school to the Board of Trustees. The school was renamed kisêwâtisiwin on May 17, 2022.

- School-Level Engagement: Schools engaged with students, staff and families in a variety of ways including school councils, student councils, informal surveys and focus groups. Feedback and voice from these various activities helped to support decision-making and inform planning and programming.
 - Recognizing the importance of the role of parents as partners in their child’s learning, parents were invited to participate in both results review and school budget planning.
 - The Board of Trustees continued to support all schools in the ability to form a school council by covering the Alberta School Councils’ Association membership fees on behalf of Division schools.
- Strategic Planning Engagement: In the work to develop the 2022-2026 Strategic Plan, the Board of Trustees sought input from staff, students and families. A set of questions specific to the development of the Strategic Plan were included as part of the 2021-2022 DFS. All feedback was collated, themed and shared back with Trustees, who used it to inform the final development of the new Strategic Plan. Stakeholder feedback responded to an early draft of the plan and informed the clarifying and simplifying of language and the refining of key priority areas and supporting goals.
- Student Senate: The Student Senate serves as a youth engagement model to promote active student participation in youth governance within education and to provide the Board of Trustees with a meaningful way to access student voice. Membership of the Student Senate is made up of students from across Division high schools. In turn, student senators engage with other students back at their school and work across their catchment to further extend the reach of the Student Senate.
 - To help focus the direction, energy and impact of the Student Senate, they establish a yearly work plan that focuses on real-life application projects that are informed by the voices of their peers. The Student Senate reports on their efforts to meet their work plan goals at three public Board meetings throughout the year. Last year’s final report is available [here](#) and the tools and resources developed by the Student Senate are posted on the [Student Senate webpage on epsb.ca](#).



- Staff Collaborative Conversation: In its work supporting anti-racism and equity, the Division has committed to seeking the voice of stakeholders on a regular basis to better understand how we can do better and to help inform the work. To hear from staff, the Division hosted a Staff Collaborative Conversation. One hundred and fifty-one staff from across all staffing groups were invited to participate in the conversation. The event was held online due to pandemic protocols. The conversations were held in small groups and supported by a facilitator and a notetaker. Themes from the conversations were recorded and feedback from the collective voices of staff helped to inform the work related to anti-racism and equity.

Section One: Key Division Strategies and Actions

Ongoing Engaged and Effective Governance

2021-2022 Priority Strategy: Support and onboard the new elected Board of Trustees relevant to their role and responsibilities.

- To support the onboarding of the newly elected Board of Trustees, the Division provided extensive training that included an overview of key Division documents, a presentation from an external legal counsel around the role of a trustee, professional learning, and brown bag lunch presentations to build capacity in governing a public school division. Examples of onboarding topics provided included:
 - “How We Do Our Jobs” – an orientation session to create common understanding amongst Trustees around communication, time and behaviour expectations and Board meeting procedures and mechanisms
 - An overview of the Division’s budget and the provincial funding allocation formula
 - Understanding Freedom of Information and Protection of Privacy (FOIP)
 - Management of the Division’s infrastructure portfolio through the lens of the Division Real Estate Strategy
 - Capital Planning and Alternative Programs
 - Public Engagement
 - Board and Administration Roles and Responsibilities

2021-2022 Priority Strategy: Engage the incoming Board around the cycle of assurance, including the development of a new Strategic Plan.

- Over the course of their first year in office, the Board of Trustees worked to develop the [2022-2026 Strategic Plan](#). To gain a comprehensive understanding of the work of the Division, our strengths and areas of opportunity, the following key documents and data were reviewed by the Board:
 - 2020-2021 Annual Education Results Report (AERR)
 - 2021-2024 Three-Year Education Plan
 - 2020-2021 Division Feedback Survey
 - Strategic Plan Update: Governance and Engagement
 - 2021 Strategic Plan Update: Literacy and Numeracy
 - 2021 Strategic Plan Update: First Nations, Métis and Inuit
 - Equity Achievement Project
 - HAAB.BP Anti-racism and Equity
 - 2021-2022 Anti-racism and Equity Action Plan
- The Board also valued the voices of students, staff, and families through school and central decision unit results review presentations and conversations with stakeholders throughout the fall of 2021.
- Trustees examined the current context of education and the broader society to help them better understand the needs of students both today and looking ahead over the next four years.
- Feedback from students, staff and families on the draft Strategic Plan was also collected through the DFS; along with quantitative data, comments from over 16,000 individuals were collated, themed and shared back with the Trustees, who used DFS data to help inform the final development of the new Strategic Plan.
- [The 2022-2026 Strategic Plan](#) was approved at the June 21, 2022 Board meeting and will provide direction for the Division over the course of the next four years.

Section Two: Key Performance Indicators Analysis

One of the ways the Division monitors for evidence of progress is through the analysis of a variety of key performance indicators. These include both provincial measures and local measures that have been intentionally identified by the Division to help support our work. Results are analyzed at the Division level to inform system planning and reporting. Schools reflect on Division results, but focus more intently on their individual results to support both programming for students and annual planning that is responsive to the needs of the school community. Within this section of the document Division results for each of the four provincial outcome areas have been analyzed for evidence of success or progress and the identification of opportunities for improvement.

Alberta’s Students are Successful

Early Learning

Local Measures

Early Years Evaluation - Teacher Assessment

In the absence of provincial data specific to the early years, the Division uses the 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 for those children identified in the fall as requiring Tier 2 or 3 support or who arrived new to the class mid-way through the year. The fall data serves as a source of information to inform programming for the entire class, small group instruction and strategies to meet individual children's needs. Information from the fall EYE-TA may also serve to indicate that further assessment may be required. In lieu of a first term Kindergarten progress report, Kindergarten teachers share individual EYE-TA reports with parents/guardians.

It is the intent that each fall all Kindergarten children are assessed through the EYE-TA; however, for the 2020-2021 and 2021-2022 school years, only children learning in-person were assessed using the EYE-TA. Additionally, results for the 2020-2021 cohort should be contextualized into the provincial change to age eligibility criteria to enter Kindergarten, resulting in a slightly older cohort of children entering Kindergarten (see Table 11).

Table 11. EYE-TA Demographic Profile	2017-18	2018-19	2019-20+	2020-21*+	2021-22**
Number of children assessed	7,621	7,593	8,032	4,851	7,693
Average age of Kindergarten children on Sept 1	5.11	5.12	5.12	5.18	5.21

*Significantly lower numbers reflect online students who were not assessed and lower Kindergarten registrations as some families may have waited an additional year to register their child for school due to COVID-19 concerns.

**Reflect only children learning in-person.

+Incomplete or no spring assessment

Overall, the 2021-2022 spring EYE-TA results indicated a return to pre-COVID spring results (see Table 12). There was a slight increase in certain domains in fall readiness, which may be attributable to the change in provincial age eligibility criteria. It is likely that the older cohort of children are more developmentally ready than previous

Section Two: Key Performance Indicators Analysis

cohorts with slightly younger children entering Kindergarten. As well, some children attended Kindergarten online and were not included in this assessment; it is uncertain as to how this may have influenced results.

Table 12. EYE-TA Division Indicator	Results (in percentages)									
	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	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	59	81	58	81	59	n/a	64	n/a	61	80
	22		23		n/a		n/a		19	
Awareness of Self and Environment	80	92	79	92	79	n/a	82	n/a	81	92
	12		13		n/a		n/a		11	
Social Skills and Approaches to Learning	76	89	76	89	77	n/a	81	n/a	80	89
	13		13		n/a		n/a		9	
Cognitive Skills	60	88	60	88	60	n/a	68	n/a	64	88
	28		28		n/a		n/a		24	
Language and Communication	75	89	74	89	74	n/a	79	n/a	77	88
	14		15		n/a		n/a		11	
Physical Development										
Fine Motor	69	92	68	92	71	n/a	76	n/a	73	91
	23		24		n/a		n/a		18	
Gross Motor	79	93	76	93	77	n/a	79	n/a	78	93
	14		17		n/a		n/a		13	

* 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

Literacy And Numeracy

The Division triangulates results from a range of provincial and local measures to gain insight into students' growth and achievement in literacy and numeracy. Provincial measures include results from PATs, diploma exams and the AEA Survey. Local measures include results from the Division Focus on Reading (DFR) teacher reported reading levels, HLATs and CAT4s. These tools each measure different components of literacy and numeracy, specifically reading, writing, mathematics and computation and estimation. This section provides an overview of the Division's 2021-2022 results from each of these measures.

Alberta Education Assurance Measures

Provincial Achievement Tests - All Division Students

Table 13 provides an overview of the overall achievement on PATs for Division students at the acceptable standard and the standard of excellence. Comparable to overall provincial results, Division results reflect the disruption to learning as a result of the pandemic. New to the report this year, [Appendix B, Figures 1-14](#) provide PAT results broken down by each subject area; these more detailed results mirror the overall results, demonstrating a pattern

Section Two: Key Performance Indicators Analysis

of lower outcomes as a result of the impact of learning disruption. Within this context, it should be noted that the Division's achievement in the area of Standard of Excellence continues to surpass provincial results.

The Division's overall PAT results (Table 13) affirm the importance of Priority 1, Goals 1 and 2 of the Division's 2022-2026 [Strategic Plan](#) and related actions outlined in our [Four Year Education Plan](#).

		2017-18	2018-19	2019-20	2020-21	2021-22
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	Division	75.2 (n= 13,817)	76.1 (n= 14,637)	n/a	n/a	68.1 (n= 16,256)
	Province	73.6 (n= 100,210)	73.8 (n= 104,264)	n/a	n/a	67.3 (n= 109,833)
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	Division	24.1 (n= 13,817)	25.6 (n= 14,637)	n/a	n/a	21.7 (n= 16,256)
	Province	19.9 (n= 100,210)	20.6 (n= 104,264)	n/a	n/a	18 (n= 109,833)

*Acceptable results include students who achieved a standard of excellence.

Provincial Achievement Tests - English Language Learners

Table 14 provides an overview of PAT achievement for ELL students. These results demonstrate a similar pattern to overall provincial and Division results (Table 13), which is a decline compared to pre-pandemic outcomes. [Appendix B, Figures 15-28](#) demonstrate that Division results for standard of excellence remained closer to pre-pandemic outcomes; this pattern aligns with provincial results. Again, Division results in the area of Standard of Excellence continues to surpass those of the province.

It should be noted that Division results for ELL Knowledge and Employability (K&E) PATs ([Appendix B, Figures 21, 24, 26 and 28](#)) stand out as unusual, as they decreased significantly compared to prior years and compared to provincial results. A closer look at this data found that the cohort was much smaller compared to previous years, between 10 and 21 students compared to between 71 and 81 students. Smaller cohorts can mean much greater variability in results.

		2017-18	2018-19	2019-20	2020-21	2021-22
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	Division	71.5 (n= 3,280)	72.6 (n= 3,612)	n/a	n/a	66.6 (n= 3,679)
	Province	69.4 (n= 15,104)	70.2 (n= 16,183)	n/a	n/a	65.8 (n= 15,972)
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	Division	18.9 (n= 3,280)	20.5 (n= 3,612)	n/a	n/a	19.4 (n= 3,679)
	Province	15.5 (n= 15,104)	16.4 (n= 16,183)	n/a	n/a	15.2 (n= 15,972)

*Acceptable results include students who achieved a standard of excellence. N-size is for acceptable and excellence cohort

Section Two: Key Performance Indicators Analysis

Alberta Education Assurance Survey

Alberta Education reaches out to students, staff and families each year through the Alberta Education Assurance Survey (AEA). The survey gathers information on the quality of education provided by school authorities and their schools. Results from the survey reach across all provincial outcome areas and help the Division develop its annual education plan, report on its annual results and reflect on how the Division is doing compared to the rest of the province.

As Table 15 shows, the overall percentage of students who felt they could get help with reading and writing at school when they needed it remained below pre-pandemic levels. However, results for students in Grades 10 to 12, which had decreased the most, show signs of improvement compared to 2020-2021, indicating that students may have felt more supported in 2021-2022. Results likely reflect the ongoing pandemic-related learning challenges experienced by students in 2021-2022, such as public health requirements to shift to online learning and mandatory isolations and quarantines. These disruptions and transitions may have influenced ease of access to teaching staff, additional resources or supports and students’ overall feeling of connection to school.

Table 15. AEA Survey					
Students in Grades 4-12 reporting they can get help with reading and writing at school when they need it.					
	2017-18	2018-19	2019-20	2020-21	2021-22
Grades 4	89 (n=10,155)	88 (n=10,633)	88 (n=10,382)	85 (n=8,931)	85 (n=9,478)
Grades 7	88 (n=5,984)	87 (n=6,422)	88 (n=7,005)	85 (n=5,462)	85 (n=6,232)
Grades 10	80 (n=5,790)	81 (n=5,956)	80 (n=6,003)	71 (n=3,553)	74 (n=5,168)

Local Measures

Reading, Writing and Mathematics

The Division’s local literacy and numeracy results demonstrated evidence of success as well as confirming opportunities for growth. Despite the ongoing complexities resulting from COVID-19, 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.

Division Reading Results

Each year the Division uses a triangulation of evidence including observations, assessment and conversations with students to determine if students are reading at, above or below grade level based on outcomes from the Alberta curriculum. Teacher-reported reading achievement provides 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 demonstrating reading at grade level based on the Alberta curriculum. In addition, this information is helpful in communicating with families around their child’s literacy journey. Table 16 provides an overview of the percentage of students in Grades 1 to 9 reported by teachers in May to be demonstrating reading behaviours that are at or above grade level for the 2021-2022 school year.

Section Two: Key Performance Indicators Analysis

Division Reading Results - All Students

Results represented in Table 16 indicate that teacher reported reading achievement in 2021-2022 remained below pre-pandemic levels for students in Grades 1 to 6, and were mostly flat or decreased slightly compared to 2019-2020 and 2020-2021. Caution should be exercised when comparing 2021-2022 results with the two prior years, as approximately 28 to 30 per cent of students participated in online learning for each quarter of the 2020-2021 school year; and in 2019-2020 all students had moved to remote online learning in March for the remainder of the school year. Teachers may have used their last in-person assessment to inform their judgement of end of year reading levels.

Reading achievement for students in Grades 7 and 8 was comparable to or slightly exceeded pre-pandemic levels in 2021-2022, indicating that their ongoing literacy growth was less impacted by pandemic disruptions compared to younger students. Pre-pandemic results are not available for Grade 9 students because this reporting was not mandatory at the time.

Enrolment Grade	2017-18		2018-19		2019-20*		2020-21**		2021-22	
	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results
Grade 1	64.7	7,875	64.6	8,095	54.3	8,082	60.9	8,042	59.5	7,516
Grade 2	71.5	7,836	72	7,945	65.9	8,155	66.7	7,849	66.8	8,278
Grade 3	75.4	7,506	73.7	7,951	68.8	8,062	70.2	7,984	68.3	8,021
Grade 4	73.4	7,563	72.9	7,659	68.7	8,057	70.3	7,910	67.6	8,111
Grade 5	73.7	7,514	72.6	7,722	69.7	7,797	70.5	7,908	71.4	8,055
Grade 6	75.3	7,063	74.4	7,726	70.6	7,783	71	7,746	70.3	8,104
Results (Grades 1 to 6)	72.3	45,357	71.6	47,098	66.3	47,936	68.2	47,439	67.4	48,085
Grade 7 *	74.5	6,762	74.9	7,157	75	7,882	70.9	7,692	74.3	7,849
Grade 8 **			74.1	6,864	73.6	7,338	71.3	7,929	74.3	7,832
Grade 9 ***					73.3	6,564	73.7	7,070	76.3	7,777
Results (Grades 1 to 9)	72.5 (Gr. 1 to 7)	52,119 (Gr. 1 to 7)	72.3 (Gr. 1 to 8)	61,119 (Gr. 1 to 8)	68.7	69,720	69.4	70,130	69.9	71,543

* 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 8 became mandatory in 2018-2019.

*** Grade 9 became mandatory in 2019-2020.

+ Assessment occurred after the move to online learning at the end of March, 2019. Many teachers used their last in-person assessment to inform their judgement of reading skills.

+ + Approximately 30 per cent of all Division students were online.

Section Two: Key Performance Indicators Analysis

Division Reading Results - English Language Learners

Similar to results for all Division students in Table 16, results for ELL students in Table 17 indicate that teacher reported reading achievement in 2021-2022 remained below pre-pandemic levels for students in Grades 1 to 6. Reading achievement for Grades 7 and 8 ELL students is progressing back to pre-pandemic results, and there is no pre-pandemic data for Grade 9 students. Overall, except in Grade 1, there is a gap in results between ELL students and overall Division results. This difference increases in Divisions 2 and 3, indicating opportunities for the Division to further explore more targeted literacy programming and support for ELL students.

Enrolment Grade	2017-18		2018-19		2019-20 ⁺		2020-21 ^{**}		2021-22	
	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results
Grade 1	65.2	2,425	65.8	2,754	55.8	2,622	62.2	2,453	59.7	1,897
Grade 2	70.7	2,607	69.3	2,681	63.6	2,944	66	2,683	63.9	2,710
Grade 3	72.8	2,549	71.6	2,760	64.2	2,843	68.4	2,992	66.1	2,789
Grade 4	67.9	2,495	67.8	2,534	64	2,760	64.7	2,757	61.4	2,821
Grade 5	65.7	2,288	64.8	2,255	60.4	2,318	63.1	2,412	63.1	2,360
Grade 6	66.2	1,964	64.2	2,197	58.8	2,064	61.3	2,129	60.1	2,075
Results (Grades 1 to 6)	68.3	14,328	67.4	15,181	61.4	15,551	64.6	15,426	62.6	14,652
Grade 7 *	62.5	1,790	64	1,842	64.9	2,007	60.2	1,864	62.5	1,821
Grade 8 **			61.1	1,736	59.7	1,701	59.8	1,891	62	1,640
Grade 9 ***					57.3	1,577	61.6	1,578	61.7	1,712
Results (Grades 1 to 9)	67.6 (Gr. 1 to 7)	16,118 (Gr. 1 to 7)	66.5 (Gr. 1 to 8)	18,759 (Gr. 1 to 8)	61.3	20,836	63.5	20,759	62.5	19,825

* 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 8 became mandatory in 2018-2019.

*** Grade 9 became mandatory in 2019-2020.

⁺ Assessment occurred after the move to online learning at the end of March, 2019. Many teachers used their last in-person assessment to inform their judgement of reading skills.

⁺ * Approximately 30 per cent of all Division students were online.

Section Two: Key Performance Indicators Analysis

HLAT Writing Results - All Students

HLAT is a Division-wide assessment used to measure student progress in writing against the Alberta English Language Arts Program of Studies. Students respond to a prescribed prompt in order to allow for consistent administration and collection of comparable data.

Table 18 summarizes the percentage of students writing at or above grade level, based on Division HLAT results for students in Grades 1 to 9. Similar to the teacher-reported reading level results, HLAT writing level results for students in Grades 1 to 6 have remained below pre-pandemic levels. There was variation across each grade's results in 2021-2022 compared to the results of the previous year. Grades 1 to 3 results all improved compared to 2020-2021, while results for Grades 4 to 6 declined compared to 2020-2021. Similar to the reading level results in Table 16, writing results for Grades 7 to 9 remained comparable or improved slightly in 2021-2022 over the previous year, although results remain below pre-pandemic levels for these grades. As with the reading data, comparison to 2020-2021 results should be done with caution given the disruptive and unique context of both these learning years.

Enrolment Grade	2017-18		2018-19		2019-20	2020-21*		2021-22	
	% At or Above	Total Students Writing	% At or Above	Total Students Writing		% At or Above	Total Students Writing	% At or Above	Total Students Writing
Grade 1	80.3	7,310	80.7	7,525	HLATs were not administered due to the pandemic	74	7,227	74.9	6,814
Grade 2	74.5	7,718	76.5	7,822		68.2	7,486	69.5	8,006
Grade 3	72.5	7,414	70	7,818		65.5	7,622	65.8	7,740
Grade 4	71.4	7,500	69.9	7,586		65.4	7,586	64.4	7,837
Grade 5	70.3	7,428	68	7,635		66.4	7,615	66.2	7,789
Grade 6	74.6	6,998	70.9	7,604		70.1	7,479	67.6	7,823
Grade 7	76.9	6,600	73.5	7,026		70.4	7,205	70.5	7,466
Grade 8	77.7	6,478	73.6	6,730		69.1	7,253	69.3	7,323
Grade 9	75.2	6,417	76.2	6,585		70.7	6,725	71.6	7,519
Results (Grades 1 to 9)	74.7	63,863	73.2	66,331			68.8	66,198	68.8

*Approximately 30 per cent of all Division students were online.

HLAT Writing Results - English Language Learners

In 2021-2022, ELL HLAT results for students in Grades 1 to 3 were comparable to Division results for students in Grades 1 to 3. Beginning in Grade 4 results begin to demonstrate a gap between ELL students and overall Division results. This gap is consistent with patterns evident in previous years' results. There is an opportunity for the Division to further explore instructional practices that support ELL students in their growth as writers.

Section Two: Key Performance Indicators Analysis

Enrolment Grade	2017-18		2018-19		2019-20	2020-21*		2021-22	
	% At or Above	Total Students Writing	% At or Above	Total Students Writing		% At or Above	Total Students Writing	% At or Above	Total Students Writing
Grade 1	79.7	2,361	80.3	2,674	HLATs were not administered due to the pandemic	73.5	2,336	75	1,804
Grade 2	76	2,562	76	2,640		67.6	2,583	68.6	2,622
Grade 3	71.6	2,509	70.9	2,721		64.5	2,868	66.8	2,711
Grade 4	68.6	2,467	67.1	2,501		61.8	2,681	61.1	2,732
Grade 5	65.6	2,254	64.1	2,235		60.2	2,362	61.3	2,301
Grade 6	67.4	1,950	64	2,158		61.4	2,086	60.2	2,023
Grade 7	69.5	1,755	65.1	1,812		63.7	1,768	60.6	1,784
Grade 8	67.5	1,547	63.3	1,726		59.8	1,770	60.6	1,569
Grade 9	61.3	1,389	63.7	1,505		61.1	1,537	61.7	1,711
Results (Grades 1 to 9)	70.4	18,794	69.1	19,972			64	19,991	64.1

*Approximately 30 per cent of all Division students were online.

CAT4 Reading, Mathematics and Computation and Estimation Results

In 2021-2022, the Division implemented the CAT4 assessment for Grades 2 to 9 across the Division. The following figures illustrate Division and ELL student results in reading, mathematics and computation and estimation from the fall to the spring of 2021-2022 compared to the pre-COVID-19 Canadian norm. Cohort sizes ranged from approximately 6,400 to 7,000 across grades in the fall and spring for all students, and between 1,350 and 2,500 for ELL students; further details are available in [Appendix B](#).

In this first set of CAT4 data, Division results tell an encouraging overall story of growth, with the majority of grades demonstrating that students either experienced growth and/or performed above the Canadian norm. As this is the first year of working with these results, analysis is ongoing for schools and the Division and there is anticipation to have multi-year results to provide further context and to see patterns over time.

CAT4 Reading, Mathematics and Computation and Estimation Results - All Students

Overall, there is much to celebrate, with students in Grades 5 to 9 achieving above the Canadian norm in reading and considerable growth for Grades 2 and 4 students (Figure 4). There is opportunity for further exploration of Grade 3 results; this cohort of students were in Grade 1 at the beginning of the pandemic. As well, in Grades 8 and 9, overall results decreased slightly, indicating opportunities to look more closely for these grades as well. In mathematics, students in Grades 4 to 8 are performing above the Canadian norm and Grades 2 and 3 students experienced significant growth (Figure 5). Results for Grade 9 students require a more in depth analysis to better understand implications for programming.

In computation and estimation, Grades 4 to 9 students are performing above the Canadian norm and students in Grades 2 and 3 experienced substantial growth (Figure 6).

Section Two: Key Performance Indicators Analysis

CAT4 Reading, Mathematics and Computation and Estimation Results - English Language Learners

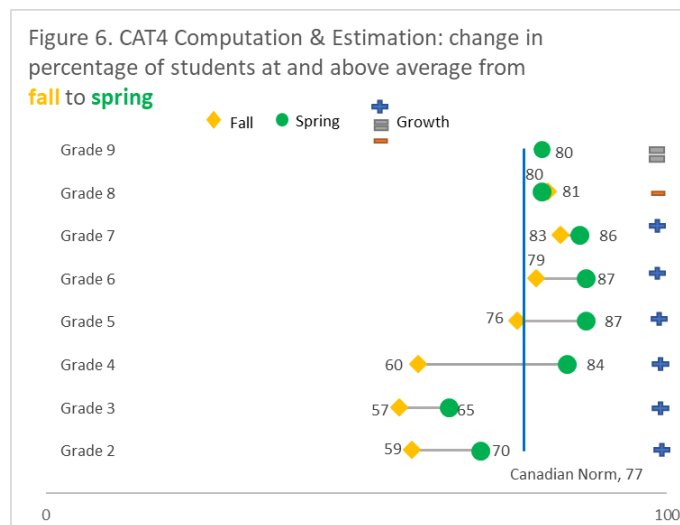
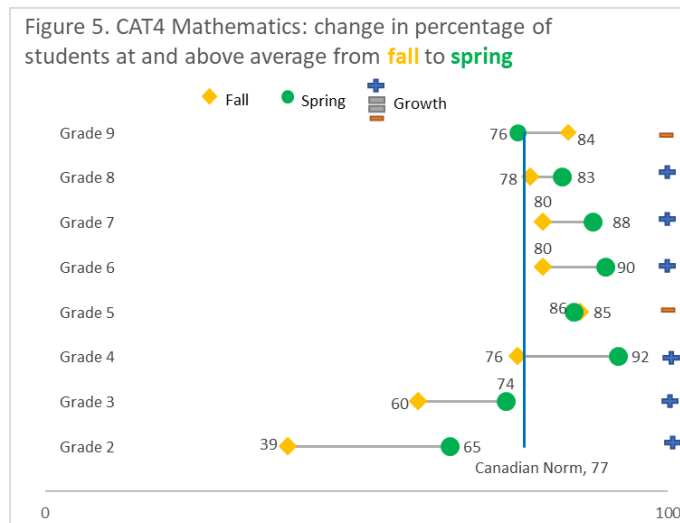
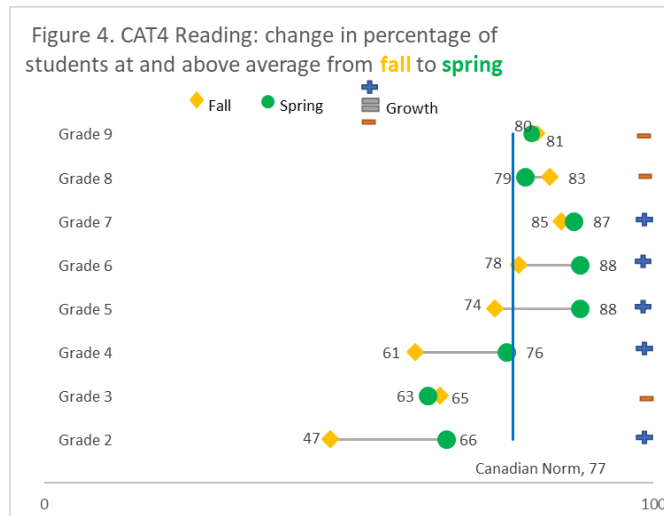
ELL student achievement on the CAT4 follows a similar pattern to the Division cohort for reading, with Grades 5 to 7 achieving above the Canadian norm and considerable growth for students in Grades 2 and 4 (Figure 7). The pattern of interest for Grades 3, 8 and 9 is the same as the Division's cohort but more pronounced for ELL students. In mathematics, Grades 4 to 8 students are performing above the Canadian norm and students in Grades 2 and 3 experienced significant growth, similar to Division results.

In computation and estimation, Grades 4 to 8 students are performing above the Canadian norm and students in Grades 2 and 3 experienced substantial growth (Figure 9). Again, Grade 9 results indicate a closer look is required.



Section Two: Key Performance Indicators Analysis

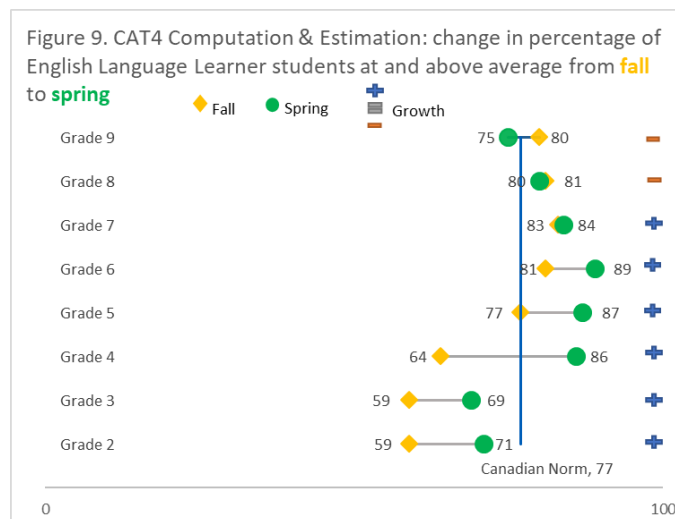
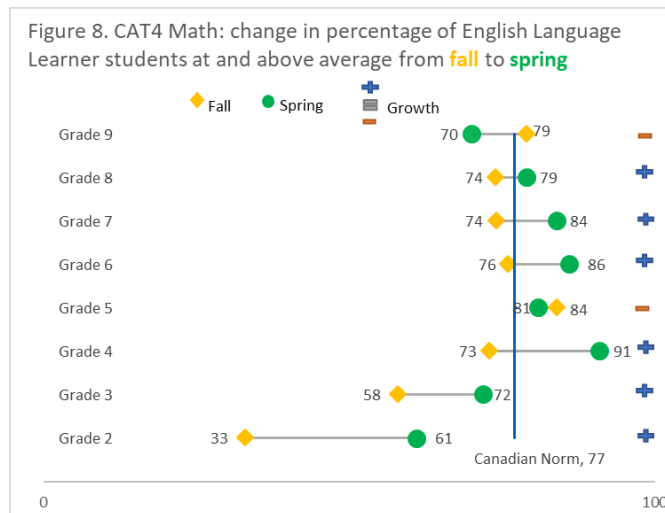
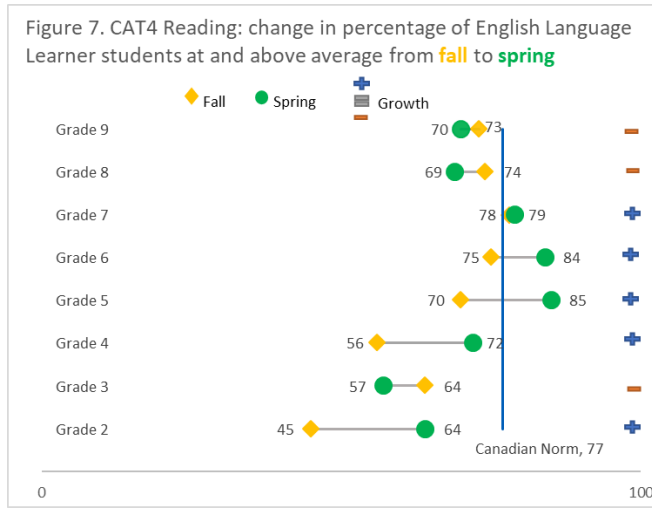
All Division Students¹



¹ Note that the Canadian Norm was calculated pre-pandemic. Methodological details can be found [here](#).

Section Two: Key Performance Indicators Analysis

English Language Learners²



² Note that the Canadian Norm was calculated pre-pandemic and is not specific to ELL students. Methodological details can be found [here](#).

Section Two: Key Performance Indicators Analysis

High School Completion

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 fulfilment. Tables 20 and 22 provide an overview of Division results relevant to the journey of school completion for all students and for students who are ELL, as defined by Alberta Education. High School Completion measures are derived measures that are adjusted for attrition and thus reflect results from the year prior to the AERR reporting year.

High School Completion - All Students

Overall, Division results indicate that the intentionality and efforts to provide high quality learning and teaching environments that support students on their journey towards school completion are effective and on track. Multi-year results continue to demonstrate that more students are experiencing success and achieving the milestone of high school completion (see Table 20).

Three-, four- and five-year high school completion rates and Rutherford Scholarship eligibility rate improved significantly.

Dropout rates also improved, decreasing to 2.2 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.

Table 20. Alberta Education Assurance Measures		Results (in percentages)					Evaluation		
		2016-17	2017-18	2018-19	2019-20	2020-21	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	74.8 (n= 6,256)	76.0 (n= 6,536)	77.4 (n= 6,589)	78.7 (n= 6,772)	80.6 (n= 6,973)	Intermediate	Improved Significantly	Good
	4-yr	80.6 (n= 6,300)	79.4 (n= 6,264)	80.9 (n= 6,543)	82.5 (n= 6,577)	83.7 (n= 6,774)	Intermediate	Improved Significantly	Good
	5-yr	80.6 (n= 6,216)	83.4 (n= 6,317)	82.1 (n= 6,257)	83.9 (n= 6,541)	85.3 (n= 6,579)	Intermediate	Improved Significantly	Good
Percentage of Grade 12 students eligible for a Rutherford Scholarship.		62.5 (n= 9,444)	63.9 (n= 9,848)	65.7 (n= 10,061)	67.6 (n= 10,091)	70.8 (n= 9,745)	High	Improved Significantly	Good
Annual dropout rate of students aged 14 to 18.		2.2 (n= 26,041)	2.5 (n= 26,120)	2.5 (n= 26,880)	2.3 (n= 27,635)	2.2 (n= 28,267)	Very High	Improved	Excellent
Percentage of students writing four or more diploma exams within three years of entering Grade 10.		60.3 (N= 6,256)	60.5 (n= 6,536)	61.3 (n= 6,589)	n/a	n/a	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.		62.7 (n= 6,175)	63.7 (n= 6,215)	64.8 (n= 6,318)	64.8 (n= 6,258)	65.2 (n= 6,542)	High	Maintained	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Section Two: Key Performance Indicators Analysis

- 2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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.
- 3. Participation in Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- 4. 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.

Diploma Exams - All Students

Table 21 provides an overview of the overall achievement on diploma exams for Division students at the acceptable standard and the standard of excellence. Comparable to overall provincial results, Division results reflect the disruption to learning caused by the pandemic over the past two years. [Appendix B, Figures 29-39](#) provide course level results for diploma exams by subject area, which demonstrates the effect of the learning disruptions across all subjects, except French Language Arts 30-1. These results affirm the importance of the Division’s continued focus on student growth and achievement through the provision of professional learning, the development of resources and the implementation of programming that will have the greatest impact towards student success.

Table 21. Overall Diploma Exam Course Acceptable/Excellence Results for Division Students Writing						
		2017-18	2018-19	2019-20	2020-21	2021-22
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	Division	83.8 (n= 12,189)	83.9 (n= 12,312)	n/a	n/a	73.8 (n= 10,317)
	Province	83.7 (n= 65,736)	83.6 (n= 65,117)	n/a	n/a	75.2 (n= 58,444)
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	Division	27.2 (n= 12,189)	28.2 (n= 12,312)	n/a	n/a	21.1 (n= 10,317)
	Province	24.2 (n= 65,736)	24.0 (n= 65,117)	n/a	n/a	18.2 (n= 58,444)

*Acceptable results include students who achieved a standard of excellence.

High School Completion - English Language Learners

The summary of results for ELL students (Table 22) demonstrates that they have experienced significant improvement in the areas of three-year high school completion and Rutherford Scholarship rates, with five-year completion rates improving over last year, surpassing the Division’s five-year completion rate and returning closely to pre-pandemic levels of achievement.

Despite a slight increase, the annual dropout rate for ELL students remains lower than that of the Division and is still rated excellent; ELL students also surpass the Division in the area of transitioning to post secondary within six years of entering Grade 10.

Section Two: Key Performance Indicators Analysis

Table 22. Alberta Education Assurance Measures		English Language Learners Results (in percentages)					Evaluation		
		2016-17	2017-18	2018-19	2019-20	2020-21	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	78.9 (n= 765)	69.7 (n= 763)	71.0 (n= 691)	71.0 (n= 776)	76.7 (n= 841)	Intermediate	Improved Significantly	Good
	4-yr	83.9 (n= 564)	85.3 (n= 670)	79.1 (n= 663)	85.0 (n= 587)	80.5 (n= 695)	Intermediate	Declined	Issue
	5-yr	85.0 (n= 406)	87.1 (n= 534)	88.4 (n= 620)	85.1 (n= 608)	87.6 (n= 555)	Intermediate	Maintained	Acceptable
Percentage of Grade 12 students eligible for a Rutherford Scholarship.		54.5 (n= 1,654)	52.3 (n= 1,661)	50.8 (n= 1,629)	55.1 (n= 1,621)	60.4 (n=1,615)	Intermediate	Improved Significantly	Good
Annual dropout rate of students aged 14 to 18.		1.4 (n= 3,704)	1.8 (n= 3,704)	1.8 (n= 3,806)	1.9 (n= 3,738)	2.0 (n= 4,172)	Very High	Maintained	Excellent
Percentage of students writing four or more diploma exams within three years of entering Grade 10.		65.0 (n= 765)	59.7 (n= 763)	54.0 (n= 691)	n/a (n= 776)	n/a	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.		63.3 (n= 267)	69.8 (n= 394)	69.4 (n= 519)	72.6 (n= 605)	69.8 (n= 596)	High	Maintained	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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.
3. Participation in Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. 2. 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.

Diploma Exams - English Language Learners

Table 23 provides an overview of diploma exam achievement for ELL students. Results for Division ELL students show a similar pattern to that of the province, though do demonstrate a slight decline in the area of acceptable standard greater than the decline in overall Division results for diploma exams. It is likely that pandemic related disruptions generally impacted ELL students more than non-ELL students in regards to language acquisition, which would affect across all subject areas. These results affirm the importance of the Division's focus on literacy and numeracy as well as Goal 1 of the Strategic and Education plans: *Recognize and support the diverse learning needs of all students*. Detailed course level results are available in [Appendix B, Figures 40-50](#).

Section Two: Key Performance Indicators Analysis

		2017-18	2018-19	2019-20	2020-21	2021-22
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	Division	72.7 (n= 1,683)	72.8 (n= 1,724)	n/a	n/a	58.8 (n= 1,624)
	Province	73.8 (n= 6,329)	72.5 (n= 6,239)	n/a	n/a	59.0 (n= 5,396)
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	Division	17.6 (n= 1,683)	18.4 (n= 1,724)	n/a	n/a	13.6 (n= 1,624)
	Province	16.6 (n= 6,329)	15.3 (n= 6,239)	n/a	n/a	10.8 (n= 5,396)

*Acceptable results include students who achieved a standard of excellence.

Alberta Education Assurance Measures

Citizenship

There has been a decline this year across all stakeholders (parents, students and staff) for the Alberta Education Assurance citizenship measure (Table 24). However, overall Division results are consistent with those of the province (Table 1, p. 8). Despite this decline, the Division's achievement evaluation rating remains very high overall and high or very high for parents and students. The decline may reflect the ongoing challenges and some of the health safety measures related to the pandemic that put limitations on certain types of activities in school and the connections that normally take place amongst students and staff that promote and build a sense of community and citizenship.

	Citizenship					Evaluation		
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Achievement	Improvement	Overall
Overall	83.7 (n= 30,631)	83.2 (n= 31,396)	83 (n= 32,439)	83.2 (n= 25,597)	81.4 (n= 29,564)	Very High	Declined Significantly	Acceptable
Parent	81.6 (n= 4,061)	81.8 (n= 3,645)	81 (n= 4,110)	80.4 (n= 3,587)	79.7 (n= 4,153)	High	Declined	Acceptable
Student	75.8 (n= 22,095)	74.2 (n= 23,166)	74.3 (n= 23,555)	74.7 (n= 18,347)	72.4 (n= 21,241)	Very High	Declined Significantly	Acceptable
Teacher	93.7 (n= 4,475)	93.6 (n= 4,585)	93.8 (n= 4,774)	94.4 (n= 3,663)	91.9 (n= 4,170)	Intermediate	Declined Significantly	Issue

Preparation for Career Transitions and Lifelong Learning

There was a slight dip in results in section a of Table 25 regarding attitudes and behaviours that will make students successful at work when they finish school; however, overall the Division's results reaffirm the actions the Division is taking to support continuous improvement in this area. The substantial improvement in results regarding lifelong learning (section b) that the Division experienced in 2020-2021 declined slightly in 2021-2022, but results over a five year period continue to demonstrate the Division's significant improvement in this area.

Section Two: Key Performance Indicators Analysis

Student responses confirming they get the help they need to support career planning remain stronger for Grade 10 students than for Grade 7 students. This may be reflective of Grade 10 students being more aware of their life career goals.

Table 25. AEA Survey					
a. Teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.					
	2018	2019	2020	2021	2022
Overall	82.7 (n= 8,157)	83.2 (n= 7,923)	83.5 (n= 8,552)	85.7 (n= 6,897)	84.2 (n= 7,899)
Parent	74.8 (n= 3,748)	74.9 (n= 3,418)	74.3 (n= 3,861)	77.4 (n= 3,328)	76.5 (n= 3,847)
Teacher	90.7 (n= 4,409)	91.5 (n= 4,505)	92.7 (n= 4,691)	94.1 (n= 3,569)	91.9 (n= 4,052)
b. Teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.					
Overall	70.1 (n= 8,270)	70.4 (n= 8,032)	71.5 (n= 8,666)	81.8 (n= 7,066)	80 (n= 8,056)
Parent	64 (n= 3,809)	62.7 (n= 3,407)	63.2 (n= 3,920)	76.1 (n= 3,445)	74.4 (n= 3,941)
Teacher	76.2 (n= 4,461)	78.1 (n= 4,562)	79.9 (n= 4,746)	87.6 (n= 3,621)	85.6 (n= 4,115)
c. Grades 7 and 10 students reporting that they get the help they need planning for a career.					
Grades 7	61 (n= 5,967)	59 (n= 6,405)	58 (n= 6,983)	53 (n= 5,206)	56 (n= 6,063)
Grades 10	78 (n= 5,797)	78 (n= 5,949)	77 (n= 5,997)	73 (n= 3,611)	77 (n= 5,193)

Safe And Caring Learning Environments

Alberta Education Assurance Measures

In 2020-2021, a new Alberta Education Assurance Measure was introduced, the Welcoming, Caring, Respectful and Safe Learning Environment (WCRSLE) measure (Table 26). With only two years of data there are no trends to discern as of yet, though the lower results for students compared to parents and teachers would benefit from further exploration. It should also be noted that results for this area of assurance have most likely been impacted by the circumstances and challenges presented during the pandemic.

An examination of the detailed breakdown of AEA questions informing the WCRSLE measure indicated that the percentage of students in agreement for most questions ranged between 73 and 88 per cent, while two questions had lower results. These two questions are: at school, students care about each other and at school, students respect each other. Agreement with these ranged between 60 and 66 per cent among students, clearly indicating an area of growth for the Division.

Section Two: Key Performance Indicators Analysis

In support of student well-being, the Division continues to focus on increasing access to mental health supports, building healthy relationships with students, taking actions in support of anti-racism and deepening our understanding of how schools help build resilience in students. These actions all help to promote welcoming, inclusive, safe and healthy school environments.

Table 26. AEA Survey					
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - the percentage of parents, teachers and students who agree that their learning environments are welcoming, caring, respectful and safe.					
	2018	2019	2020	2021	2022
Overall	n/a	n/a	n/a	87 (n=25,660)	85.4 (n=29,582)
Parent	n/a	n/a	n/a	86.8 (n=3,613)	85.7 (n=4,157)
Student	n/a	n/a	n/a	79.4 (n=18,379)	77.6 (n=21,254)
Teacher	n/a	n/a	n/a	94.9 (n=3,668)	93 (n=4,171)

Local Measures

Division Feedback Survey

Results from the 2021-2022 DFS to the questions of whether children/students feel safe and know what their school was doing to keep them safe during the pandemic decreased from 2020-2021, but can still be considered a positive response rate (Table 27). The lower positive response rate to this question may also be a reflection of the changing provincial direction around pandemic related safety measures that occurred at multiple points throughout the school year.

Agreement that students feel included at school increased, possibly reflecting the large number of students who returned to in-person learning, the optimism of the spring lifting of restrictions and a return to more normal activities just as the DFS was being conducted. There was a slight increase in the number of students reporting that there is someone they can go to at school for support not related to their learning, which speaks to the importance of the relationship building that all school staff engage in with students (Table 28). The slight dip in students indicating that their school helps them to learn how to keep trying when things are hard may be a reflection of the overall challenges throughout the pandemic.

Table 27. 2021-2022 DFS: School Safety				
	Family		Student	
	2020-2021 (n=5,819)	2021-2022 (n= 3,644)	2020-2021 (n=43,309)	2021-2022 (n=40,454)
Agreement that children feel safe at school	93.6	88.8	89.4	86.7
Agreement that families/students knew what their school was doing to keep them safe during the pandemic	95.5	90.1	93.1	86.4
Agreement that children feel included at school	84.8	86.6	77.8	85.7

Section Two: Key Performance Indicators Analysis

Table 28. DFS: Supports for students

	2020-2021 (n=43,309)	2021-2022 (n=40,454)
I can get help from someone at school if I am having problems not related to learning	78.2	81.3
My school helps me learn how to keep trying when things are hard	78.4	77.7

Students, staff and families were asked about mental health supports for students (Table 29); and staff were also asked about mental health supports for staff (Table 30). Results indicate an opportunity for the Division to improve awareness around available supports, as between 17 and 22 per cent of respondents indicated they did not know or were unsure in response to these questions.

Table 29. 2021-2022 DFS: Mental Health support for students

Schools/Division provide supports needed for student mental health and well-being	Agreement	Don't know/Unsure
Family (n=3,724)	65.6	17.3
Students (n=40,451)	59.3	21.9
Staff*(n=5,942)	55.1	19.9

*High quality supports and services

Table 30. 2021-2022 DFS: Mental Health support for staff

	Agreement	Don't know/Unsure
Based on your experience, the Division provides high quality mental supports and services for staff (n=5,640)	63.3	20.9

Specialized Supports And Services

Alberta Education Assurance Measures

The AEA survey results continued to indicate high levels of satisfaction from parents whose children are receiving specialized supports and services at their school (Table 31). These positive results are a reflection of the work accomplished by the Division's SLS 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 from staff relative to supports available for students for the second year in a row. This result likely reflects the context of continued limitations and challenges caused by the pandemic in 2021-2022.

Table 31. AEA Survey

a. Parent satisfaction the specialized supports their child receives enables them to be successful learners					
	2018	2019	2020	2021	2022
Parents	85 (n=936)	86 (n=874)	85 (n=933)	83 (n=532)	83 (n=690)

Section Two: Key Performance Indicators Analysis

b. Teacher satisfaction their school can access supports for students with specialized needs in a timely manner

Teachers	84 (n=4,435)	85 (n=4,528)	82 (n=4,716)	78 (n=3,560)	75 (n=4,055)
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Also new is the assurance measure that students have access to appropriate supports and services at school (Table 32). Similar to WCRSLE, trend analysis is not possible, however, there appears to be opportunity for the Division to strengthen results in the area of parent and student awareness of their ability to access supports and services. It is anticipated that with a further return to normal operations there will be improvement achieved in this area, as some supports and services were reduced or limited during the pandemic.

Table 32. AEA Survey

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	2018	2019	2020	2021	2022
Overall	n/a	n/a	n/a	80.6 (n=25,607)	80 (n=29,533)
Parent	n/a	n/a	n/a	76.1 (n=3,601)	74.9 (n=4,148)
Student	n/a	n/a	n/a	78.6 (n=18,342)	79.7 (n=21,216)
Teacher	n/a	n/a	n/a	87.2 (n=3,664)	85.2 (n=4,169)

Local Measures

Division Feedback Survey

DFS results in Table 33 suggest there are opportunities to further support teachers in providing programming and support for ELL students and students in need of specialized supports and services. Qualitative followup questions highlighted the importance of the role of educational assistants in classrooms to help support the diverse learning needs of students, the need for more time to program effectively for the diverse learning needs of students and the need for more resources that support the learning needs of all students.

Table 33. 2021-2022 DFS: Resources and Supports

I have the resources and supports to program for/support (n=3,624):

Students who are English Language Learners	59.3
Students in need of specialized supports	60.4
I have the resources and supports I need to create IPPs for students (n=3,236)	87.3

Section Two: Key Performance Indicators Analysis

First Nations, Métis and Inuit Students In Alberta Are Successful

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. Priority Two of the 2022-2026 Strategic Plan - *Advance action towards anti-racism and reconciliation*, reaffirms the Division’s commitment to this important work.

Alberta Education Assurance Measures

High School Completion - Self-identified First Nations, Métis and Inuit Students

Division results reinforce the importance of the role we have in education to fulfil our calls to action in support of Truth and Reconciliation and confirm the critical importance of the work we have ahead. Within the Division results there are areas that demonstrate the growth and progress achieved by students, as more youth are successful on their path to high school completion, as demonstrated by fourth and fifth year completion rates maintaining an overall pattern of improvement. Our results also indicate that there remains a critical 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 fulfilment.

Table 34. Alberta Education Assurance Measures		Self-Identified First Nations, Métis and Inuit Students							
		Results (in percentages)					Evaluation		
		2016-17	2017-18	2018-19	2019-20	2020-21	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	41.6 (n= 634)	41.7 (n= 609)	42.8 (n= 584)	50.5 (n= 601)	47.1 (n= 622)	Very Low	Maintained	Concern
	4-yr	50.9 (n= 558)	48.0 (n= 616)	50.3 (n= 594)	52.2 (n= 562)	57 (n= 581)	Very Low	Improved Significantly	Acceptable
	5-yr	48.8 (n= 547)	56.7 (n= 558)	54.2 (n= 598)	55.7 (n= 583)	59.3 (n= 549)	Very Low	Improved	Issue
Percentage of Grade 12 self-identified students eligible for a Rutherford Scholarship.		34.9 (n= 911)	36.2 (n= 950)	37.5 (n= 911)	39.6 (n= 958)	41.0 (n= 844)	Very Low	Improved	Issue
Annual dropout rate of self-identified students aged 14 to 18.		4.7 (n= 2,387)	6.9 (n= 2,422)	7.4 (n= 2,447)	6.1 (n= 2,475)	6.4 (n= 2,545)	Intermediate	Maintained	Acceptable
Percentage of self-identified students writing four or more diploma exams within three years of entering Grade 10.		21.5 (n= 634)	18.9 (n= 609)	18.4 (n= 584)	n/a (n= 601)	n/a	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.		29.7 (n= 552)	28.5 (n= 536)	31.3 (n= 546)	32.0 (n= 596)	30.9 (n= 575)	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. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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.

Section Two: Key Performance Indicators Analysis

3. Participation in Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

4. 2. 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.

Provincial Achievement Tests - Self-identified First Nations, Métis and Inuit Students

Table 35 provides an overview of the overall achievement on PATs for self-identified First Nations, Métis and Inuit students at the acceptable standard and the standard of excellence. Results demonstrate patterns similar to provincial, overall Division and ELL results, which is a decline compared to pre-pandemic outcomes. As with other results, these results reflect in part the challenges and learning disruptions experienced by students over these past two years. Additionally, [Appendix C, Figures 1-14](#) provide PAT results broken down by each subject area, with the same observed pattern.

An area of exception and one to be noted are the results across PAT K&E courses for self-identified First Nations, Métis and Inuit students, with students achieving similar results as pre-COVID years and for some exams exceeding provincial results. Further, results improved in K&E social studies compared to pre-pandemic results at both the acceptable standard and standard of excellence, and in science at the standard of excellence ([Appendix C, Figures 7, 10, 12 and 14](#)).

Division results affirm the importance of both Priority 1, Goal 2 and Priority 2, Goal 2 of the Division's 2022-2026 [Strategic Plan](#) and actions outlined in our [Four Year Education Plan](#):

- *Priority 1, Goal 2: Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes.*
- *Priority 2, Goal 2: Support and enhance the education experiences and achievements of First Nations, Métis and Inuit students in relationship with First Nations, Métis, and Inuit families and communities.*

Moving forward the Division is focused on continuing to build relationships with First Nations, Métis and Inuit families and communities, focussing on evidence-based instructional practices, meeting students where they are at in their learning and monitoring for ongoing progress and providing professional learning, resources and supports that will have the greatest impact on student growth and achievement.

		2017-18	2018-19	2019-20	2020-21	2021-22
Overall percentage of self-identified First Nations, Métis, and Inuit students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	Division	48.2 (n= 1,278)	50.3 (n= 1,313)	n/a	n/a	37.8 (n= 1,439)
	Province	51.7 (n= 7,671)	54.0 (n= 7,845)	n/a	n/a	46.4 (n= 8,610)
Overall percentage of self-identified First Nations, Métis, and Inuit students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	Division	6.2 (n= 1,278)	6.8 (n= 1,313)	n/a	n/a	5.3 (n= 1,439)
	Province	6.6 (n= 7,671)	7.4 (n= 7,845)	n/a	n/a	6.4 (n= 8,610)

Section Two: Key Performance Indicators Analysis

Diploma Exams - Self-identified First Nations, Métis and Inuit Students

Table 36 provides an overview of the overall achievement on diploma exams for self-identified First Nations, Métis, and Inuit students at the acceptable standard and the standard of excellence. Comparable to the overall provincial results, Division diploma results show a decline which is reflective of the disruption of learning over the past two years. A point of celebration, when the diploma exam results are broken out by subject area (see [Appendix C, Figures 15-25](#)), some diploma courses show stronger results for self-identified First Nations, Métis and Inuit students in the Division compared to First Nations, Métis and Inuit student results for the province. Mathematics 30-1, Biology 30, Chemistry 30, and Physics 30 all show a higher percentage of Division students earning acceptable or excellent results compared to the provincial cohort. These results affirm the Division's continued focus, through the lens of truth and reconciliation, to support all First Nations, Métis and Inuit students on their path to high school completion.

Table 36. Overall Diploma Exam Acceptable/Excellence Results for Self-identified First Nations, Métis and Inuit Students

		2017-18	2018-19	2019-20	2020-21	2021-22
Overall percentage of self-identified First Nations, Métis, and Inuit students who achieved the acceptable standard on diploma examinations (overall results).	Division	81.3 (n= 660)	80.8 (n= 620)	n/a	n/a	67.7 (n= 469)
	Province	77.1 (n= 3,620)	77.2 (n= 3,452)	n/a	n/a	68.7 (n= 3,107)
Overall percentage of self-identified First Nations, Métis, and Inuit students who achieved the standard of excellence on diploma examinations (overall results).	Division	12.8 (n= 660)	14.8 (n= 620)	n/a	n/a	8.2 (n= 469)
	Province	11.0 (n= 3,620)	11.4 (n= 3,452)	n/a	n/a	8.5 (n= 3,107)

Local Measures

Reading, Writing and Mathematics

Division Reading Results - Self-identified First Nations, Métis and Inuit Students

The Division's local literacy results demonstrate evidence of growth for self-identified First Nations Métis and Inuit students. Teacher reported reading results reflect a steady improvement compared to the 2019-2020 and 2020-2021 pandemic years. While a gap persists compared to results for all Division students, there are areas for celebration. Specifically, it should be noted that students in Grades 5, 7 and 8 were able to achieve close to pre-pandemic results, reinforcing the Division's commitment to evidence-based literacy practices, assessments to inform programing and monitoring for growth.

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Table 37. Reading Results Showing Self-identified First Nations, Métis and Inuit Students AT or ABOVE Grade Level

Enrolment Grade	2017-18		2018-19		2019-20*		2020-21**		2021-22	
	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results
Grade 1	40	625	38	666	27.6	682	28.6	559	32.2	621
Grade 2	47.1	724	47	655	40.3	678	38.1	649	38.9	615
Grade 3	53.6	659	47.6	733	44.6	686	43.7	625	42.9	666
Grade 4	51	667	50.8	706	43.9	765	45.9	645	43.1	659
Grade 5	50.7	668	47	704	46.7	722	45.1	718	47.3	668
Grade 6	54.6	658	55.1	719	46.1	718	47.5	707	49.2	732
Results (Grades 1 to 6)	49.5	4,001	47.7	4,183	41.7	4,251	41.9	3,903	42.5	3,961
Grade 7 *	51.2	649	52.7	640	51	737	46.1	684	52.4	716
Grade 8 **			52.9	645	48.8	664	45.1	718	51	702
Grade 9 ***					51.1	655	47.2	633	53.6	704
Results (Grades 1 to 9)	49.8 (Gr. 1 to 7)	4,650 (Gr. 1 to 7)	48.9 (Gr. 1 to 8)	5,468 (Gr. 1 to 8)	44.5	6,307	43.3	5,938	45.9	6,083

* 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 8 became mandatory in 2018-2019.

*** Grade 9 became mandatory in 2019-2020.

* Assessment occurred after the move to online learning at the end of March, 2019. Many teachers used their last in-person assessment to inform their judgement of reading skills.

* * Approximately 30 per cent of all Division students were online.

HLAT Writing Results - Self-identified First Nations, Métis and Inuit Students

Table 38 summarizes the percentage of Grades 1 to 9 self-identified First Nations Métis and Inuit students writing at or above grade level, based on Division HLAT results. Similar to reading results, HLAT writing results have mostly remained below pre-pandemic levels. There was also significant variation across each grade's results, with students in Grades 1, 4, 7, 8 and 9 showing some improvement, and Grade 7 surpassing pre-pandemic results, while students in Grades 2, 3, 5 and 6 declined somewhat. The Division will continue to prioritize efforts to support progress as this remains a critical area for improvement.

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Table 38. HLAT Results Showing Self-identified First Nations, Métis and Inuit Students AT or ABOVE Grade Level

Enrolment Grade	2017-18		2018-19		2019-20	2020-21*		2021-22	
	% At or Above	Total Students Writing	% At or Above	Total Students Writing		% At or Above	Total Students Writing	% At or Above	Total Students Writing
Grade 1	60.2	590	57.2	626	HLATs were not administered due to the pandemic	41.7	458	49.8	544
Grade 2	47.2	702	56.6	627		42.5	553	40.7	567
Grade 3	47.4	633	42.5	701		36.1	535	34.7	603
Grade 4	44.3	659	45.4	687		38.3	540	38.7	607
Grade 5	46.4	647	42.9	679		40	617	39.3	608
Grade 6	52.2	644	48.9	675		49	602	44.5	647
Grade 7	55.2	594	46.9	591		40.3	544	47.7	600
Grade 8	55.9	551	51.5	575		42.4	521	43.2	546
Grade 9	53.8	552	51.1	542		42	450	42.7	576
Results (Grades 1 to 9)	51.1	5,572	49	5,703			41.4	4,820	42.3

*Approximately 30 per cent of all Division students were online.

CAT4 Reading, Mathematics and Computation and Estimation Results - Self-identified First Nations, Métis and Inuit Students

The following figures illustrate self-identified First Nations, Métis, and Inuit student results in reading, mathematics and computation and estimation from the fall to the spring of 2021-2022 compared to the pre-COVID-19 Canadian norm. Cohort sizes ranged from approximately 378 to 511 across grades in the fall and spring for all students, further details on cohort sizes are available in [Appendix C](#).

Division results for self-identified First Nations, Metis, and Inuit students tell an optimistic story, as there is substantial growth from fall 2021 to spring 2022 across multiple grades. Specifically, reading results for students in Grades 6 and 7 slightly exceeded the Canadian norm, Grade 5 students achieved just below the Canadian norm, and Grades 2, 4 and 9 students showed substantial growth (Figure 10).

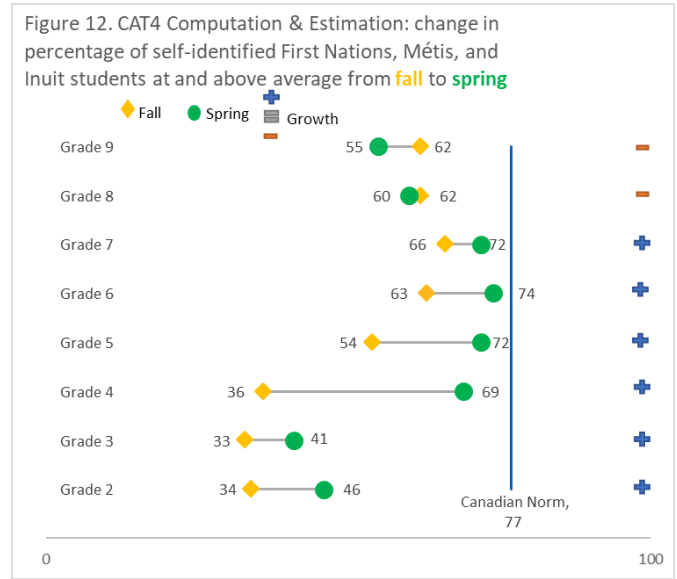
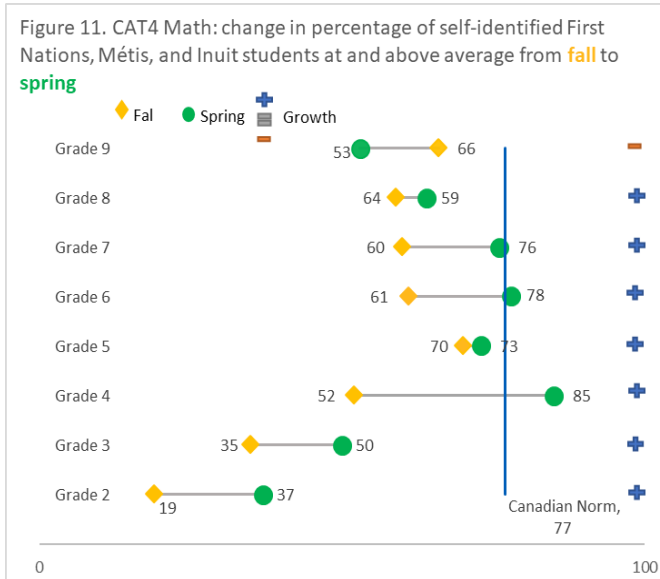
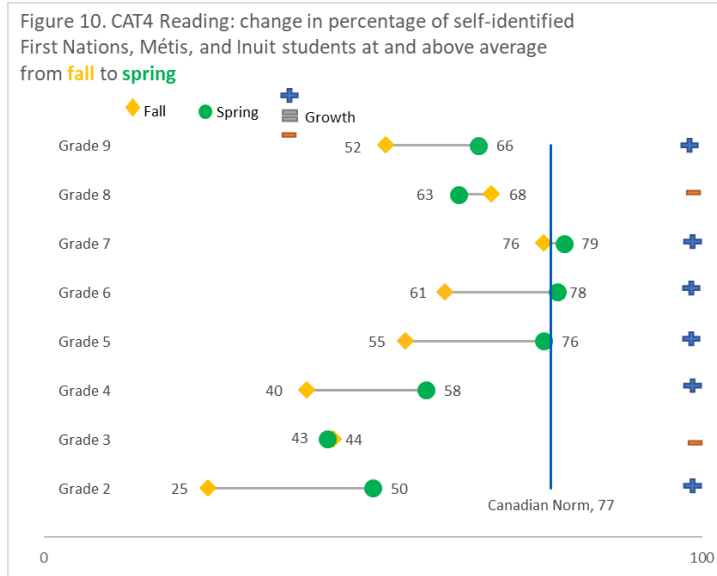
Mathematics results also demonstrate considerable growth, particularly with Grades 2, 3, 4, 6 and 7, while students in Grades 4 and 6 also exceeded the Canadian norm, and Grade 7 is just under it (Figure 11).

Similar to all Division and ELL students, there was substantial growth in computation and estimation for Grade 4 students (Figure 12). As well, results for Grades 5 to 7 are within three to five points of the norm in computation and estimation. Along with the above noted areas of progress, there are also areas that require further exploration to help inform improvement, including: Grades 3 and 8 reading results, Grade 5 mathematics results and Grades 8 and 9 results for computation and estimation.

As with all CAT4 results, the Division will continue to analyze this data set in the coming years for deeper understanding related to multi-years trends and patterns.

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Self-identified First Nations, Métis, and Inuit Students³



³ Note that the Canadian Norm was calculated pre-pandemic and is not specific to Self-identified First Nations, Métis, and Inuit students. Methodological details can be found [here](#).

Section Two: Key Performance Indicators Analysis

Division Feedback Survey

School results (See Table 39) for the DFS question asking teaching staff about their access to resources to program for and support students who are First Nations, Métis or Inuit ranged from less than 50 per cent agreement to 100 per cent agreement. This variation most likely reflects multiple factors related to staff confidence and the unique journeys schools are on related to Standard Five of the TQS and LQS. This information from the DFS serves as a source of data to help principals be responsive and supportive around next steps in this area for teachers at their school.

Table 39. 2021-2022 Division Feedback Survey: Resources and Supports	
I have the resources and supports to program for/support students who are First Nations, Métis, or Inuit (n=3,624)	73.5



Section Two: Key Performance Indicators Analysis

Alberta has Excellent Teachers, School Leaders and School Authority Leaders

Alberta Education Assurance Measures

There has been some decline from the pre-pandemic results achieved by the Division for the Alberta Education education quality measure, though overall achievement remains high (See Table 40). While satisfaction with the overall quality of basic education remains high for students and very high for parents, it is now intermediate for teachers. These results speak to the Division’s intentional approach to maintaining high quality teaching and learning environments despite challenges brought about by the pandemic.

A new measure, student engagement in learning (See Table 41a), was introduced in the provincial AEA survey pilot in 2020-2021; and while there is a slight decrease compared to the pilot year, overall results are equal to the provincial achievement of 85.1 (see Table 1, p.8) in this area.

Satisfaction with the Division’s ability to provide a broad range of programming for students increased across all stakeholders, possibly reflecting the majority of students returning to learning in-person and the transition back to more regular school activities and opportunities in the spring of 2021 (Table 41b).

	Education Quality					Evaluation		
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Achievement	Improvement	Overall
Overall	90.8 (n= 30,671)	90.2 (n= 31,422)	90.2 (n= 32,462)	89.3 (n= 25,610)	88.9 (n= 29,515)	High	Declined Significantly	Issue
Parent	87.0 (n= 4,062)	85.9(n= 3,645)	86.0 (n= 4,112)	85.6 (n= 3,620)	85.2 (n= 4,158)	Very High	Declined	Good
Student	88.9 (n= 22,132)	88.2 (n= 23,187)	87.9 (n= 23,573)	86.6 (n= 18,326)	86.4 (n= 21,186)	High	Declined Significantly	Issue
Teacher	96.5 (n= 4,477)	96.4 (n= 4,590)	96.7 (n= 4,777)	95.6 (n= 3,664)	95.0 (n= 4,171)	Intermediate	Declined Significantly	Issue

	2018	2019	2020	2021	2022
Overall	n/a	n/a	n/a	85.8 (n= 25,633)	85.1 (n= 29,562)
Parent	n/a	n/a	n/a	89.4 (n= 3,612)	88.5 (n= 4,156)
Student	n/a	n/a	n/a	71.9 (n= 18,365)	71.9 (n= 21,239)
Teacher	n/a	n/a	n/a	96 (n= 3,656)	95.1 (n= 4,167)

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b. 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	83.5 (n=20,392)	83.2 (n=20,663)	83.5 (n=21,966)	82.8 (n=16,518)	84.5 (n=19,950)
Parent	81.2 (n=4,061)	81.1 (n=3,645)	80.9 (n=4,112)	82.2 (n=3,587)	83.5 (n=4,412)
Student	78.8 (n=11,853)	77.9 (n=12,430)	78.9 (n=13,081)	75.5 (n=9,273)	78.7 (n=11,645)
Teacher	90.5 (n=4,478)	90.6 (n=4,588)	90.7 (n=4,773)	90.7 (n=3,658)	91.3 (n=4,163)

The 2021-2022 AEA results indicated a decrease in teacher satisfaction with professional development and in-servicing offered by the Division (Table 42). The reason for this drop is not yet clear, providing the Division with the opportunity to seek further feedback from teachers around their professional learning needs.

Table 42. 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

	2018	2019	2020	2021	2022
Teacher	86.8 (n=4,457)	87.9 (n=4,560)	86.2 (n=4,749)	88.3 (n=3,613)	85.1 (n=4,092)

b. Thinking back over the past three years, to what extent do you agree that professional development opportunities made available through the jurisdiction have:

Been focused on the priorities of the jurisdiction	92 (n=4,446)	92 (n=4,543)	92 (n=4,729)	92 (n=3,568)	90 (n=4,020)
Effectively addressed your professional development needs	84 (n=4,445)	86 (n=4,555)	84 (n=4,743)	87 (n=3,597)	83 (n=4,070)
Significantly contributed to your ongoing professional development	84 (n=4,439)	86 (n=4,541)	83 (n=4,733)	86 (n=3,580)	82 (n=4,055)

Local Measures

Division Feedback Survey

Overall, students and families continue to feel students are supported in their learning, and families agree that there are opportunities to communicate and connect with teachers for themselves and their child. There has been a slight dip in family perception compared to 2020-2021, though results generally remain strong and speak to the intentional efforts Division staff take to build positive relationships with families.

Student results indicate increased satisfaction with their ability to connect with their teachers around their learning. This may be connected to the number of students returning to in-person learning.

For 2021-2022 teachers were asked about their ability to access the resources and supports needed to support teaching. The results were positive, with 84.2 per cent indicating they did have access to these

Section Two: Key Performance Indicators Analysis

supports. This result would be informed by the intentional work the Division has taken on over the past two years to develop a range of resources to support continuity of instruction and the online learning environment.

Table 43. 2021-2022 Division Feedback Survey: Teaching and Learning (% agreement)	2020-2021	2021-2022
Students, Grades 4-12	(n=43,309)	(n=40,452)
I feel I have opportunities to show what I'm learning	85.0	88.2
The feedback I receive about my learning is helpful	85.4	84.8
I feel I get the help I need for my learning	85.6	88.5
Families	(n=5,883)	(n=3,724)
My child has the supports and resources they need to be successful	85.0	82.5
I have access to supports and resources I need to help my child be successful	85.0	79.4
The information I receive about my child's learning at school helps me to support my child	84.0	81.0
The information I receive from my child's school tells me about their progress	86.7	84.9
I have opportunities to communicate with my child's teachers(s)	92.3	91.5
My child has opportunities to connect with their teacher(s)	94.3	88.3
Teachers		(n=3,624)
I have access to the resources and supports I need when teaching.	n/a	84.2

Section Two: Key Performance Indicators Analysis

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

Alberta Education Assurance Measures

Results in Tables 44 and 45 reflect both some ongoing challenges brought about by the pandemic and the results of some return to normalcy that began at the Division in spring 2022. Overall satisfaction with parental involvement in their child's education decreased compared to most previous years, with a greater drop in teacher satisfaction than in parent satisfaction (Table 44). A similar trend exists in provincial results as well. This likely reflects challenges related to families being unable to enter schools for much of the year due to pandemic protocols. There would have been limited or no in-person meetings and volunteers through much of the year, so family connection and involvement may have felt more challenging.

Reflecting the slight decrease in overall parental satisfaction, parent satisfaction with their involvement in decisions about their child's education decreased for all detailed measures except for their involvement in decisions about their child's school (Table 45). The increase in this detailed measure may be due a variety of factors including, engagement with families around the development of the 2022-2026 Strategic Plan, input through the DFS into the future setting of the Division's operational calendar and number of parents who were able to participate in parent meetings with them being held online versus in-person.

Table 44. Alberta Education Assurance Measures

	Parental Involvement					Evaluation		
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Achievement	Improvement	Overall
Overall	79.1(n=8,428)	80 (n=8,134)	79.3 (n=8,790)	78.4 (n=7,209)	76.8 (n=8,256)	Intermediate	Declined Significantly	Issue
Parent	71.7 (n=3,997)	72.2 (n=3,597)	70.5 (n=4,059)	72.8 (n=3,597)	71.6 (n=4,143)	High	Maintained	Good
Teacher	87.1 (n=4,431)	87.7 (n=4,537)	88 (n=4,731)	84.1 (n=3,612)	81.9 (n=4,113)	Low	Declined Significantly	Concern

Table 45. AEA Survey

Parental Involvement (detailed)					
	2018	2019	2020	2021	2022
a. To what extent are you involved in decisions about your child's overall education (parents)?	81 (n=3,934)	82 (n=3,542)	79 (n=3,976)	82 (n=3,549)	79 (n=4,094)
b. To what extent are you involved in decisions about your child's school (parents)?	58 (n=3,934)	59 (n=3,538)	57 (n=3,994)	53 (n=3,406)	60 (n=3,999)
c. How satisfied or dissatisfied are you that your input into decisions at your child's school is considered (parents). *response reflects satisfaction	64 (n=3,833)	66 (n=3,430)	64 (n=3,884)	70 (N=3,153)	67 (n=3,749)
d. How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's overall education (parents). *response reflects satisfaction	80 (n=3,953)	79 (n=3,531)	78 (n=3,986)	81 (n=3,484)	78 (n=4,019)
e. How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's school (parents). *response reflects satisfaction	75 (n=3,898)	75 (n=3,518)	74 (n=3,969)	77 (n=3,334)	74 (n=3,917)

Section Two: Key Performance Indicators Analysis

There was an overall decrease in teacher, parent, and student perception that their school and schools in their jurisdiction have improved or stayed the same over the past three years (Table 46a). The greatest decrease was in parent and teacher perceptions. Potential contributions to these results may include the challenges and stressors related to functioning in a pandemic environment.

Satisfaction with the accessibility, effectiveness and efficiency of programming has increased for parents and students after decreasing significantly in the prior year. This may be a reflection of schools returning to more normal, less restrictive routines beginning in the spring. Teacher satisfaction dropped again, but much less than in the two prior years, likely continuing to reflect the overall challenges of functioning in a pandemic (Table 46b).

Table 46. AEA Survey

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

	2018	2019	2020	2021	2022
Overall	80.4 (n=30,306)	81.1 (n=31,101)	81.3 (n=32,151)	81.2 (n=24,667)	72.8 (n=28,719)
Parent	78.4 (n=3,866)	78.5 (n=3,509)	77.2 (n=3,968)	81.6 (n=3,154)	68.1 (n=3,913)
Student	83.9 (n=22,047)	82.6 (n=23,114)	82.2 (n=23,500)	81.5 (n=18,145)	78.9 (n=21,044)
Teacher	78.9 (n=4,393)	82.2 (n=4,478)	84.4 (n=4,683)	80.5 (n=3,368)	71.3 (n=3,763)

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

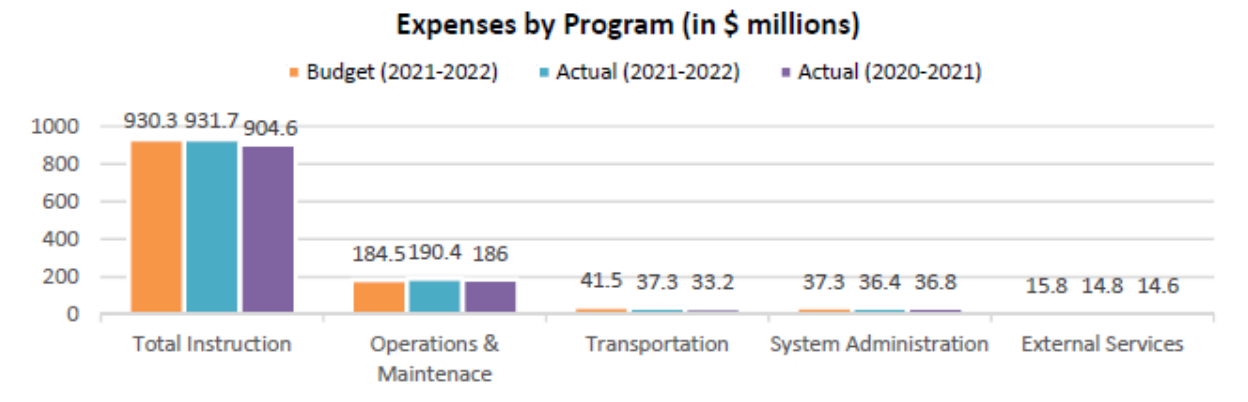
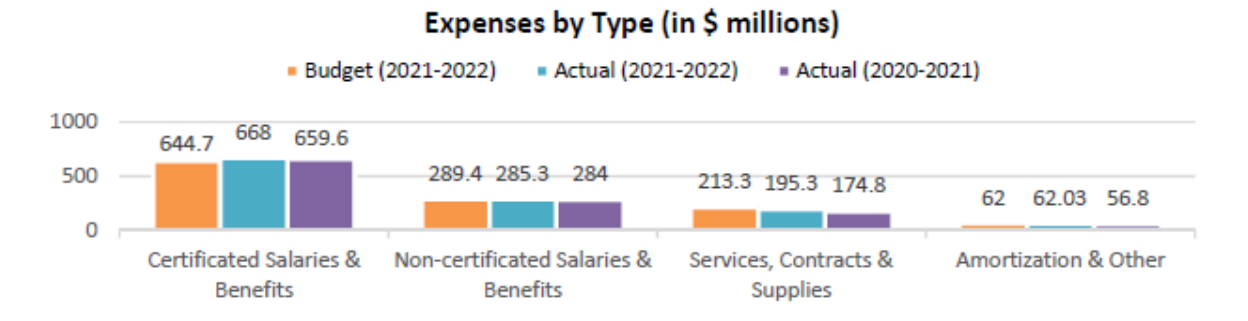
	2018	2019	2020	2021	2022
Overall	72.5 (n=30,408)	73.1 (n=31,194)	74.2 (n=32,195)	66.8 (n=25,240)	69.2 (n=23,322)
Parent	58.7 (n=3,911)	58.9 (n=3,356)	65.4 (n=3,972)	59.8 (n=3,343)	63.3 (n=4,005)
Student	80.6 (n=22,028)	80.2 (n=23,084)	80.2 (n=23,467)	67.5 (n=18,253)	72.1 (n=21,171)
Teacher	78.3 (n=4,469)	80.1 (n=4,574)	76.9 (n=4,756)	73.3 (n=3,644)	72.3 (n=4,146)

Summary of 2021-2022 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.

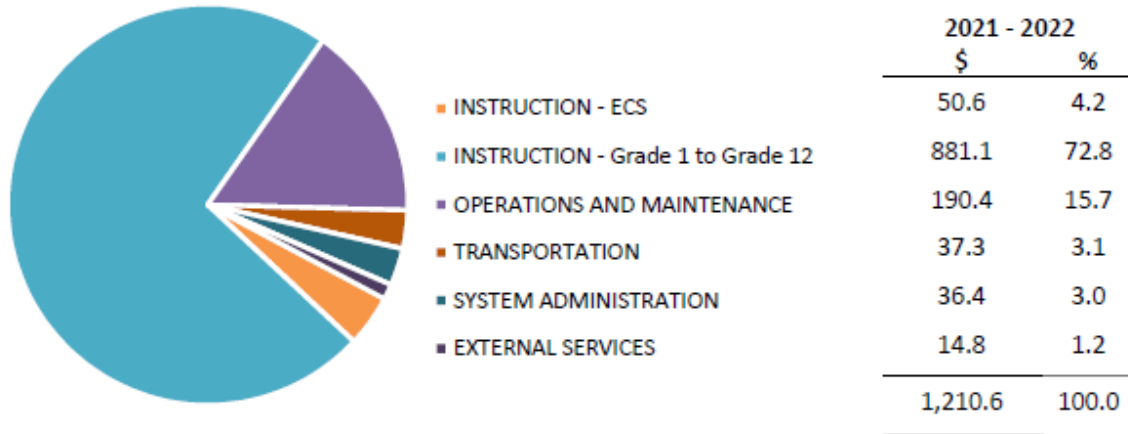
Operational Results

The Division’s total operating expenses for 2021-2022 were \$1,210.7 million, a minimal variance when compared to the spring approved budget total of \$1,209.4 million. Included in this balance are Board approved initiatives including uses of up to \$6 million for standalone high efficiency particulate air (HEPA) filters that were purchased and placed in schools, as well as providing menstrual products in schools.

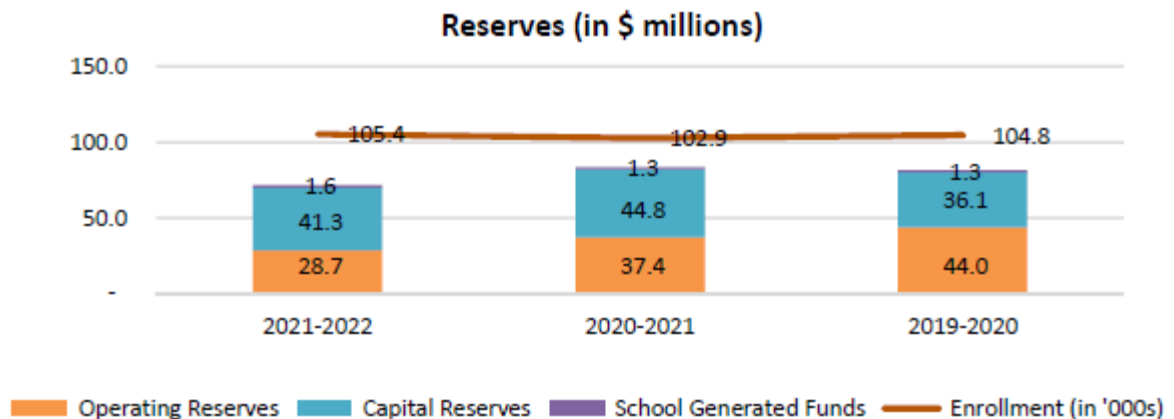


- Operational expenses do not include capital expenditures.
- Total revenues exceed expenses by \$1.5 million, resulting in an operating surplus.
- 78.7 per cent of total expenses represent staffing, 16.1 per cent represent goods and services and the remaining balance represents amortization.

2021-2022 Expenses by Program (in \$ millions)



- The Division’s total operational expenses for 2021-2022 were \$1,210.6 million as compared to \$1,175.2 million in 2020-2021.
- Average per student spending for 2021-2022 was \$11,861. This figure does not include School Generated Funds or the cost for External Services.



Total accumulated surplus increased by \$1.5 million, consisting of the following net changes:

- Net decrease of operating reserves of \$8.4 million
- Net decrease in capital reserves by \$3.5 million
- Net increase in Investment in Capital Assets by \$13.4 million

The decrease in capital reserves of \$3.5 million can be attributed to:

- \$4.7 million used to fund previously Board approved capital projects including:
 - Growth Accommodation and Division Centre Program Establishment – includes modular and relocation projects (\$0.4 million)
 - Westlawn Cluster replacement school (Alex Janvier School), in partnership with Alberta Education (\$1.7 million)
 - Solar Strategy (Phase 2), related to the installation of solar panels (\$2.6)

- \$1.0 million was received for the sale of a parcel of surplus land at Keheewin School.
- \$0.2 million was transferred from the operating to capital reserve, an annual adjustment related to a capital reserve payback agreement for Millcreek Daycare.

School Generated Funds (SGF):

- Unexpended SGF at August 31, 2022, was \$4.6 million, staying consistent to \$4.4 million at the beginning of the school year.
 - \$1.8 million of the current year unexpended funds is included in Deferred Revenue
 - \$1.2 million in Unearned Revenue
 - \$1.6 million included in Accumulated Surplus.
- Gross receipts in SGF is comprised of:

	Budget (\$ millions)	Actual (\$ millions)
Fees	\$13.9	\$5.9
Fundraising	2.2	0.6
Gifts and donations	6.2	2.9
Other sales and services	4.4	3.5
Total	\$26.7	\$12.9

- Uses of SGF totaled \$9.4 million and related primarily to the School Council and extra-curricular activities.
- Additional SGF expenses of \$3.5 million related to direct costs of other sales and services and fundraising.

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

<https://www.epsb.ca/media/epsb/ourdistrict/districtbudget/2021-22-audited-financial-statements.pdf>

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

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

Whistleblower Protection

Edmonton Public Schools reported no disclosures under the *Public Interest Disclosure (Whistleblower Protection) Act* in the 2021-2022 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.

	Achievement				
Improvement	Very High	High	Intermediate	Low	Very Low

Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

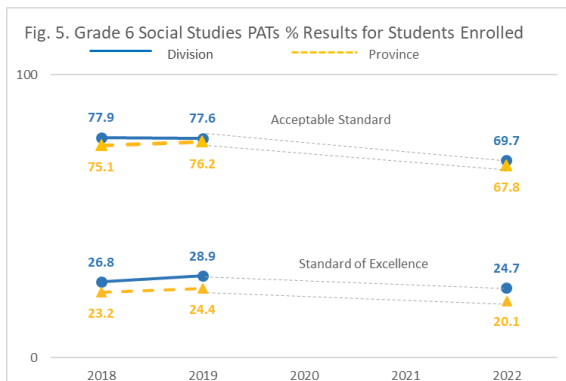
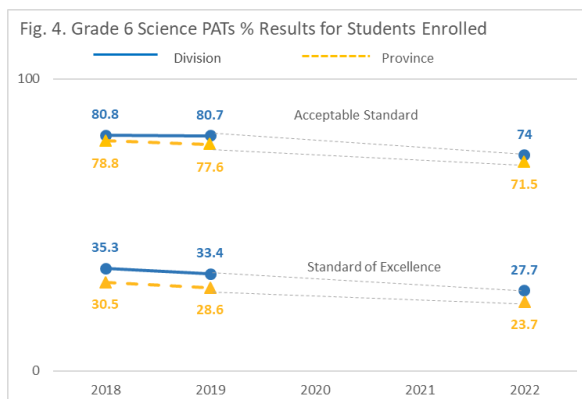
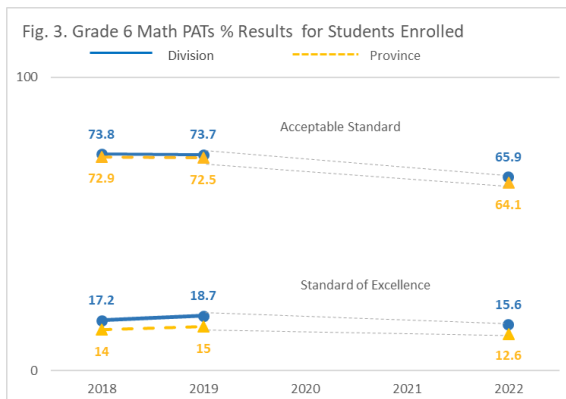
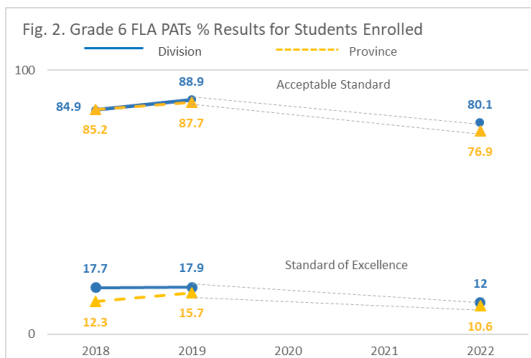
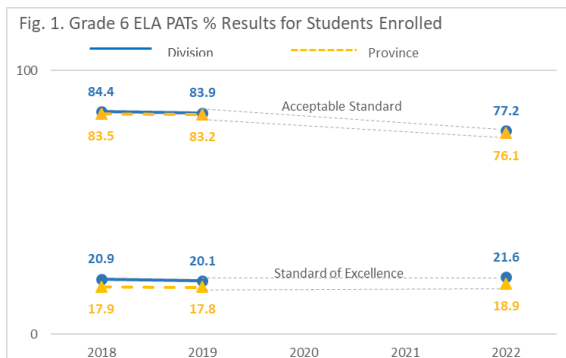
Category Evaluation

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

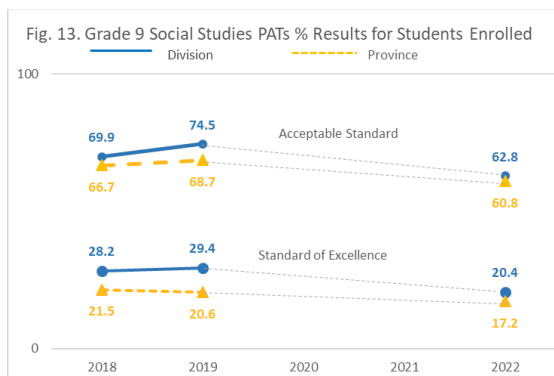
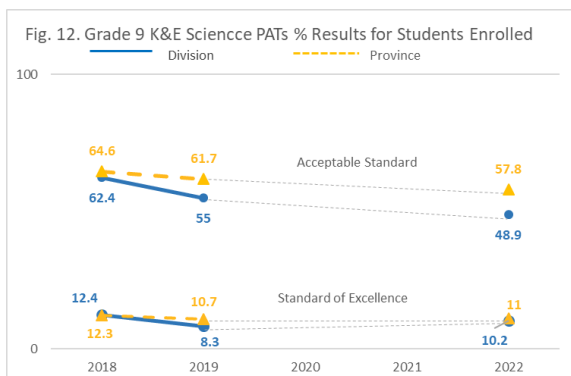
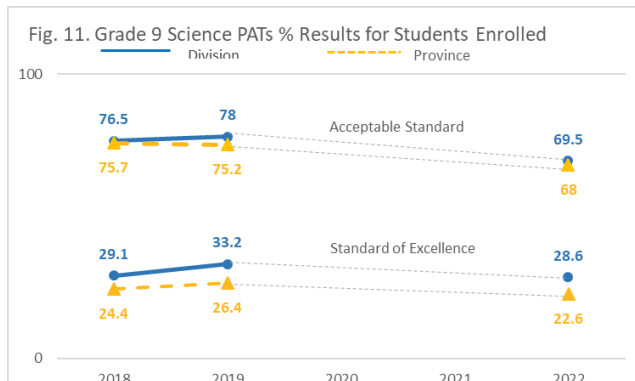
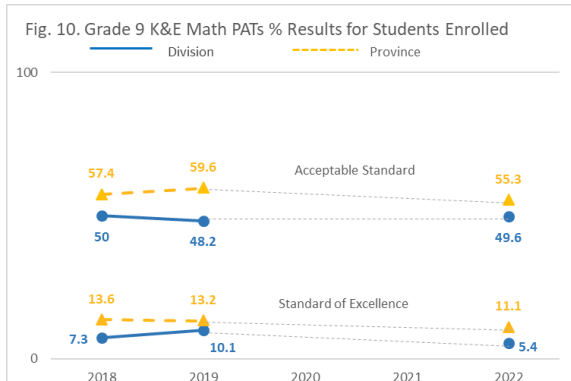
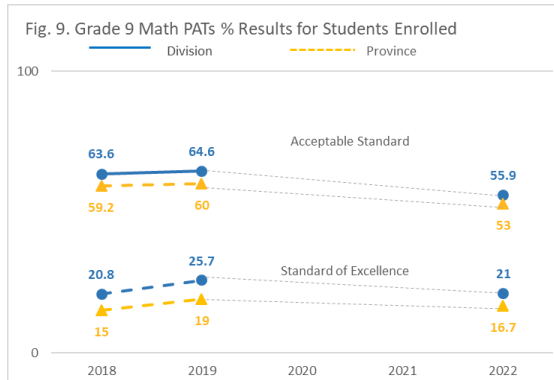
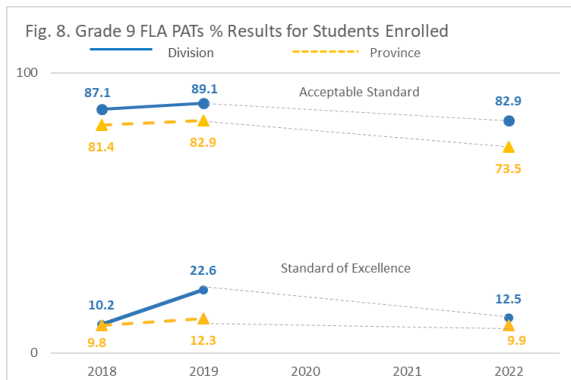
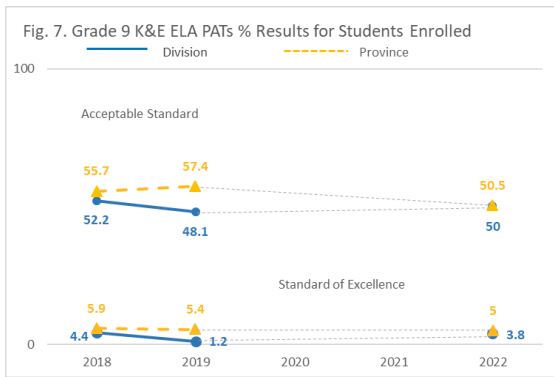
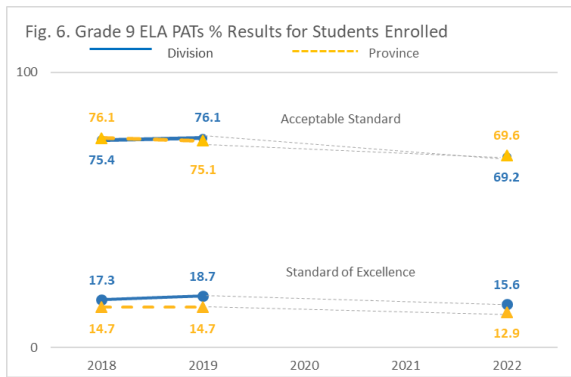


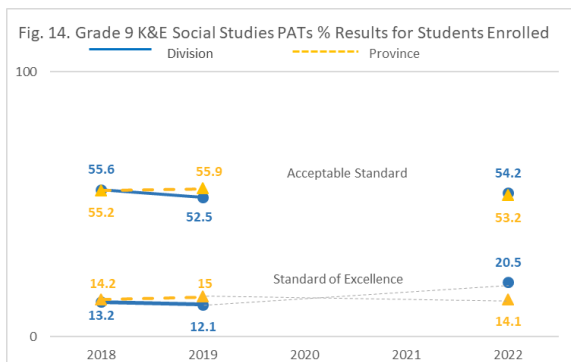
APPENDIX B: Detailed Student PAT and Diploma Achievement

Provincial Achievement Tests - All Division Students



Acceptable Standard and Standard of Excellence Grade 6 PAT Course Results for All Division Students		Edmonton School Division				Alberta			
		2018	2019	2020 & 2021	2022	2018	2019	2020 & 2021	2022
English Language Arts 6	Students Enrolled	7,070	7,724	n/a	8,098	51,540	54,820	n/a	56,095
French Language Arts 6 année	Students Enrolled	299	324	n/a	342	3,326	3,559	n/a	3,496
Mathematics 6	Students Enrolled	7,057	7,717	n/a	8,100	51,486	54,778	n/a	56,019
Science 6	Students Enrolled	7,060	7,719	n/a	8,093	51,517	54,879	n/a	56,451
Social Studies 6	Students Enrolled	7,058	7,718	n/a	8,095	51,525	54,802	n/a	56,483





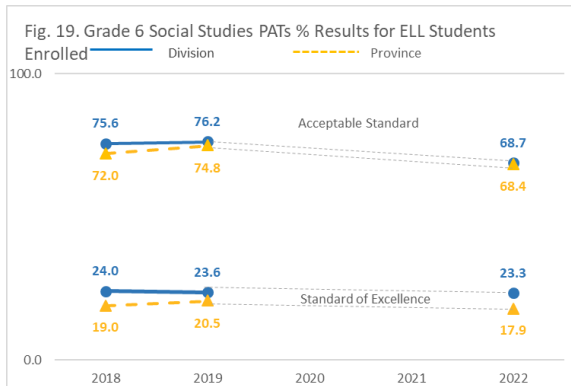
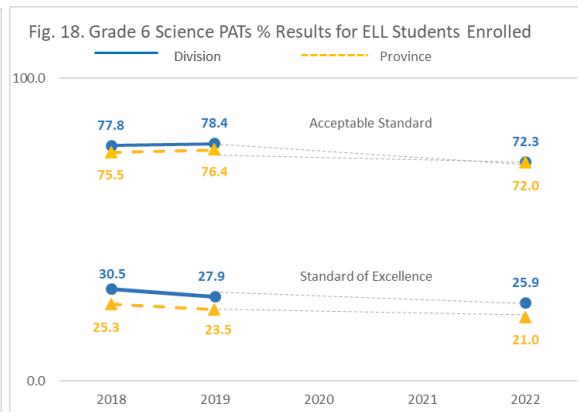
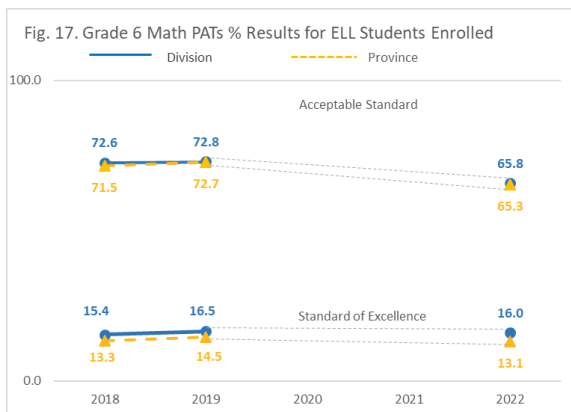
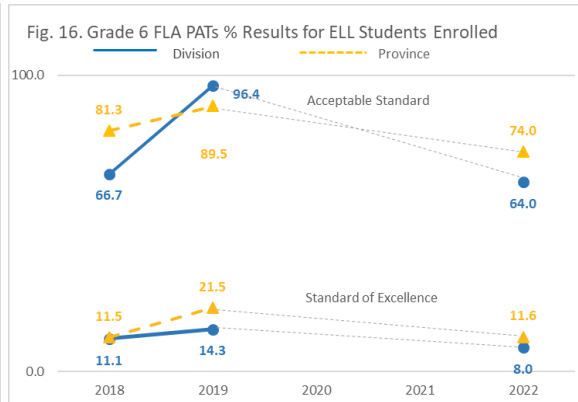
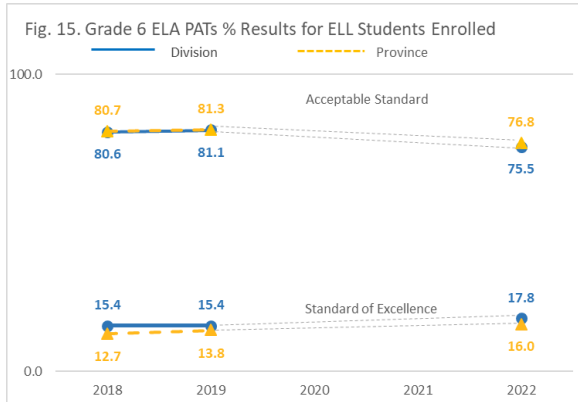
Acceptable Standard and Standard of Excellence Grade 9 PAT Course Results for All Division Students		Edmonton School Division				Alberta			
		2018	2019	2020 & 2021	2022	2018	2019	2020 & 2021	2022
English Language Arts 9	Students Enrolled	6,536	6,669	n/a	8,039	46,822	47,465	n/a	35,521
K&E English Language Arts 9	Students Enrolled	203	241	n/a	106	1,588	1,569	n/a	1,310
French Language Arts 9 année	Students Enrolled	255	230	n/a	257	2,899	2,811	n/a	3,228
Mathematics 9	Students Enrolled	6,543	6,622	n/a	8,012	46,603	46,764	n/a	32,890
K&E Mathematics 9	Students Enrolled	218	278	n/a	129	2,049	2,190	n/a	1,746
Science 9	Students Enrolled	6,535	6,680	n/a	8,051	46,810	47,489	n/a	31,215
K&E Science 9	Students Enrolled	194	218	n/a	88	1,528	1,536	n/a	1,185
Social Studies 9	Students Enrolled	6,544	6,676	n/a	8,059	46,840	47,496	n/a	30,108
K&E Social Studies 9	Students Enrolled	189	223	n/a	83	1,501	1,466	n/a	1,167

Notes for Grade 6 and Grade 9 PATs

*Acceptable results include students who achieved a standard of excellence.

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20 and 2020/21. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
4. Security breaches occurred over the last few days of the 2021-22 PAT administration window for a few Grade 9 courses including English Language Arts, Mathematics, Science and Social Studies. To maintain the validity and comparability of provincial results, students most likely impacted by these security breaches have been excluded from the provincial cohort. However, all students have been included in school and school authority reporting and, therefore, caution should be exercised when interpreting these results. At the Division results for Grade 9 Math Part B and Grade 9 Science may have been affected.

Provincial Achievement Test - English Language Learners



Acceptable Standard and Standard of Excellence Grade 6 PAT Course Results for English Language Learner Students		Edmonton School Division				Alberta			
		2018	2019	2020 & 2021	2022	2018	2019	2020 & 2021	2022
English Language Arts 6	Students Enrolled	1,896	2,124	n/a	1,976	9,059	9,804	n/a	9,336
French Language Arts 6 année	Students Enrolled	18	28	n/a	25	208	228	n/a	215
Mathematics 6	Students Enrolled	1,892	2,123	n/a	1,976	9,052	9,792	n/a	9,289
Science 6	Students Enrolled	1,893	2,123	n/a	1,976	9,055	9,819	n/a	9,369
Social Studies 6	Students Enrolled	1,893	2,123	n/a	1,976	9,056	9,817	n/a	9,379

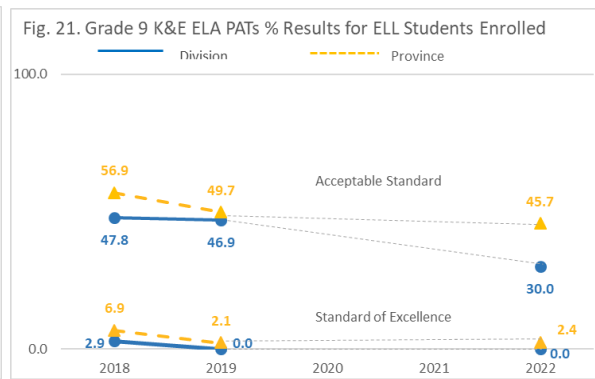
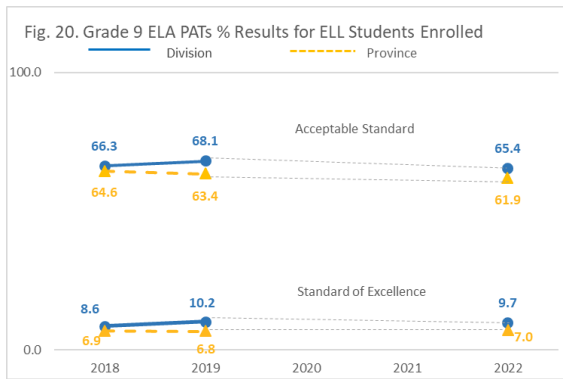
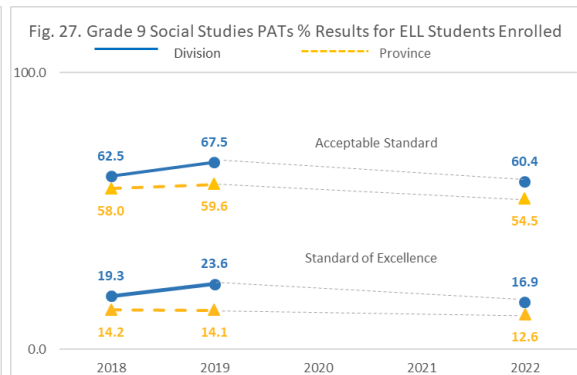
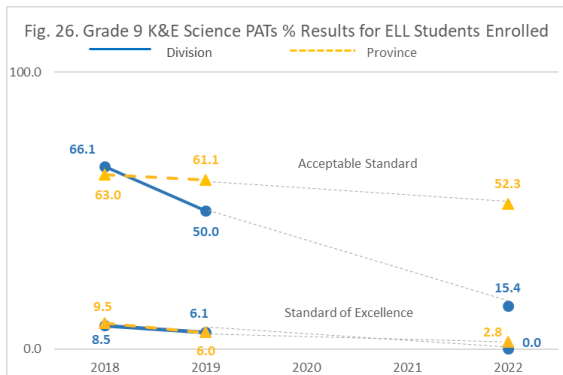
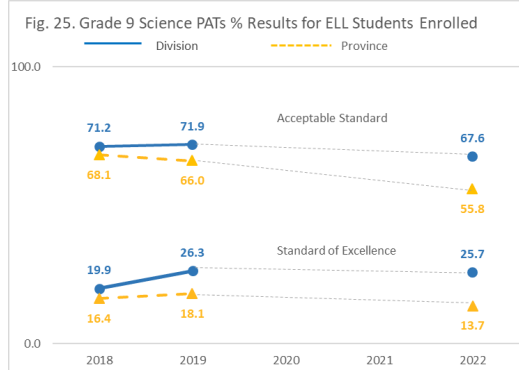
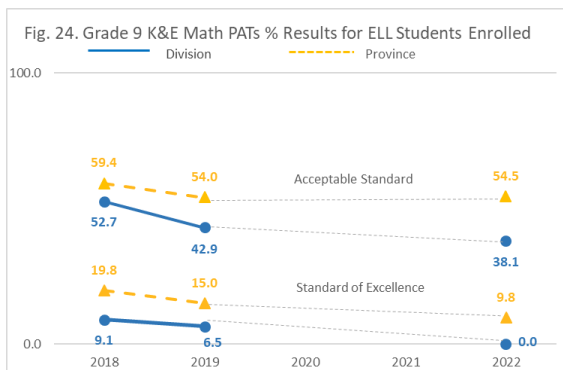
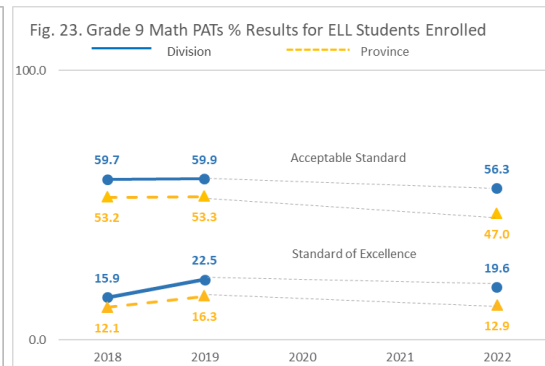
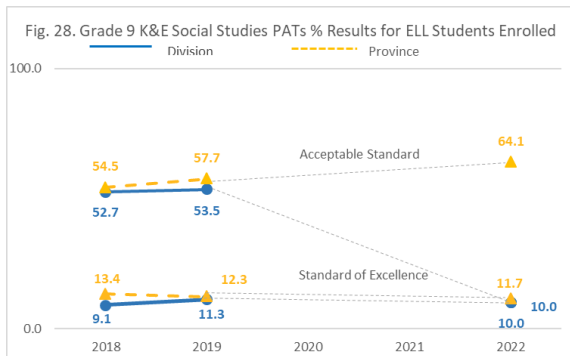


Fig. 22. Grade 9 FLA PATs % Results for ELL Students Enrolled

Results are unavailable for 2019 due to participation rates below the suppression threshold of 5; therefore, trend data is not presented for this course.





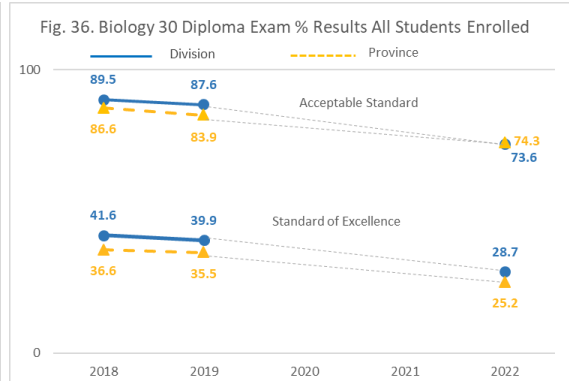
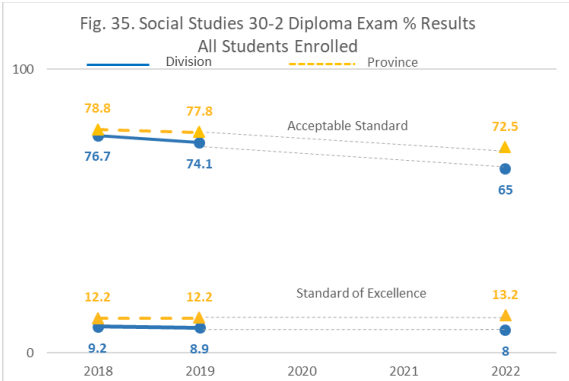
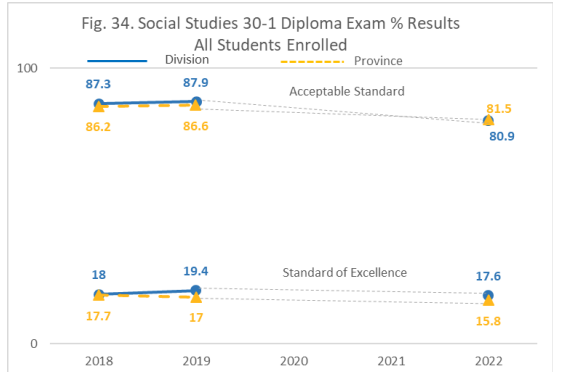
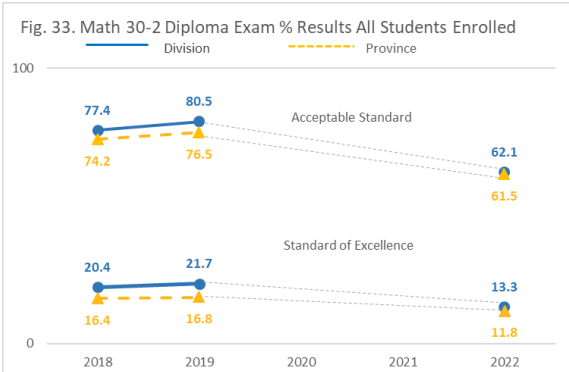
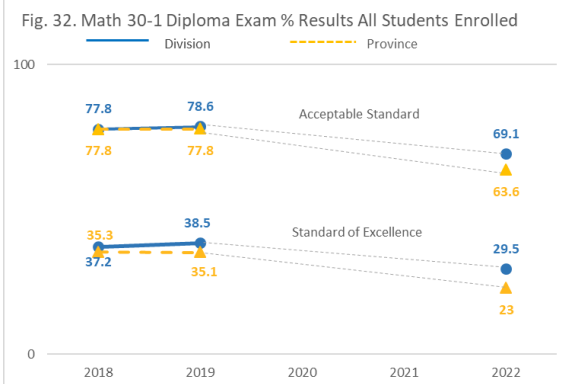
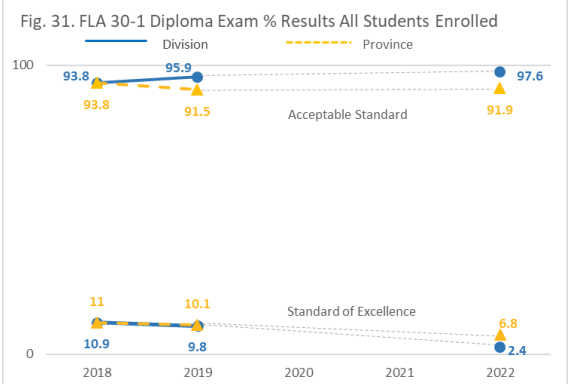
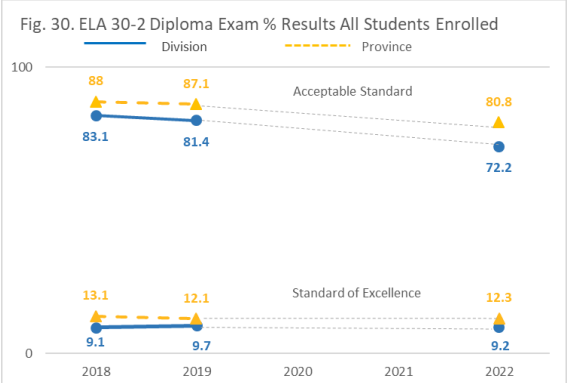
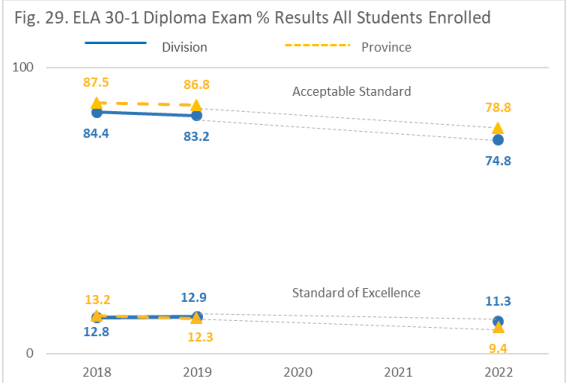
Acceptable Standard and Standard of Excellence Grade 9 PAT Course Results for English Language Learner Students		Edmonton School Division				Alberta			
		2018	2019	2020 & 2021	2022	2018	2019	2020 & 2021	2022
English Language Arts 9	Students Enrolled	1,315	1,407	n/a	1,683	5,832	6,143	n/a	4,153
K&E English Language Arts 9	Students Enrolled	69	81	n/a	20	204	191	n/a	127
French Language Arts 9 année	Students Enrolled	11	5	n/a	13	144	158	n/a	189
Mathematics 9	Students Enrolled	1,330	1,411	n/a	1,680	5,835	6,102	n/a	4,157
K&E Mathematics 9	Students Enrolled	55	77	n/a	21	212	213	n/a	143
Science 9	Students Enrolled	1,324	1,421	n/a	1,687	5,837	6,163	n/a	3,141
K&E Science 9	Students Enrolled	59	66	n/a	13	189	167	n/a	109
Social Studies 9	Students Enrolled	1,328	1,417	n/a	1,690	5,839	6,151	n/a	4,434
K&E Social Studies 9	Students Enrolled	55	71	n/a	10	187	163	n/a	103

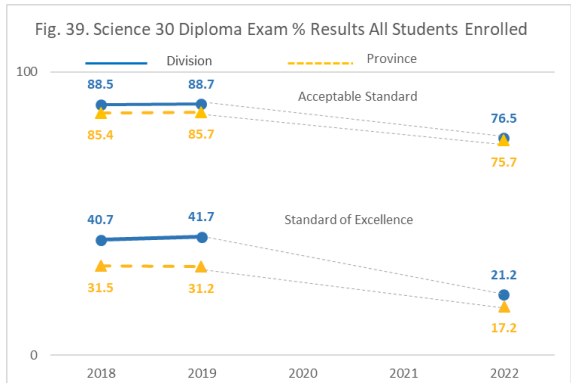
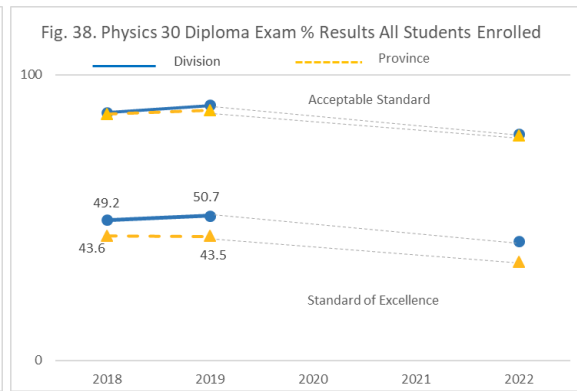
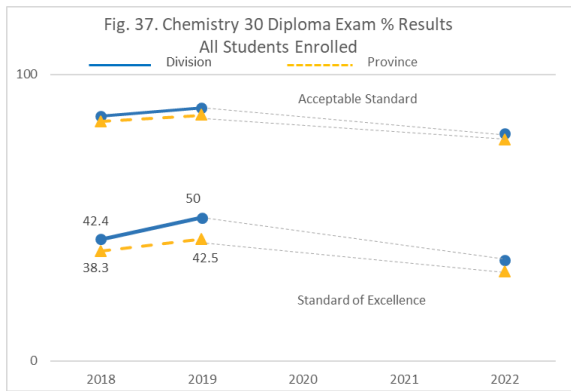
Notes for Grade 6 and Grade 9 PATs:

*Acceptable results include students who achieved a standard of excellence.

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20 and 2020/21. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
4. Security breaches occurred over the last few days of the 2021-22 PAT administration window for a few Grade 9 courses including English Language Arts, Mathematics, Science and Social Studies. To maintain the validity and comparability of provincial results, students most likely impacted by these security breaches have been excluded from the provincial cohort. However, all students have been included in school and school authority reporting and, therefore, caution should be exercised when interpreting these results. At the Division results for Grade 9 Math Part B and Grade 9 Science may have been affected.

Diploma Exams - All Division Students





Diploma Exam Course Results for All Division Students		Edmonton School Division					Alberta				
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
English Lang Arts 30-1	Students Writing	5,318	5,349	n/a	n/a	3,154	30,393	29,832	n/a	n/a	17,372
English Lang Arts 30-2	Students Writing	2,411	2,386	n/a	n/a	1,235	16,184	16,640	n/a	n/a	8,903
French Language Arts 30-1	Students Writing	128	123	n/a	n/a	85	1,230	1,215	n/a	n/a	666
Mathematics 30-1	Students Writing	3,996	3,900	n/a	n/a	2,116	20,148	19,389	n/a	n/a	9,102
Mathematics 30-2	Students Writing	2,510	2,549	n/a	n/a	1,361	14,362	14,465	n/a	n/a	7,872
Social Studies 30-1	Students Writing	3,584	3,714	n/a	n/a	2,266	21,793	21,610	n/a	n/a	13,811
Social Studies 30-2	Students Writing	2,823	2,941	n/a	n/a	1,418	20,391	20,758	n/a	n/a	11,131
Biology 30	Students Writing	4,092	3,943	n/a	n/a	2,512	23,026	22,442	n/a	n/a	13,449
Chemistry 30	Students Writing	3,268	3,279	n/a	n/a	1,856	18,770	18,525	n/a	n/a	10,196
Physics 30	Students Writing	1,935	1,837	n/a	n/a	1,043	9,679	9,247	n/a	n/a	5,560
Science 30	Students Writing	2,411	2,559	n/a	n/a	1,176	9,426	9,676	n/a	n/a	4,887

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
 3. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.
- *Acceptable results include students who achieved a standard of excellence.

Diploma Exams - English Language Learners

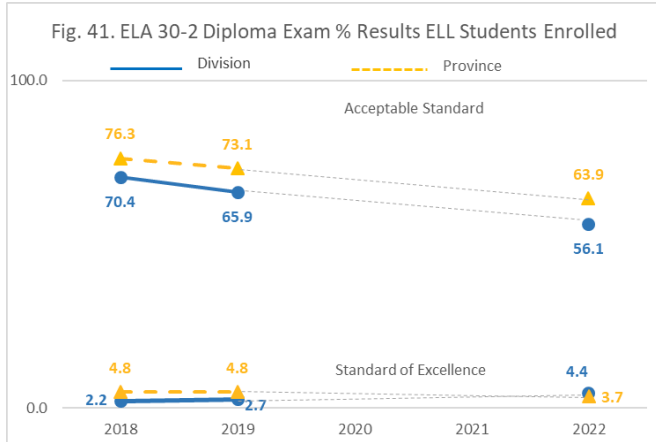
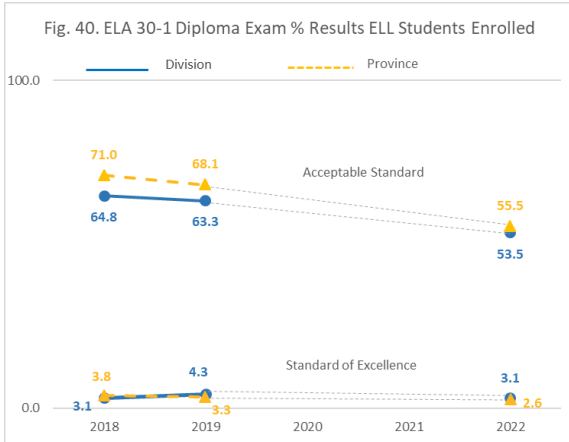
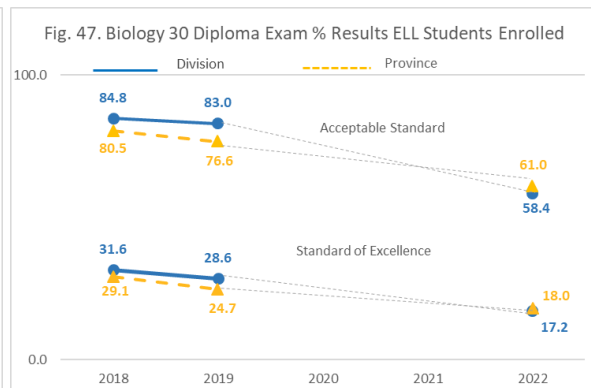
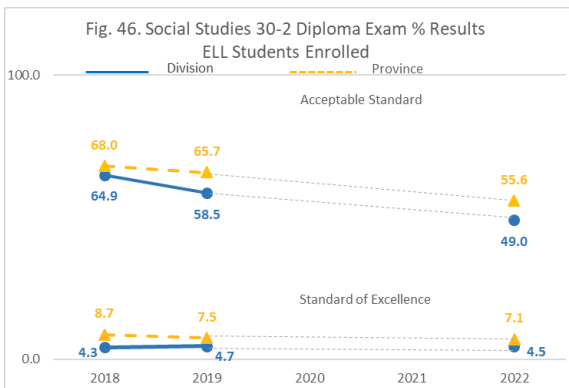
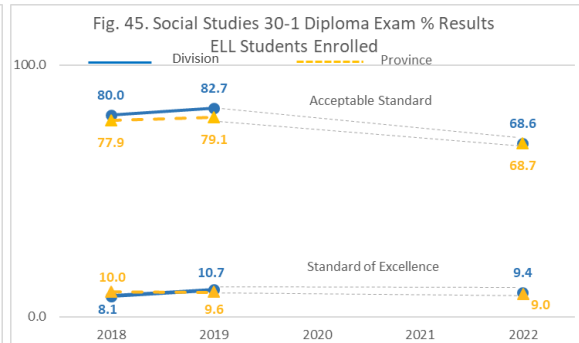
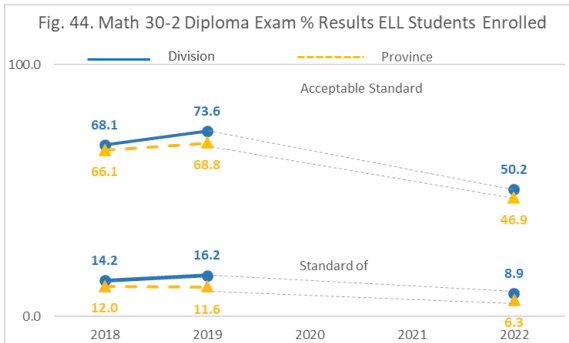
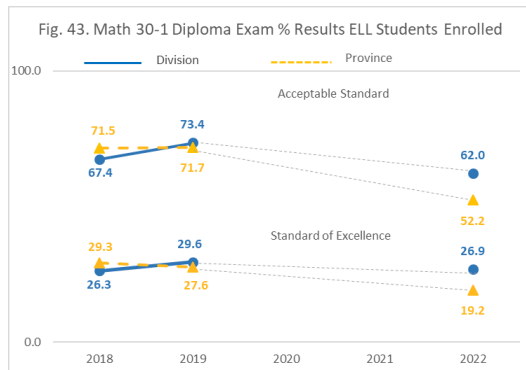
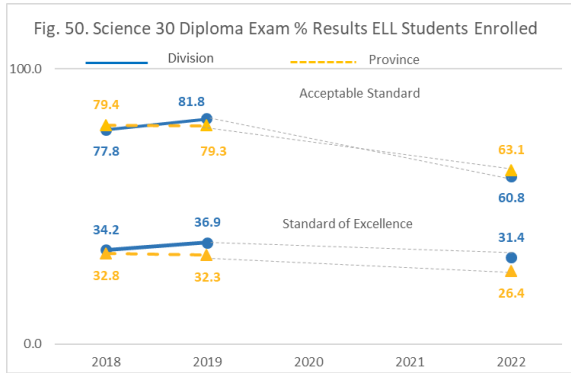
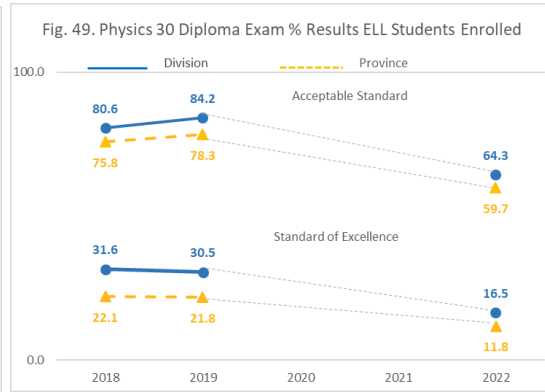
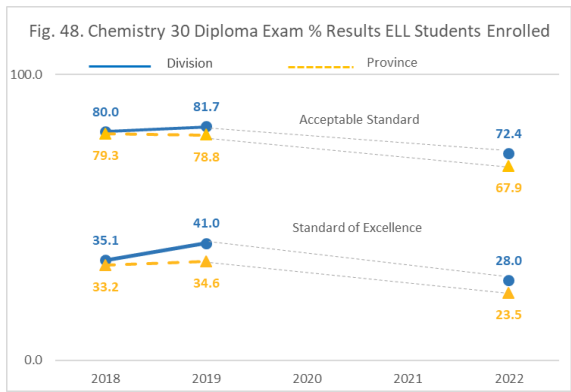


Fig. 42. FLA 30-1 Diploma Exam % Results ELL Students Enrolled

Results are unavailable for 2018 due to participation rates below the suppression threshold of 5; therefore, trend data is not presented for this course.





Diploma Exam Course Results for English Language Learners		Edmonton School Division					Alberta				
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
English Language Arts 30-1	Students Writing	611	605	n/a	n/a	426	2,414	2,294	n/a	n/a	1,398
English Language Arts 30-2	Students Writing	547	548	n/a	n/a	344	2,350	2,420	n/a	n/a	1,368
French Language Arts 30-1	Students Writing	5	6	n/a	n/a	2	39	43	n/a	n/a	16
Mathematics 30-1	Students Writing	562	564	n/a	n/a	353	1,947	1,807	n/a	n/a	873
Mathematics 30-2	Students Writing	408	364	n/a	n/a	225	1,495	1,461	n/a	n/a	819
Social Studies 30-1	Students Writing	285	289	n/a	n/a	255	1,061	1,082	n/a	n/a	804
Social Studies 30-2	Students Writing	582	574	n/a	n/a	357	2,897	2,901	n/a	n/a	1,630
Biology 30	Students Writing	488	458	n/a	n/a	344	1,852	1,745	n/a	n/a	1,030
Chemistry 30	Students Writing	441	393	n/a	n/a	254	1,745	1,553	n/a	n/a	807
Physics 30	Students Writing	243	203	n/a	n/a	153	858	744	n/a	n/a	444
Science 30	Students Writing	392	367	n/a	n/a	224	1,014	975	n/a	n/a	536

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
 3. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.
- *Acceptable results include students who achieved a standard of excellence.

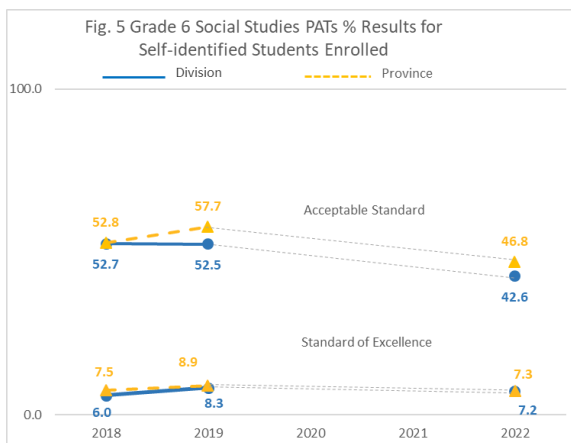
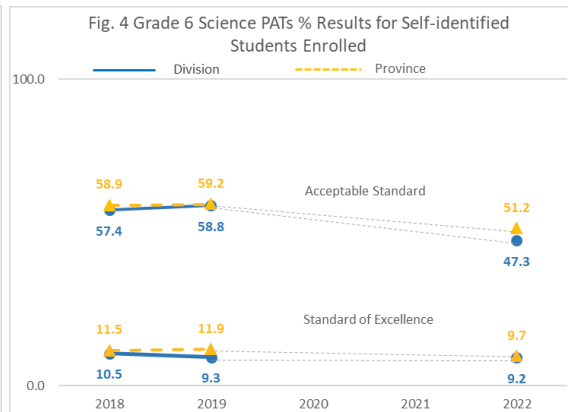
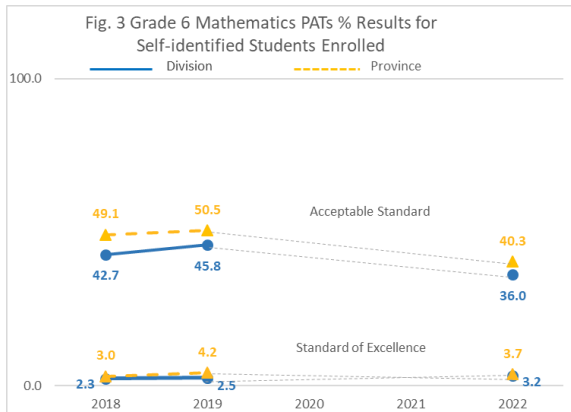
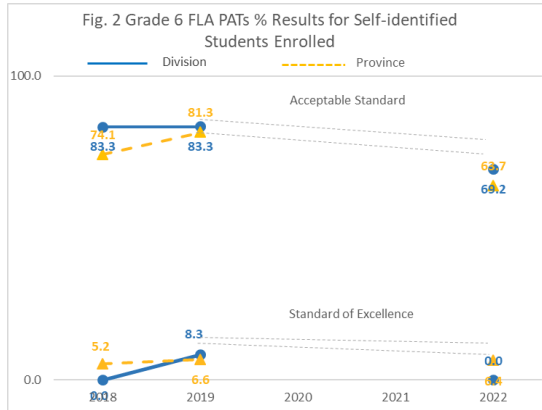
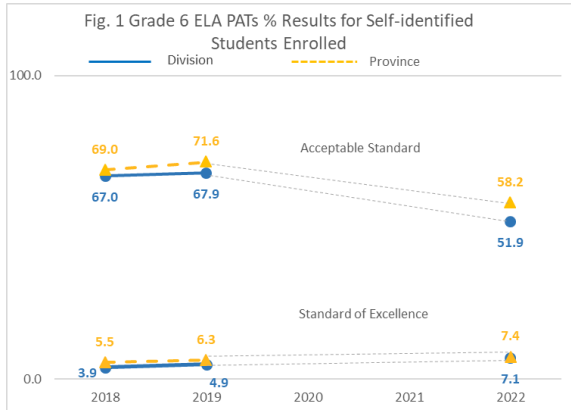
CAT4 Cohort Sizes

Fall and spring cohort size for All Students						
Grade	Reading		Mathematics		Computation & Estimation	
	Fall	Spring	Fall	Spring	Fall	Spring
2	6,599	6,782	6,596	6,875	6,577	6,766
3	6,849	6,848	7,000	6,982	6,829	6,907
4	6,954	6,936	6,997	7,051	6,821	6,961
5	6,942	6,962	6,993	6,989	6,862	6,931
6	6,920	6,943	6,996	6,943	6,817	6,920
7	6,847	6,649	6,742	6,650	6,818	6,633
8	6,709	6,548	6,841	6,477	6,842	6,461
9	6,898	6,631	6,968	6,512	6,977	6,485

Fall and spring cohort size for ELL Students						
Grade	Reading		Mathematics		Computation & Estimation	
	Fall	Spring	Fall	Spring	Fall	Spring
2	2,092	2,306	2,107	2,361	2,101	2,333
3	2,312	2,376	2,353	2,435	2,272	2,397
4	2,539	2,384	2,575	2,451	2,506	2,426
5	2,343	1,986	2,375	1,998	2,353	1,969
6	2,042	1,712	2,083	1,746	2,054	1,753
7	1,769	1,509	1,784	1,556	1,797	1,548
8	1,601	1,359	1,631	1,363	1,636	1,363
9	1,616	1,447	1,651	1,473	1,660	1,480

APPENDIX C: Detailed Self-identified First Nations, Métis and Inuit PAT and Diploma Achievement

Provincial Achievement Tests



Acceptable Standard and Standard of Excellence Grade 6 PAT Course Results for Self-identified First Nations, Métis and Inuit Students		Edmonton School Division				Alberta			
		2018	2019	2020 & 2021	2022	2018	2019	2020 & 2021	2022
English Language Arts 6	Students Enrolled	640	688	n/a	718	3,832	4,109	n/a	4,275
French Language Arts 6 année	Students Enrolled	6	12	n/a	13	135	166	n/a	171
Mathematics 6	Students Enrolled	639	685	n/a	719	3,821	4,101	n/a	4,294
Science 6	Students Enrolled	638	685	n/a	719	3,832	4,096	n/a	4,391
Social Studies 6	Students Enrolled	638	684	n/a	719	3,836	4,080	n/a	4,396

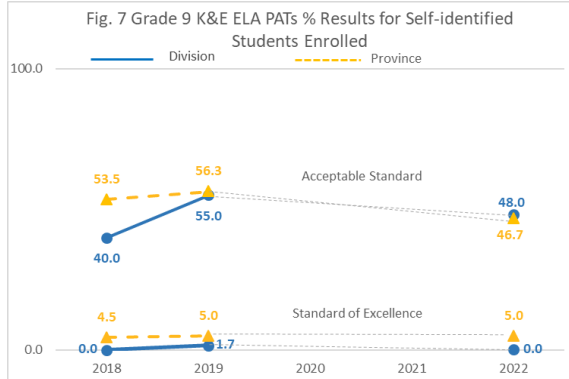
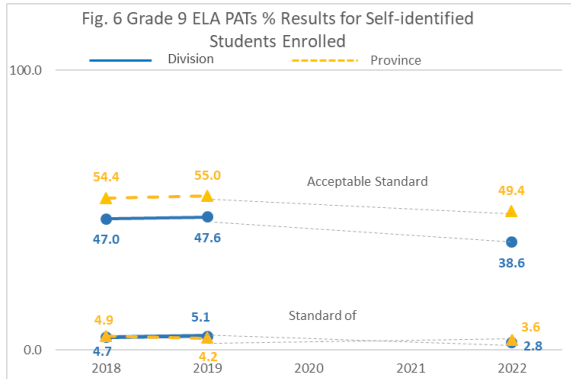
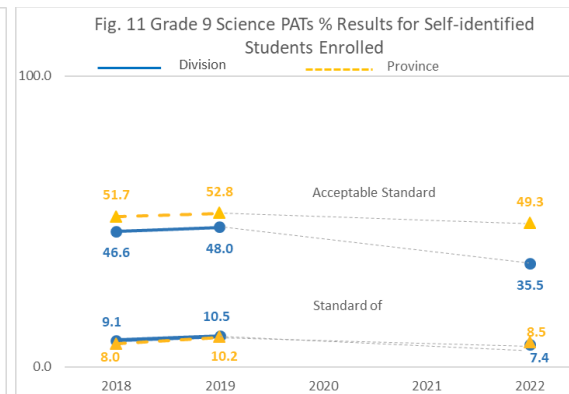
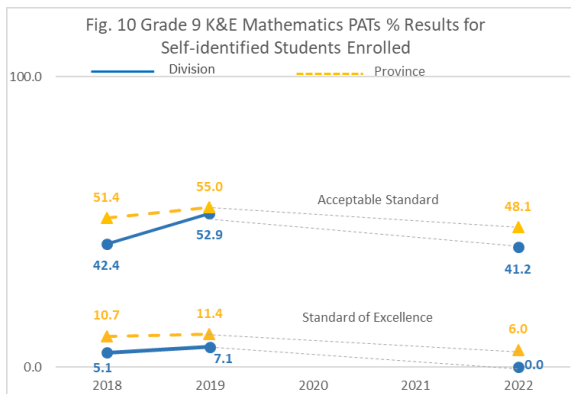
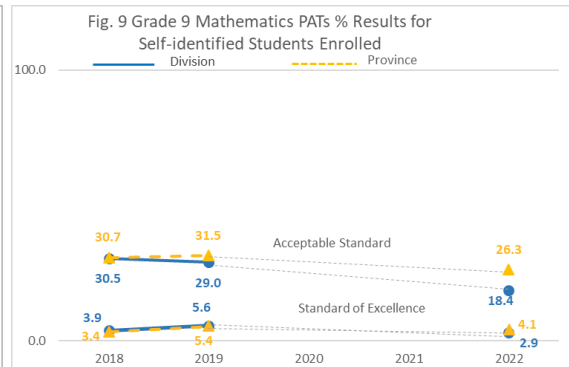
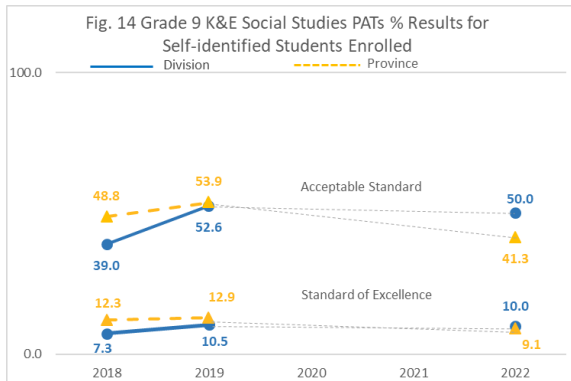
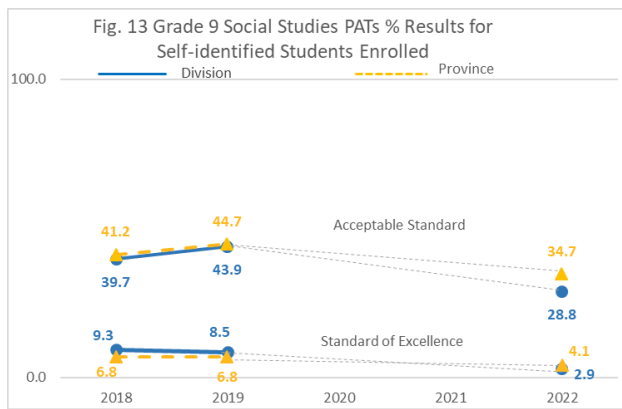
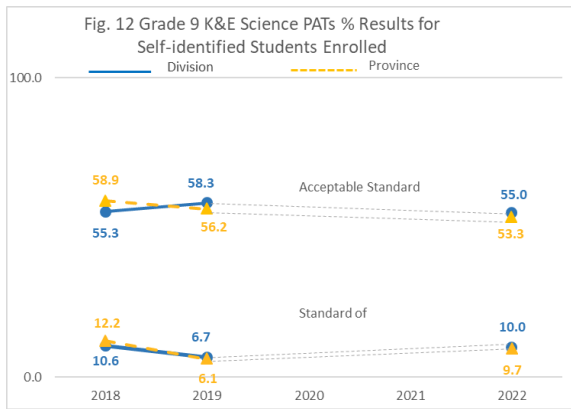


Fig. 8 Grade 9 FLA PATs % Results for Self-identified Students Enrolled

Results are unavailable for 2019 due to participation rates below the suppression threshold of 5; therefore, trend data is not presented for this course.





Acceptable Standard and Standard of Excellence Grade 9 PAT Course Results for Self-identified First Nations, Métis and Inuit Students		Edmonton School Division				Alberta			
		2018	2019	2020 & 2021	2022	2018	2019	2020 & 2021	2022
English Language Arts 9	Students Enrolled	593	565	n/a	690	3,388	3,259	n/a	2,822
K&E English Language Arts 9	Students Enrolled	40	60	n/a	25	396	416	n/a	362
French Language Arts 9 année	Students Enrolled	9	5	n/a	10	89	93	n/a	135
Mathematics 9	Students Enrolled	584	552	n/a	684	3,357	3,128	n/a	2,169
K&E Mathematics 9	Students Enrolled	59	70	n/a	34	512	525	n/a	451
Science 9	Students Enrolled	580	562	n/a	698	3,379	3,245	n/a	2,476
K&E Science 9	Students Enrolled	47	60	n/a	20	394	425	n/a	321
Social Studies 9	Students Enrolled	589	565	n/a	698	3,394	3,261	n/a	2,073
K&E Social Studies 9	Students Enrolled	41	57	n/a	20	381	388	n/a	320

Notes for Grade 6 and Grade 9 PATs:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20 and 2020/21. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
4. Security breaches occurred over the last few days of the 2021-22 PAT administration window for a few Grade 9 courses including English Language Arts, Mathematics, Science and Social Studies. To maintain the validity and comparability of provincial results, students most likely impacted by these security breaches have been excluded from the provincial cohort. However, all students have been included in school and school authority reporting and, therefore, caution should be exercised when interpreting these results. At the Division results for Grade 9 Math Part B and Grade 9 Science may have been affected.

Diploma Exams

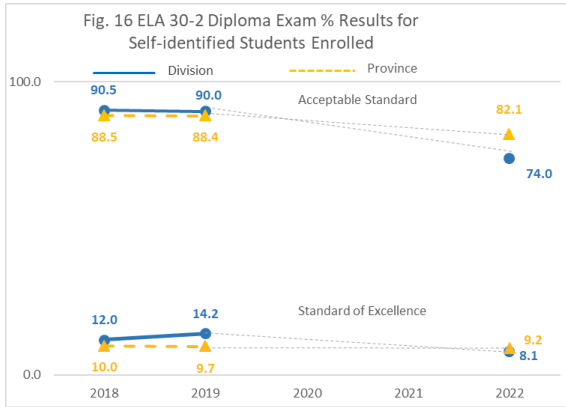
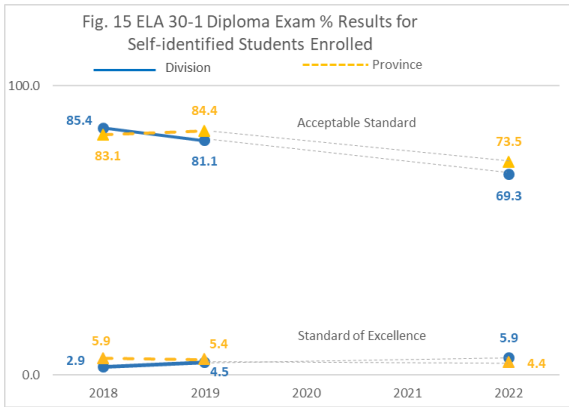
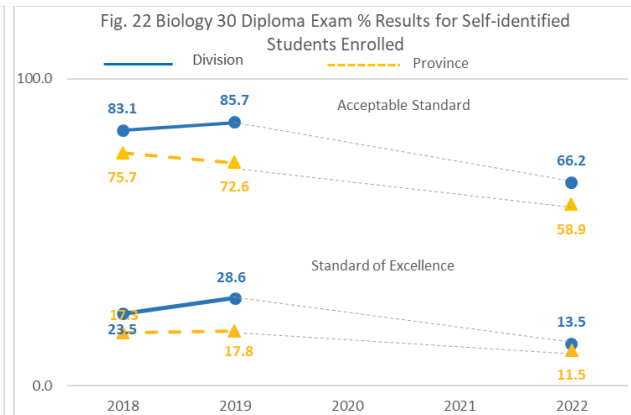
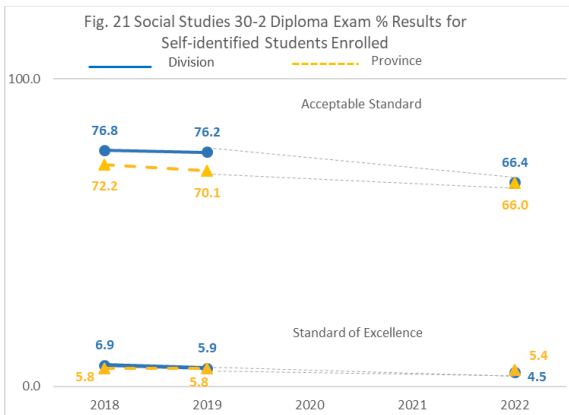
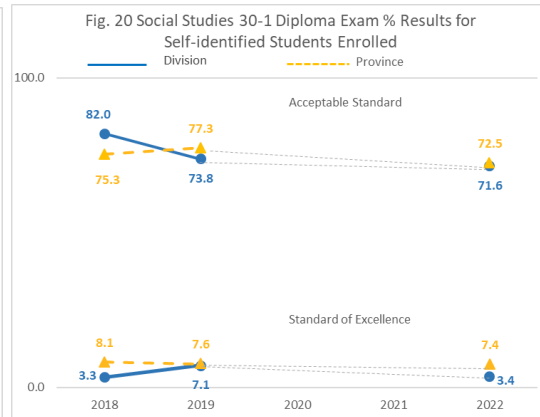
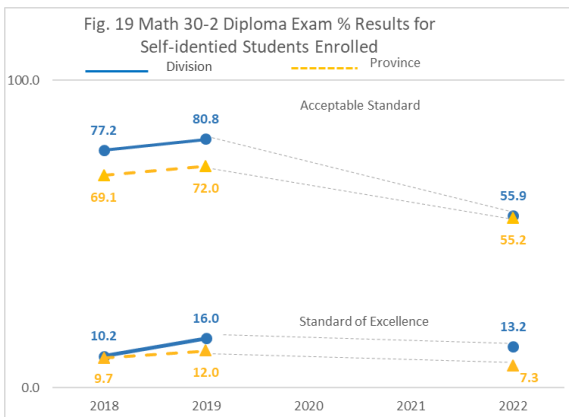
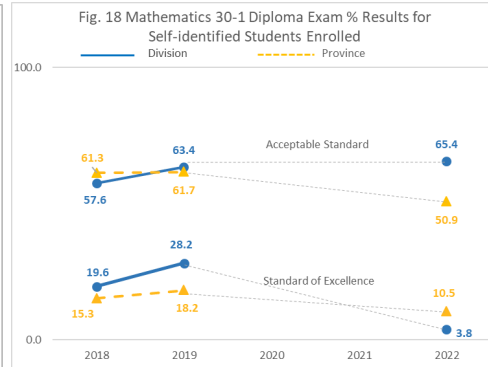
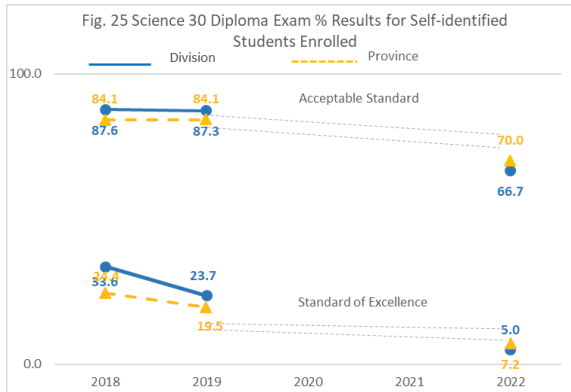
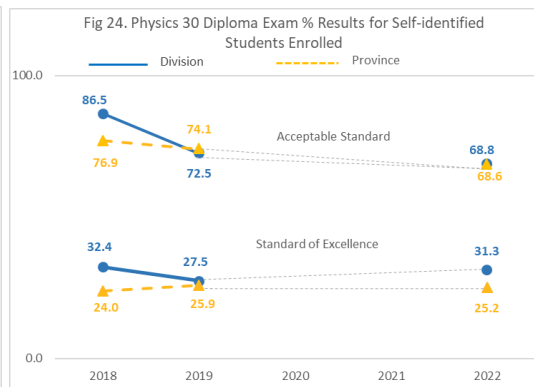
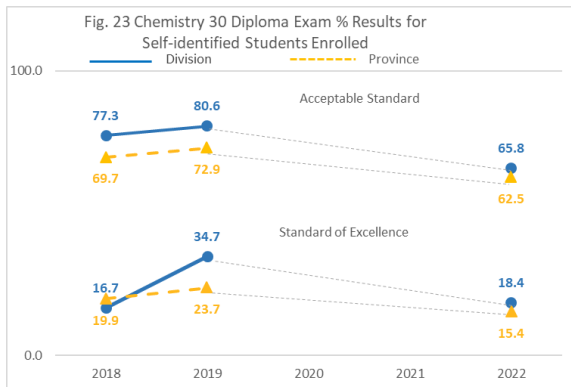


Fig. 17. FLA 30-1 Diploma Exam % Results for Self-identified Students Enrolled

Results are unavailable for 2018 and 2019 due to participation rates below the suppression threshold of 5; therefore, trend data is not presented for this course.





Diploma Exam Course Results for Self-identified First Nations, Métis and Inuit Students		Edmonton School Division					Alberta				
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
English Language Arts 30-1	Students Writing	205	201	n/a	n/a	101	1,210	1,164	n/a	n/a	722
English Language Arts 30-2	Students Writing	242	240	n/a	n/a	123	1,577	1,548	n/a	n/a	923
French Language Arts 30-1	Students Writing	1	4	n/a	n/a	n/a	37	32	n/a	n/a	18
Mathematics 30-1	Students Writing	92	71	n/a	n/a	26	509	467	n/a	n/a	220
Mathematics 30-2	Students Writing	127	125	n/a	n/a	68	752	699	n/a	n/a	413
Social Studies 30-1	Students Writing	122	126	n/a	n/a	88	865	864	n/a	n/a	564
Social Studies 30-2	Students Writing	289	256	n/a	n/a	134	1,764	1,647	n/a	n/a	929
Biology 30	Students Writing	136	105	n/a	n/a	74	868	821	n/a	n/a	514
Chemistry 30	Students Writing	66	72	n/a	n/a	38	472	527	n/a	n/a	285
Physics 30	Students Writing	37	40	n/a	n/a	16	221	216	n/a	n/a	159
Science 30	Students Writing	113	118	n/a	n/a	60	439	471	n/a	n/a	250

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
 3. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.
- *Acceptable results include students who achieved a standard of excellence.

CAT4 Cohort Sizes

Fall and spring cohort size for Self-identified First Nations, Metis and Inuit						
Grade	Reading		Mathematics		Computation & Estimation	
	Fall	Spring	Fall	Spring	Fall	Spring
2	382	424	405	441	426	420
3	445	461	455	476	446	467
4	437	463	447	467	427	455
5	464	448	468	452	449	425
6	505	482	510	477	476	459
7	511	449	501	466	487	464
8	448	412	463	403	465	398
9	463	402	480	384	467	378





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DATE: January 24, 2023

TO: Board of Trustees

FROM: Trustee Jan Sawyer, Chair, Policy Review Committee
Trustee Marcia Hole, Policy Review Committee
Trustee Saadiq Sumar, Policy Review Committee

SUBJECT: Board Policy GCA.BP Approval of the School Year Calendar

ORIGINATOR: Karen Mills, Director, Board and Superintendent Relations

RESOURCE STAFF: Naimo Bille, Kelsey Duebel, Bob Morter, Nancy Petersen, Wanas Radwan

REFERENCE: [Policy Review Committee 2022-2023 Work Plan](#)

ISSUE

The Policy Review Committee (PRC) is bringing an update on the direction being proposed for the review of Board Policy GCA.BP Approval of the School Year Calendar to the Board of Trustees.

BACKGROUND

Board Policy GCA.BP Approval of the School Year Calendar provides direction on the development and approval of the Division calendar in alignment with provincial, legislative and collective agreement requirements (see Attachment I).

A review of Board Policy GCA.BP Approval of the School Year Calendar is an item on the PRC's 2022-2023 Work Plan, and includes the consideration for how the policy may provide direction to administration on the inclusion of diverse days of significance.

The Division also supports the recognition of diverse days of significance in schools through the Multi-Faith Calendar. In 2021, the Division created a Multi-Faith Calendar for schools to use to support welcoming, inclusive, safe and healthy learning and working environments for students, staff and families. The Multi-Faith Calendar is intended as a tool to support schools in their awareness of the many days of significance and to help schools in their planning of events or activities and the setting of exam dates or assignments.

CURRENT SITUATION

Through the Division Feedback Survey and comments shared at public Board meetings, staff, students and families expressed support towards the possibility of including diverse days of significance in the Division school year calendar. At its November 10 meeting, the PRC explored options around how a revised Board policy may provide direction on the inclusion of diverse days of significance in the calendar as breaks for students (see Attachment II).

After reviewing the benefits and risks for each option, committee members unanimously agreed upon one policy option for further exploration and discussion.

- **Selected Policy Option:** For a revised Board Policy GCA.BP Approval of the School Year Calendar to direct that the placement of breaks for students in the Division calendar will be aligned with days of significance after all legislative, provincial and collective agreement requirements are met.

Within this policy option, the revised policy would continue to articulate that the Superintendent of Schools has the authority to modify the school calendar for specific schools on an annual basis if the approved calendar does not meet that school's needs. In addition, the revised policy would continue to provide direction for the school calendar to be used by Division schools across all grade levels (i.e., elementary, junior high and high schools). This consistency will continue to support collaboration across catchments, Division-wide professional learning opportunities and predictability for families with children in different schools across the Division.

As the policy is being updated to reflect the newly determined direction for the revised version of Board Policy GCA.BP Approval of the School Year Calendar, the PRC will continue to engage with stakeholders for feedback.

KEY POINTS

- The scheduling of breaks in the calendar aims to provide a feasible balance between the feedback shared by stakeholders and provincial, legislative and collective agreement requirements.
- After having collaborative conversations with subject matter experts and analyzing the stakeholder feedback through the lens of anti-racism and equity, three policy options for consideration were presented to the PRC for discussion and feedback (see Attachment II).
- While there are potential benefits and risks that will emerge from each policy option, policy option two (i.e., the policy directs that the placement of breaks for students will be aligned with days of significance after all legislative, provincial and collective agreement requirements are met) provides flexibility to align the scheduled breaks in the Division calendar with both stakeholder feedback and external requirements.
- To ensure that the Division has a strong understanding of the diverse days of significance that are meaningful to the EPSB community, changes to this policy may be informed by the student demographic data collected during the 2022-2023 school year and further engagement with stakeholders.

ATTACHMENTS and APPENDICES

ATTACHMENT I	Board Policy GCA.BP Approval of the School Year Calendar
ATTACHMENT II	Considerations for the Review of Board Policy GCA.BP Approval of the School Year Calendar

JS:wr

CODE: GCA.BP

EFFECTIVE DATE: (05-06-2014)

TOPIC: Approval of the School Year Calendar

ISSUE DATE: (16-06-2014)

REVIEW YEAR: (2016)

POLICY

The school year calendar is the calendar that is used by the majority of district schools that follow the September through June instructional year.

The Board of Trustees believes that a consistent school calendar should be used by schools offering instruction during the September through June time period. This allows the majority of the District's students to start and end the school year and to be dismissed for major recesses on the same dates. (*, while still allowing schools some discretion in scheduling and identifying professional development days and days-in-lieu*). * **See Addendum 1**

A standard calendar allows the Board to more easily undertake its responsibility to ensure that all students in Edmonton Public Schools have available to them as a minimum the amount of instructional time mandated by the Minister of Education and communicated in the Guide to Education.

(Whereas) [T]he Board believes that it is ideal for students to commence their instruction on the Tuesday after Labour Day. (, there will be years in which the number of available instructional days during the September through June timeframe may preclude this. In such years the Board will endeavour to ensure that instruction commences after August 31).* * **See Addendum 2**

The Board believes that parents, students, staff and community need to be made aware of future planned school calendars to allow time to appropriately plan ahead to ensure that students are given the optimum opportunity to access instruction. During each school year, the Board shall:

1. Approve an additional school year calendar, thereby giving staff, students, parents and the public access to approved school year calendars for two years after the current school year.
2. Approve any changes to any previously-approved school year calendar made necessary by information not available at the time the calendar was approved.

Should circumstances arise at a school where the approved calendar does not meet the school's needs, the Superintendent of schools is given the authority to modify the school calendar for that school on an annual basis.

NOTE: The 2012-2016 *Teachers' Collective Agreement* contains a [Letter of Understanding](#) (LOU) – Pilot Project on Revised School Calendar that provides for piloting a revised district calendar for 2014-2015 and 2015-2016. The LOU has some requirements that take precedence over existing board policy and administrative regulations for the duration of the pilot project. Italicized text in parenthesis and noted by an asterisk * and corresponding numbered addendum is suspended for the duration of the pilot.

***Addendum 1:** Effective August 31, 2014 to August 31, 2016, the italicized text in this section is suspended.

The LOU provides for centrally set dates for professional development and days in recognition of duties for reporting of student achievement.

***Addendum 2:** Effective August 31, 2014 to August 31, 2016, the italicized text in this section is suspended.

The LOU requires that classes start after Labour Day and therefore the option to start instruction prior to Labour Day, if needed, is suspended.

REFERENCES

FCBD.AR - Time in Recognition of Duties Related to Reporting Student Achievement

FLC.AR - School Professional Development Days

GCA.AR - The School Year Calendar

GCAA.AR - Dismissal Times Before Vacation Periods

GCAB.AR - Remembrance Day

GD.BP - Instructional Time

GE.BP - Organization for Instruction

GEA.AR - Semester Changeover - Senior High Schools

Alberta Education - Guide to Education - ECS to Grade 9 Programming, Senior High School Programming

School Act Sections 39(1)(a),39(1)(c), and 56(1) - (6)

Considerations for the Review of Board Policy GCA.BP Approval of the School Year Calendar

Policy Review Committee

January 24, 2023

Background

As part of its 2022-2023 Annual Work Plan, the Policy Review Committee (PRC) is reviewing and revising the Board policy related to the school year calendar and scheduling. Currently, [Board Policy GCA.BP Approval of the School Year Calendar](#) does not provide direction on the scheduling of specific breaks in the Division's calendar. This policy review considers how days of significance are recognized by the Division.

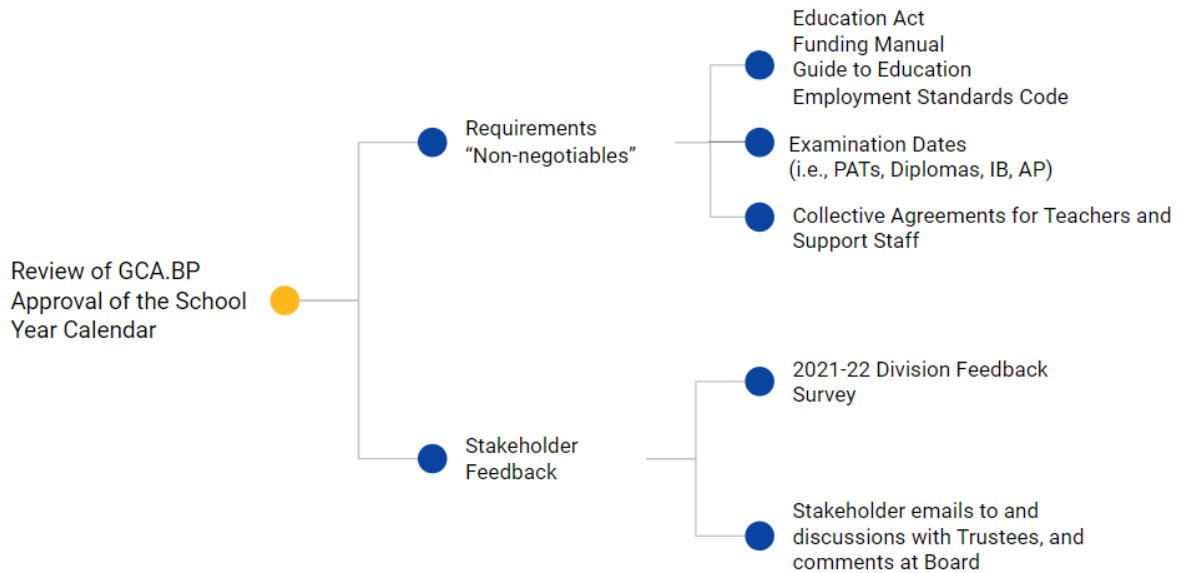
To support the planning for the review of Board Policy GCA.BP Approval of the School Year Calendar, the PRC engaged in focused discussions beginning in February 2022 to establish the goals and guiding values supporting this work. As well, questions related to the school year calendar were included in the 2021-2022 Division Feedback Survey to understand staff, family and student perspectives on the development of the calendar. These comments, along with the comments shared at public Board, were analyzed through the lens of anti-racism, equity and reconciliation to further support the review of this policy.

Considerations

The scheduling of breaks in the calendar aims to provide a feasible balance between provincial, legislative and collective agreement requirements, feedback shared by stakeholders and factors agreed upon in the current Letter of Understanding with the Alberta Teachers Association. A broad overview of these considerations is highlighted in [Figure 1](#).

The Division also supports the recognition of diverse days of significance in schools through the Multi-Faith Calendar. In 2021, the Division created a Multi-Faith Calendar for schools to use to support welcoming, inclusive, safe and healthy learning and working environments for students, staff and families. The Multi-Faith Calendar is intended as a tool to support schools in their awareness of the many days of significance and to help schools in their planning of events or activities and the setting of exam dates or assignments.

Figure 1. Parameters and Considerations for Review of GCA.BP Approval of the School Year Calendar



Summary of Requirements:

- Scheduled breaks must adhere to provincial, legislative and collective agreement requirements (i.e., *Education Act, Funding Manual, Employment Standards Code, Guide to Education* and the *Collective Agreements* for teachers and support staff). Among other directives, these requirements provide parameters for instructional hours, statutory holidays and school funding.
- Certain examination dates are mandatory (i.e., Diploma examinations, Provincial Achievement Tests) and are scheduled by Alberta Education.
- Any revisions to this policy will ensure that the scheduling of breaks in the Division’s calendar remains consistent across all grade levels.
- The current Letter of Understanding specifies that classes will begin no earlier than September 1 and end prior to Canada Day, and the Division calendar shall include eight professional development days.

Summary of Stakeholder Feedback:

Division Feedback Survey

A series of closed-ended questions and three open-ended questions related to the EPSB school calendar were asked in the 2021-2022 Division Feedback Survey, which was open for stakeholders to complete from April 4 to May 6, 2022. (Number of respondents: Students 40,453; families 3,724; and staff 5,942; additionally there were 3,055 staff and families who responded to the open ended question)

Broadly, the responses from the survey indicated the following:

- Many students, staff and families support the inclusion of diverse days of significance in the Division calendar.
- Many staff and families prefer breaks with days that are grouped together to create long breaks (e.g., scheduling a day off to extend the weekend), with few mid-week breaks.
- Generally, fewer breaks away from school is preferred. Stakeholders shared challenges that may emerge from frequent breaks, including establishing consistent routines, potential loss of learning time and difficulty accessing childcare.
- Many staff and families prefer that breaks align with scheduled breaks in other Divisions.

Stakeholder Comments at Public Board

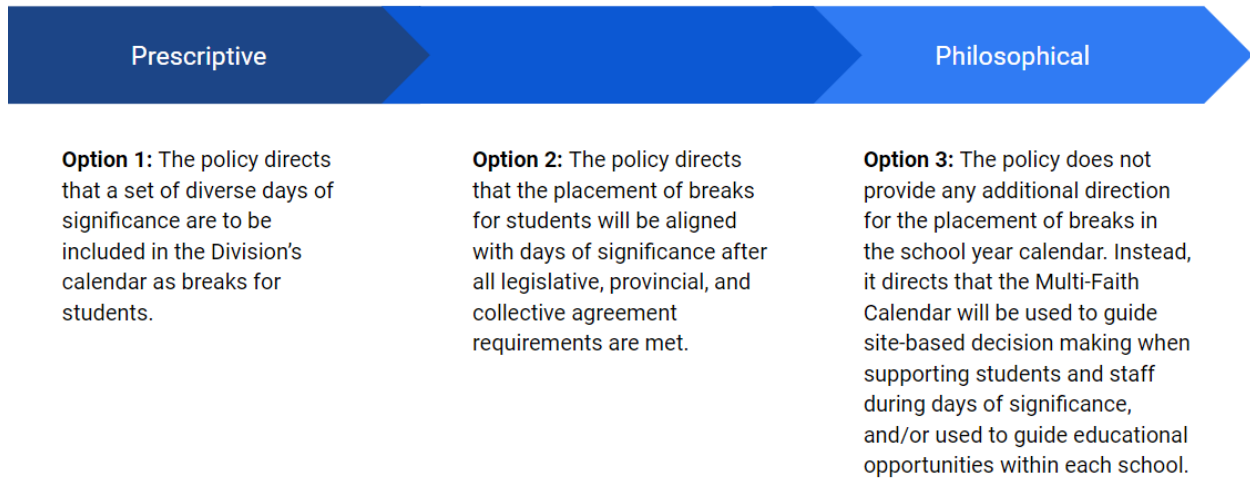
The following themes emerged from the stakeholder comments at the November 30, 2021, Board meeting, regarding the inclusion of diverse days of significance in the Division calendar:

- When diverse days of significance are not recognized in schools, families must then navigate competing priorities (i.e., academics and cultural connection).
- Currently families may choose to excuse their child from school on a day of significance. However, promoting anti-racism in the Division may not be achieved solely through the use of an excused absence system, but through an approach which recognizes diverse days of significance.
- The learning community within a school is strongest when all families feel heard and seen. The Multi-Faith Calendar encourages staff and students to honour the unique identities of members of the school community, and can be used to better support students in school.

Options

Three policy options were presented for consideration at the November 10 PRC meeting ([Figure 2](#)). The options ranged from prescriptive and directive policy content (i.e., policy option one) to content that offered high-level and philosophical direction (i.e., policy option three).

Figure 2. Spectrum of Policy Options



Potential Benefits and Risks

Option 1: Prescriptive Policy Direction - Selection of Specific Days

In this approach, the policy would direct that a set of diverse days of significance are to be included in the Division's calendar as breaks for students. The specific set of diverse days of significance would be determined after further stakeholder engagement.

- **Benefits**
 - This option may allow students to participate in days of significance that are meaningful to them because they will have the day off school.
- **Risks**
 - There are several mandatory requirements that are set outside of the Division that must be accounted for when scheduling the breaks. Certain days of significance do not have fixed dates (i.e., the date may change yearly), which may create challenges when aligning breaks with these requirements.
 - The prescriptive nature of this option may not provide the flexibility to consistently address stakeholder preferences and/or concerns around the scheduling of breaks, as indicated in the 2021-2022 Division Feedback Survey.

Option 2: Prescriptive Policy Direction - Placement of Breaks

In this approach, the policy would direct that the placement of breaks for students will be aligned with days of significance after all legislative, provincial and collective agreement requirements are met. There is opportunity for the Board to continue to advocate for students, staff and families when external requirements do not align with the needs of the community (e.g., a provincial examination scheduled during a day of significance).

- **Benefits**

- There are several mandatory requirements that are set outside of the Division that must be accounted for when scheduling the breaks. This option would provide sufficient flexibility to meet these requirements.
- At times, this option may provide greater flexibility to address some of the preferences and/or concerns around the scheduling of breaks, as indicated in the 2021-2022 Division Feedback Survey.
- *Risks*
 - Certain days of significance do not have fixed dates (i.e., the date may change yearly). Therefore, there is no guarantee that all diverse days of significance will be included as breaks in the calendar every school year, and this may create potential equity concerns.
 - At times, this option may not be able to address some stakeholder preferences and/or concerns around the scheduling of breaks, as indicated in the 2021-2022 Division Feedback Survey.

Option 3: High Level Philosophical Policy Direction

In this approach, the policy would not provide any additional direction for the placement of breaks in the school year calendar. Instead, it would direct that the [multi-faith calendar](#) will be used to guide site-based decision making to guide educational opportunities within each school.

- *Benefits*
 - This option may provide additional flexibility in the scheduling of breaks to more frequently address the preferences and/or concerns indicated in the 2021-2022 Division Feedback Survey.
- *Risks*
 - Accountability measures may be necessary to ensure that decisions made around days of significance are equitable and feasible for students across all schools.
 - The high-level nature of this policy provides philosophical, rather than action-oriented, direction.

Regardless of which policy option is selected, a revised policy would continue to articulate that the Superintendent of Schools has the authority to modify the school calendar for specific schools on an annual basis if the approved calendar does not meet that school's needs. In addition, this policy option would continue to provide direction for the school calendar to be used by Division schools across all grade levels (i.e., elementary, junior high, and high schools). This consistency will continue to support collaboration across catchments, Division-wide professional learning opportunities and predictability for families with children in different schools across the Division.

Next Steps

The PRC plans to move forward, through the perspective of Option 2, with work on a policy that directs that the placement of breaks for students will be aligned with days of significance after all legislative, provincial and collective agreement requirements are met. To ensure that the Division has a strong understanding of the diverse days of significance that are meaningful to the EPSB community, changes to

this policy may be informed by the extended student demographic data collected during the 2022-2023 school year and from further engagement with stakeholders.

DATE: January 24, 2023

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Response to Request for Information #012
Refugee and Displaced Students

ORIGINATOR: Todd Burnstad, Chief Financial Officer
Cliff Richard, Chief Infrastructure and Technology Officer

**RESOURCE
STAFF:** Husna Foda, Drew Horn, Bob Morter, Terry Korte

ISSUE

At the November 29, 2022 Board meeting, Trustee Hole requested the following information:

Provide a breakdown of the number of students fleeing persecution and/or global conflicts who are new to the Division for the 2022-2023 school year. Specifically, include data on the number of refugee students and their countries of origin and the number of displaced students from the Ukraine and elsewhere, if applicable. Include a breakdown of those who arrived on or before the September count date and those who arrived afterwards and include information regarding the funding of these students.

BACKGROUND

Shortly after the start of the war in Ukraine, the Government of Canada developed a program to facilitate entry to Canada for families impacted by the Russian invasion. This program is known as Canada-Ukraine Authorization for Emergency Travel (CUAET). Families entering Canada under this program have CUAET referenced on their Canadian entry documents. Alberta Education has requested that these students be identified by the use of an Enrolment Type code of 600 – Displaced Students. The vast majority of these students would have a birth country of Ukraine or nationality of Ukrainian. However, we have enrolled some students this year who entered the country under the CUAET program but may have a different nationality or birth country.

The students arriving under the CUAET Program are categorized as “displaced” students as opposed to being categorized as refugee or refugee claimants.

Alberta Education provides additional funding for students identified as refugee. This funding is in addition to base funding. Prior to two years ago, students who entered Canada as a refugee and those who entered as a refugee claimant were considered refugee for the purposes of funding. Recently, only students confirmed as a refugee are eligible for the additional funding. This requires that the student has a specific category referenced on their Confirmation of Permanent Residency, or that the student has a Notice of Decision from the federal government that indicates the refugee claim has been accepted. Refugee funding is provided for five years.

CURRENT SITUATION

In addressing this request for information, the data has been divided into three categories:

- Students entering Canada under the CUAET program and identified with Enrolment Type 600 – Displaced students
- Students who entered Canada with refugee status or who obtained status at a later date
- Students who entered Canada as a refugee claimant

Students with the last category are not eligible for refugee coding and subsequent funding. The student's status may change in a future year if the student's refugee claim is confirmed in a Notice of Decision, which would result in an additional grant. Further, the three categories referenced above are divided into those who started school on or before the count date and those who arrived after the count date.

A number of questions specific to the request for information involved detailed funding questions and criteria. Those questions are listed and answered below.

- The type of funding the Division receives from the province to specifically support refugee and displaced students. The below funding is in addition to the Weighted Moving Average (WMA) base allocation.
 - For identified refugee students who started school on or before the count date, these students receive refugee funding for up to five years based on WMA at \$5,500 per student FTE.
 - Other than under the CUAET program displaced students are not eligible for refugee funding.
- Which funds are provided through a separate grant from the provincial government?
 - The Division was notified by Alberta Education that displaced students from Ukraine are being supported through the newly formed "Funding to Support Ukrainian Students" Grant. It is based on a funding rate of \$5,500 per student who was identified and enrolled on the September 2022 count date. Alberta Education will continue to provide funding for Ukrainian students who arrived after the count date from October 2022 through to a second count date on March 1, 2023. Those students will be funded at 50 per cent of the original funding rate.
- Which funding is received as part of the weighted moving average formula?
 - Identified Ukrainian students are part of our "normal" base funding WMA calculation based on their respective grade if they were in attendance on the September count date. They are also included in the English as a Second Language grant WMA, which is funded at \$1,200 per student FTE with eligibility for five years.
- Please provide information on a cut-off date to apply for any special grants received for globally displaced or refugee students, who arrive after September 29.
 - Funding for displaced students who arrive after September 29 will be based on the Division coding the students appropriately in PASI and will not require any additional applications to be submitted or reviewed. The deadline for funding will require coding to be in place by March 1, 2023 for the 50 per cent funding of the "Funding to Support Ukrainian Students" Grant.

- Refugee claimants and refugees who arrive after September 29 will not be funded for the current year.

KEY POINTS

- The attached table (Attachment I) provides information on students identified as displaced students, refugees or refugee claimants.
- The table only includes students new to the Division this year.
- 826 students are referenced in the table, 259 were included in the September count and 567 arrived after the count.
- The largest nationality identified in the data is Ukrainian at 309 students followed by Afghan at 115 students and Syrian at 114 students. Collectively, this represents 65 per cent of students referenced in the attachment.

ATTACHMENTS and APPENDICES

ATTACHMENT I New to Division – Displaced, Refugee and Refugee Claimant Students as of December 2, 2022

BM:al

New to Division - Displaced, Refugee and Refugee Claimant Students as of Dec 2, 2022
(Revised on April 12, 2023)

Birth Country Name	Displaced Students			Refugee Students			Refugee Claimants			Total by Birth Country
	Present on Sep 29	Arrived after Sep 29	Total as of Dec 2	Present on Sep 29	Arrived after Sep 29	Total as of Dec 2	Present on Sep 29	Arrived after Sep 29	Total as of Dec 2	
Afghanistan				85	29	114	1		1	115
Angola				1		1				1
Bahamas							3		3	3
Burundi				3	3	6				6
Colombia							2		2	2
Congo				1		1				1
Congo, The Democratic Republic Of The				5	1	6				6
Cuba				2		2				2
Egypt	1		1	4		4	2		2	7
Eritrea				23	15	38				38
Ethiopia				11	3	14				14
Georgia		1	1							1
India				1		1		1	1	2
Iran, Islamic Republic Of				3		3				3
Iraq				9	3	12				12
Israel				6	2	8				8
Jordan				4		4				4
Kenya				12	1	13				13
Lebanon	1		1	5	4	9		1	1	11
Libya				4	7	11				11
Malawi				1		1				1
Mexico	2		2	1		1	2		2	5
Nigeria				1	1	2	1		1	3
Pakistan				1	1	2	2		2	4
Russian Federation	1	1	2							2
Rwanda					1	1				1
Saint Vincent And The Grenadines				1		1				1
Saudi Arabia				4	5	9	5	2	7	16
Somalia				29	8	37				37
South Africa				2		2		1	1	3
Spain	1		1							1
Sri Lanka	1		1							1
Sudan				13	1	14	1	2	3	17
Syrian Arab Republic				73	41	114				114
Tajikistan					2	2				2
Tunisia	1		1							1
Turkey	1		1	11	3	14	2	8	10	25
Turkmenistan							1		1	1
Uganda				2	1	3	4		4	7
Ukraine	205	104	309							309
United Arab Emirates	1		1	1	2	3				4
United States	1		1				1		1	2
Venezuela							2		2	2
Yemen					3	3				3
Zimbabwe				3		3		1	1	4
Total	216	106	322	322	137	459	29	16	45	826