

DATE: November 28, 2023

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Annual Education Results Report (2022–2023)

ORIGINATOR: Nancy Petersen, Managing Director, Strategic Division Supports

RESOURCE

STAFF: Danette Andersen, Angela Anderson, Clarice Anderson, Corbett Artym, Marnie Beaudoin, Dave Bennell, Todd Burnstad, Andrea Colling, Grace Cooke, Thomas Gillard, Sean Jones, Terry Korte, Trish Kolotylyuk, Terry Korte, Heather Langenhahn, Owen Livermore, Bob Morter, Ann Parker, Madonna Proulx, Carrie Rosa, Sunita Sas, Elizabeth Shen, Soleil Surette, Jennifer Thompson, Carol Van Kuppeveld, Christopher Wright, Jon Yin.

REFERENCE: Funding Manual for School Authorities 2023/24 School Year (Section L)

ISSUE

Alberta Education requires school jurisdictions to submit an Annual Education Results Report (AERR) by November 30, 2023. This year’s AERR reports on the Division’s progress for the 2022-2023 school year.

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 cycle the Division uses to advance its strategic direction, as set out in the [2022-2026 Strategic Plan](#). The AERR reflects the Division’s progress over the past year in support of high quality public education and meeting the Division’s priorities for 2022–23 as set out in year one of the [2022–26 Four-Year Education Plan](#). In collaboration with families and community, we have continued our efforts to empower every student to live a life of dignity, fulfillment, empathy and possibility.

RELATED FACTS

- Each year the Division submits an 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.
- The draft report coming forward for Board of Trustees approval meets all reporting requirements set out by the province.

RECOMMENDATION

That the Edmonton Public Schools' 2022–2023 AERR be approved.

CONSIDERATIONS and ANALYSIS

- The Division is required to submit an approved version of the AERR to Alberta Education by November 30, 2023.

OPTIONS

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

1. Approve the 2022–2023 AERR as written.
2. Provide feedback and request changes be made to the 2022–2023 AERR prior to submission to the province by November 30, 2023.

NEXT STEPS

- Upon approval, the final AERR will be submitted to the province and posted for public awareness on the Division website by November 30, 2023.

ATTACHMENTS and APPENDICES

ATTACHMENT I Annual Education Results Report (2022–2023)

NP:ss



EDMONTON PUBLIC SCHOOLS

Annual Education Results Report **(AERR)** 2022–23 *School Year*

3020 The Edmonton School Division
Submitted to Alberta Education
November 2023

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Message from the Board Chair and Superintendent


Edmonton Public Schools is honoured to have served over 109,000 students and their families in the 2022–2023 school year. Schools play an integral role in the community and have a profound impact on the life and development of children and youth. Our work in support of student success is guided by the [Division Strategic Plan 2022–26](#) and our actions are grounded in our Cornerstone Values—*Accountability, Collaboration, Equity and Integrity*.

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 over the past few years, as we came together in response to the pandemic while maintaining an intentional focus on high quality teaching and learning.

The 2022–23 school year saw a full return to in-person learning and many of the events and activities that support connection and build energy and enthusiasm across the school community. Staff were excited to rebuild strong relationships with students and families in person and support each child on the next steps of their learning journey.

This year’s Annual Education Results Report reflects the Division’s progress over the past year in support of high quality public education and meeting the priorities for 2022–23 as set out in year one of the [2022–26 Four-Year Education Plan](#). With guidance from our Education and Strategic Plans, and in collaboration with families and community, we have continued our efforts to empower every student to live a life of dignity, fulfillment, empathy and possibility.

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



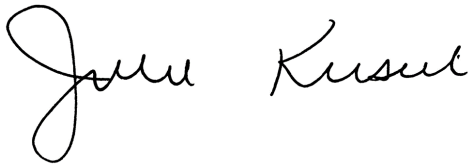
Julie Kusiek
Board Chair



Darrel Robertson
Superintendent of Schools

Accountability Statement

The Annual Education Results Report for the Edmonton School Division for the 2022–23 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 2022–23 was approved by the Board of Trustees on XXX, 2023.



Julie Kusiek
Board Chair



How to Read this Report

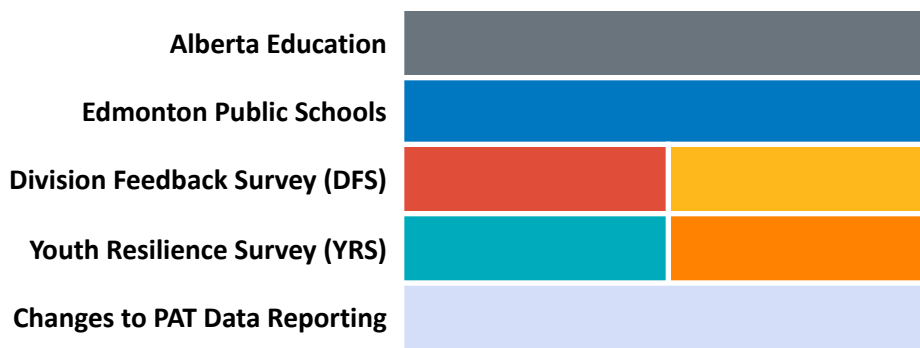
The Annual Education Results Report (AERR) serves as a comprehensive accountability tool that collates data from many sources. To provide a transparent overview of Edmonton Public Schools' activities in support of the first year of the [2022–26 Four-Year Education Plan](#), this report has been intentionally organized and designed using consistent design practices to promote clarity. As a Division, we are accountable to Alberta Education, and various guiding documents:

- Alberta Education oversees provincial education policy and regulations and as such this report reports on provincial requirements as outlined in the Alberta Education [2023–24 Funding Manual for School Authorities](#).
- Edmonton Public Schools selects local criteria which are outlined in the Division's [2022–26 Four-Year Education Plan](#), which was informed by EPSB's [2022–26 Strategic Plan](#) and the [Ministry Business Plan: Education 2022–25](#).

This report will include the following sections:

- Who We Are: introducing our Board of Trustees and Division Leadership.
- Accountability and Assurance: our evaluations through the Alberta Education Assurance (AEA) measures and avenues for Division- and School-level Engagement.
- Progress towards each Strategic Plan Priority specifically referencing Outcomes, Goals and Strategic Actions that were identified within the Four-Year Educational Plan, as well as any additional actions taken to enhance pathways for student success.
- Summary of our Financial Results from the Year.
- Annual Report of Disclosures.
- Appendices for supplementary data on our Division's work that may be helpful for understanding our story.

Coloured tables or boxes will be used to clarify the varied data sources utilized in this report, as per below:



The AEA tables in past Annual Education Results Reports typically showcased five years of data. However, the impact from the COVID-19 pandemic, coupled with new Alberta Education Assurance Measures (AEAM) in 2020–21 and the ongoing introduction of a new provincial curriculum in elementary education, caused some disruption to reliable five-year trend data. Within the reporting requirements set out by Alberta Education, the Division must report on at least four years of available comparable data; this report has been structured around four-year data trends.

In presenting our *Required Alberta Education Assurance Measures—Overall Summary* table (see Table 2, page 11), we have included the provincial measure evaluation (the achievement, improvement, overall colours) for a clearer picture of our students' current educational standing in Alberta. We have applied this comparison information to all assurance

How to Read this Report

tables in the report. As such, measure evaluations will be included where available for both the Division and the province.

Every year, the Alberta government assesses performance across all school authorities through assurance measures, including the [AEA survey](#), Provincial Achievements Tests (PATs) in Grades 6 and 9 and Diploma Exams results, as well as three-, four- and five-year high school graduation, drop out, Rutherford Scholarship and transition rates. These results are categorized using Alberta Education’s colour-coded system and definitions, as shown in the chart below.

| | | | | | |
|--------------------|------------------------|----------|--------------|----------|------------------------|
| Achievement | Very Low | Low | Intermediate | High | Very High |
| Improvement | Declined Significantly | Declined | Maintained | Improved | Improved Significantly |
| Overall | Concern | Issue | Acceptable | Good | Excellent |

Note: For a detailed breakdown of each level’s calculation and measure evaluation, refer to [Appendix B](#).

Who We Are

Board of Trustees

Edmonton Public Schools proudly served over 109,000 students in the 2022–23 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 Ip¹ (*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*).

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 2022–23 Division Support Team was comprised of:

Darrel Robertson—Superintendent of Schools

| | | | |
|-------------------|--|-----------------|---|
| Andrea Cooper | Assistant Superintendent of Schools | Angela Anderson | Chief Human Resources Officer, Human Resources |
| Kathy Muhlethaler | Assistant Superintendent, Instructional and Strategic Division Supports | Todd Burnstad | Chief Financial Officer, Financial Services |
| Kent Pharis | Assistant Superintendent of Schools | Cliff Richard | Chief Infrastructure and Technology Officer, Infrastructure and Technology |
| Ron Thompson | Assistant Superintendent of Schools | Karen Mills | Director, Board and Superintendent Relations |
| Liz Yule | Assistant Superintendent of Schools | Nancy Petersen | Managing Director, Strategic Division Supports |
| Grace Cooke | General Counsel | Carrie Rosa | Managing Director, Communications |

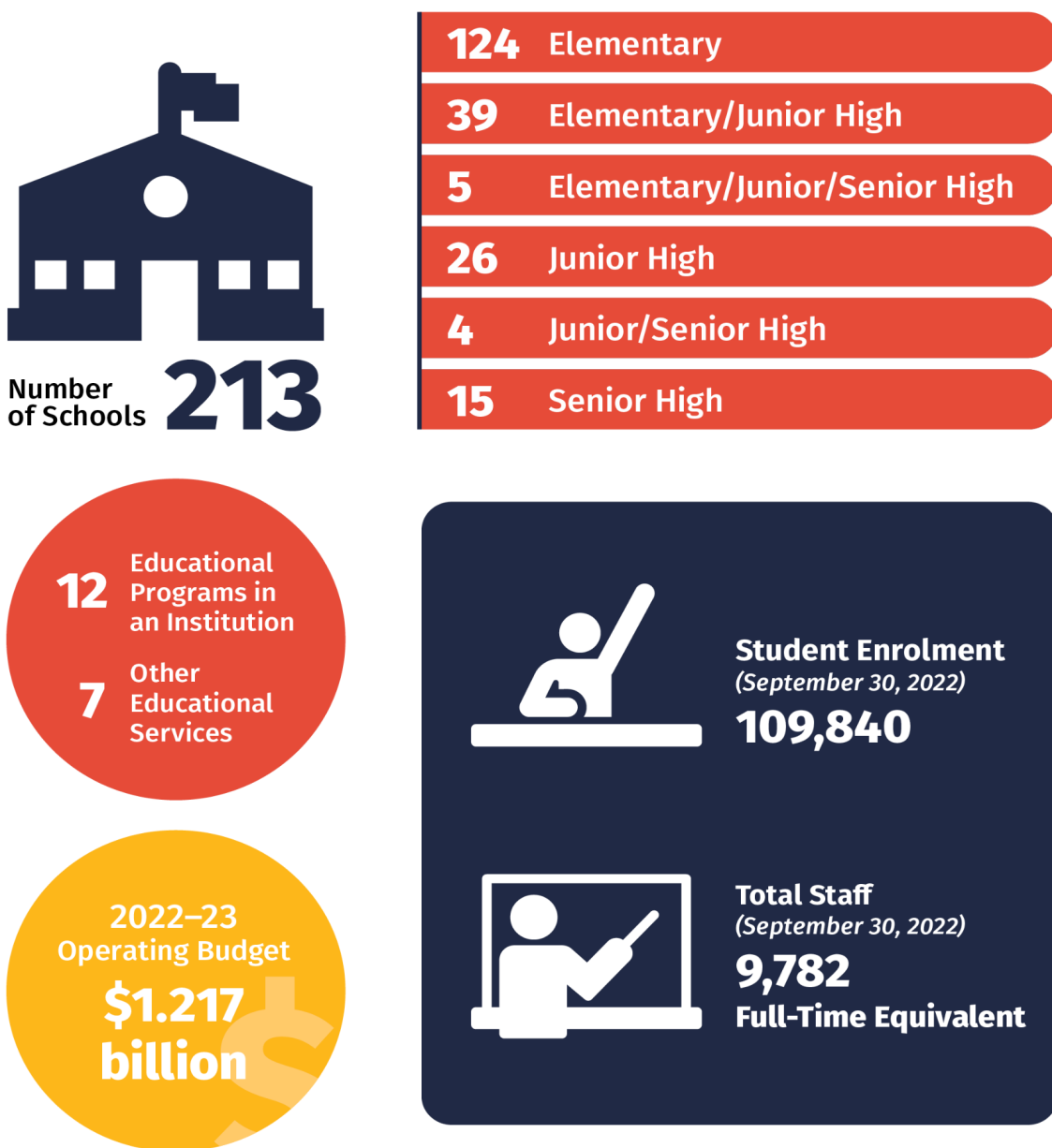
¹ In May 2023, Trustee Ip was elected as the MLA for Edmonton-South West. He resigned as Ward H trustee effective June 6. Trustee Sawyer formally assumed responsibilities for Ward H in June 2023.

Division Overview

The Division is committed to enhancing pathways for success for every student we serve. This work is a collective responsibility shared among the Board of Trustees, senior leadership, staff, as well as families and community members who, together, strive to fulfil the Division’s 2022–26 Vision: *Enhancing pathways for student success.*

To meet the diverse range of students' needs and support family choice, the Division offers many educational program options, including regular programming from Pre-K through Grade 12, 33 alternative programs and 13 specialized programming options. A comprehensive list of all programming from Edmonton Public Schools can be found on epsb.ca. Figure 1 below presents a snapshot of the Division's overall educational infrastructure and demographics for the 2022–23 school year.

Figure 1. Edmonton Public Schools’ Educational Infrastructure and Demographic Overview for the 2022–23 School Year



Student Profile

In September 2022, the Division welcomed over 109,000 students back to school, an increase of 3.6 per cent over the previous year, surpassing the City of Edmonton’s population growth of 2.86 per cent.² Between September 2011 and September 2022, the Division has experienced a 35.6 per cent growth in overall student enrolment. This growth can be further broken down by the following. Since 2011:

- The Division’s English as an additional language learners (EAL³) population went from 14,206 to 25,928, which is an 82.5 per cent increase.
- The Division’s self-identified First Nations, Métis and Inuit student population went from 7,072 to 9,029, which is a 27.7 per cent increase.
- The number of students meeting provincial special education coding requirements went from 10,880 to 13,370 which is a 22.9 per cent increase.

Table 1 showcases four elements of enrolment data for the past 11 years: overall student enrolment, EAL learners, self-identified First Nations, Métis and Inuit learners and students meeting provincial special education coding requirements, as calculated at the end of September every year. It must be noted the Division’s steady growth in enrolment is within the context of provincial population growth patterns, as Alberta continues to see positive population growth trends (4.1 per cent population growth from quarter 3 of 2022 to quarter 3 of 2023, as per Government of Alberta [population data](#))

| Table 1. Student Profile—September | 2011 | 2022 | Net Change Over 11 Years (%) |
|--|-------------|-------------|-------------------------------------|
| Total Students | 80,569 | 109,212 | 35.6 |
| EAL Students | 14,206 | 25,928 | 82.5 |
| Self-identified First Nations, Métis and Inuit | 7,072 | 9,029 | 27.7 |
| Special Education-Coded Students | 10,880 | 13,370 | 22.9 |

² [Regionaldashboard.alberta.ca](https://regionaldashboard.alberta.ca)—Last updated—February 28, 2023.

³ Understanding that many students are fluent in languages other than English, and considering that all students are also learning English, this report will use the term EAL learners (English as an Additional Language). While some past documents might use EAL, ELL (English Language Learners) and ESL (English as a Second Language) interchangeably, we will use Alberta Education’s updated terminology: EAL learners.

Accountability and Assurance

Edmonton Public Schools' AERR celebrates the Division's accomplishments and highlights the results from the 2022–23 school year. The AERR provides an annual overview of Edmonton Public Schools' commitment to advancing both our Division priorities and those of the province. As well, the AERR complements the other reporting available to our stakeholders including School Plans and Results Review (see [Appendix A](#)), Catchment Conversations 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. As well as data, the Division uses feedback from stakeholders to help inform ongoing work. This approach reflects alignment with the intent and structure of the provincial assurance framework.

Evidence-based decision-making is central to the Division's assurance model, where data is used to monitor for progress, reflect on the impact of our actions and celebrate what has been accomplished. This information helps to inform decisions around the use of resources.

Foundational to the planning and reporting cycle are the Division's Vision, Mission, Values, [2022–26 Strategic Plan](#) and the [Ministry Business Plan: Education 2022–25](#), which are brought to life through the shared leadership and responsibility of the Board of Trustees, Division and school leadership. All of these pieces come together to form the basis of accountability and assurance within the Division. A critical component of reporting and assurance is the budget planning and Results Review processes where the Division and schools reflect on their results and establish plans. This work is evidence-based and includes engaging with staff, students and families. From this, the Division develops its annual AERR and Education Plan.

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.

Alberta Education Assurance Measures

The 2022–23 school year marked our first year without operational interruptions due to COVID-19 in three years. This year’s Assurance Measures serve as one point of reference, guiding us in our efforts towards continuous improvement. The following three tables (*see Tables 2–4*) provide a required summary of Division results through the lens of Alberta Education’s five assurance domains: Student Growth and Achievement, Teaching & Leading, Learning Supports, Governance and Local and Societal Context. Each assurance domain can have one or more measures. The primary purpose of the education system is student achievement and growth, which is the core outcome for the assurance framework.⁴ Within its local and societal context and under the direction of our 2022–26 Strategic Plan, Edmonton Public Schools supports each of its students to live a life of dignity, fulfilment, empathy and possibility through the work undertaken in support of student growth and achievement. The work engaged in by the Division in respect to the other four domains supports and strengthens the efforts focused on student growth and achievement.

In order to accurately interpret all Assurance Measure tables in this report, please note the contextual information below that has been provided by Alberta Education and is necessary to fully understand the data:

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 results over time, as participation in the 2019–20 to 2021–22 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. Aggregated PAT results are based upon a weighted average of per cent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 Knowledge and Employability–KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018–19, and the COVID-19 pandemic from 2019–20 to 2021–22. School years 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018–19 and 2022–23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022–23 PAT results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021–22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of per cent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the 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.

Furthermore, in order to address the ongoing piloting and launching of new K–6 curriculum, in the fall of 2023 Alberta Education removed the following Grade 6 PAT subjects from aggregate PAT calculations: ELA, FLA, Math and Science. These changes and their impact are outlined below in Box 1.

⁴ [Alberta Education Funding Manual](#) 2023–24, p.19.

Box 1. 2022–23 PAT Data Reporting and Recalculation Explanation

The historical values reported for *Student Growth and Achievement—PAT: Acceptable/Excellence* in the 2022–23 AEA Measures have changed and do not match the values provided in prior reporting. Alberta Education recalculated historical aggregate PAT results based on the ongoing piloting and implementation of new curriculum. As a result of this:

- **Results** for Grade 6 English Language Arts, Français, French Immersion Language Arts and Literature, Mathematics and Science have been removed from aggregate data.
- **Aggregate PAT** results for this year, 2019 and 2022 are now based only on Grade 6 Social Studies and Grade 9 results for all subject areas.
- **This year’s AERR Data Tables** reflect results using the new calculation.
- **Access to Division Grade 6 PAT Results for all subjects.**
 - Individual PAT results for Grade 6 English Language Arts, Français, French Language Arts, Mathematics, Social Studies and Science can be found in [Appendix C](#).



Accountability and Assurance

Overall, we have much to celebrate and recognize the opportunities for continuous improvement. These results were achieved within the context of supporting students, staff and families as all of us emerged from the challenges presented during the pandemic.

Tables 2 to 5 provide a summary of both the Division’s results and those of the province, enabling us to better understand our results within a broader context. This comparison is presented both quantitatively and through the coloured coded provincial achievement standards.

| Table 2. Required Alberta Education Assurance Measures—Overall Summary | | | | | | | | | | | | |
|--|--------------------------|------------------|---------------------|--------------|------------------------|------------|----------------|------------------|---------------------|--------------|------------------------|---------|
| All Students—Division compared to Province | | | | | | | | | | | | |
| Measure & Evaluation | Edmonton School Division | | | | | | Alberta | | | | | |
| | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Student Growth and Achievement | | | | | | | | | | | | |
| Student Learning Engagement | 84.4 | 84.4 | 85.1 | n/a | Declined Significantly | n/a | 84.4 | 85.1 | 85.1 | n/a | Declined Significantly | n/a |
| Citizenship | 79.6 | 81.4 | 82.2 | High | Declined Significantly | Issue | 80.3 | 81.4 | 82.3 | High | Declined Significantly | Issue |
| 3-year High School Completion | 78.2 | 80.6 | 78.9 | Intermediate | Maintained | Acceptable | 80.7 | 83.2 | 82.3 | Intermediate | Declined Significantly | Issue |
| 5-year High School Completion | 85.8 | 85.3 | 83.8 | Intermediate | Improved Significantly | Good | 88.6 | 87.1 | 86.2 | Intermediate | Improved Significantly | Good |
| PAT: Acceptable | 63.2 | 65.4 | n/a | Low | n/a | n/a | 63.3 | 64.3 | n/a | Low | n/a | n/a |
| PAT: Excellence | 19.5 | 21.9 | n/a | High | n/a | n/a | 16.0 | 17.7 | n/a | Intermediate | n/a | n/a |
| Diploma: Acceptable | 80.2 | 73.8 | n/a | Intermediate | n/a | n/a | 80.3 | 75.2 | n/a | Intermediate | n/a | n/a |
| Diploma: Excellence | 24.0 | 21.1 | n/a | Very High | n/a | n/a | 21.2 | 18.2 | n/a | High | n/a | n/a |
| Teaching & Leading | | | | | | | | | | | | |
| Education Quality | 87.5 | 88.9 | 89.5 | High | Declined Significantly | Issue | 88.1 | 89.0 | 89.7 | High | Declined Significantly | Issue |
| Learning Supports | | | | | | | | | | | | |
| Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 83.2 | 85.4 | 85.4 | n/a | Declined Significantly | n/a | 84.7 | 86.1 | 86.1 | n/a | Declined Significantly | n/a |
| Access to Supports and Services | 78.2 | 80.0 | 80.0 | n/a | Declined Significantly | n/a | 80.6 | 81.6 | 81.6 | n/a | Declined Significantly | n/a |
| Governance | | | | | | | | | | | | |
| Parental Involvement | 77.5 | 76.8 | 78.0 | Intermediate | Maintained | Acceptable | 79.1 | 78.8 | 80.3 | High | Declined Significantly | Issue |

Accountability and Assurance

Table 3. Supplemental Alberta Education Assurance Measures—Overall Summary

All Students—Division compared to Province

| Measure & Evaluation | Edmonton School Division | | | | | | Alberta | | | | | |
|---|--------------------------|------------------|---------------------|--------------|------------------------|-----------|----------------|------------------|---------------------|--------------|------------------------|-----------|
| | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| 4-year High School Completion | 84.7 | 83.7 | 83.6 | Intermediate | Improved Significantly | Good | 86.5 | 87.1 | 85.4 | Intermediate | Improved Significantly | Good |
| Drop Out Rate | 2.2 | 2.2 | 2.3 | Very High | Improved | Excellent | 2.5 | 2.3 | 2.5 | Very High | Improved | Excellent |
| Rutherford Scholarship Eligibility Rate | 71.7 | 70.8 | 68.0 | High | Improved Significantly | Good | 71.9 | 70.2 | 68.3 | High | Improved Significantly | Good |
| Transition Rate (6 yr) | 65.2 | 65.2 | 64.9 | High | Maintained | Good | 59.7 | 60.3 | 60.2 | High | Maintained | Good |

[Alberta Education](#) and Edmonton Public Schools are dedicated to providing timely and relevant learning support for EAL students and self-identified First Nations, Métis and Inuit students. Details of these results are outlined below in Tables 4 and 5.

Table 4. Alberta Education Assurance Measures—Overall Summary

English as an Additional Language Students—Division compared to Province

| Measure & Evaluation | Edmonton School Division | | | | | | Alberta | | | | | |
|---|--------------------------|------------------|---------------------|--------------|-------------|------------|----------------|------------------|---------------------|--------------|------------------------|------------|
| | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Student Growth and Achievement | | | | | | | | | | | | |
| 3-year High School Completion | 71.2 | 76.7 | 72.9 | Low | Maintained | Issue | 72.8 | 78.5 | 77.1 | Low | Declined Significantly | Concern |
| 4-year High School Completion | 82.5 | 80.5 | 81.5 | Intermediate | Maintained | Acceptable | 85.0 | 86.4 | 84.1 | Intermediate | Maintained | Acceptable |
| 5-year High School Completion | 84.3 | 87.6 | 87.1 | Intermediate | Declined | Issue | 88.7 | 86.1 | 86.0 | Intermediate | Improved Significantly | Good |
| PAT: Acceptable | 59.8 | 63.6 | n/a | Very Low | n/a | n/a | 57.9 | 59.7 | n/a | Very Low | n/a | n/a |
| PAT: Excellence | 16.7 | 19.0 | n/a | Intermediate | n/a | n/a | 12.2 | 13.7 | n/a | Low | n/a | n/a |
| Diploma: Acceptable | 68.7 | 58.8 | n/a | Very Low | n/a | n/a | 67.1 | 59.0 | n/a | Very Low | n/a | n/a |
| Diploma: Excellence | 17.2 | 13.6 | n/a | Intermediate | n/a | n/a | 13.8 | 10.8 | n/a | Intermediate | n/a | n/a |
| Supplemental Measures | | | | | | | | | | | | |
| Drop Out Rate | 1.9 | 2.0 | 1.9 | Very High | Maintained | Excellent | 2.5 | 2.2 | 2.3 | Very High | Declined | Good |
| Rutherford Scholarship Eligibility Rate | 57.5 | 60.4 | 55.4 | Intermediate | Improved | Good | 60.3 | 61.3 | 58.4 | Intermediate | Improved Significantly | Good |
| Transition Rate (6 yr) | 70.3 | 69.8 | 70.6 | High | Maintained | Good | 62.7 | 66.0 | 65.7 | Intermediate | Declined Significantly | Issue |

Accountability and Assurance

Table 5. Alberta Education Assurance Measures—Overall Summary

Self-identified First Nations, Métis and Inuit Students—Division compared to Province

| Measure & Evaluation | Edmonton School Division | | | | | | Alberta | | | | | |
|---|--------------------------|------------------|---------------------|--------------|------------------------|------------|----------------|------------------|---------------------|--------------|------------------------|------------|
| | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Student Growth and Achievement | | | | | | | | | | | | |
| 3-year High School Completion | 44.2 | 47.1 | 46.8 | Very Low | Maintained | Concern | 57.0 | 59.5 | 59.1 | Very Low | Declined | Concern |
| 4-year High School Completion | 55.9 | 57.0 | 53.2 | Very Low | Maintained | Concern | 65.8 | 68.6 | 65.5 | Very Low | Maintained | Concern |
| 5-year High School Completion | 62.3 | 59.3 | 56.4 | Very Low | Improved Significantly | Acceptable | 71.3 | 68.0 | 67.0 | Very Low | Improved Significantly | Acceptable |
| PAT: Acceptable | 33.3 | 33.4 | n/a | Very Low | n/a | n/a | 40.5 | 43.3 | n/a | Very Low | n/a | n/a |
| PAT: Excellence | 4.2 | 4.6 | n/a | Very Low | n/a | n/a | 5.5 | 5.9 | n/a | Very Low | n/a | n/a |
| Diploma: Acceptable | 74.0 | 67.7 | n/a | Low | n/a | n/a | 74.8 | 68.7 | n/a | Low | n/a | n/a |
| Diploma: Excellence | 11.1 | 8.2 | n/a | Low | n/a | n/a | 11.3 | 8.5 | n/a | Low | n/a | n/a |
| Supplemental Measures | | | | | | | | | | | | |
| Drop Out Rate | 5.7 | 6.4 | 6.6 | Intermediate | Improved | Good | 5.1 | 4.9 | 5.1 | Intermediate | Maintained | Acceptable |
| Rutherford Scholarship Eligibility Rate | 44.2 | 41.0 | 39.4 | Very Low | Improved Significantly | Acceptable | 43.9 | 41.1 | 39.9 | Very Low | Improved Significantly | Acceptable |
| Transition Rate (6 yr) | 32.7 | 30.9 | 31.4 | Very Low | Maintained | Concern | 35.5 | 37.7 | 36.7 | Very Low | Maintained | Concern |

Stakeholder Engagement

Engaging with our stakeholders—staff, parents, students and community members—serves as a meaningful way in which everyone can have a role in supporting student success and well-being and serves as a key element of public assurance. Both the Board of Trustees and Division administration value stakeholder engagement and hold themselves accountable by seeking input prior to taking action. The Division relies on recognized standards for public participation practice, such as the International Association for Public Participation (IAP2) Spectrum for Public Participation. IAP2 provides a framework for increasing levels of public engagement depending on the purpose of stakeholder participation and degree of impact a decision or initiative may have on stakeholders.

Engagement occurs through multiple avenues. Through these efforts, the Division is laying the foundation for generative participation, public assurance and confidence in its decision-making and policy development. Examples of engagement opportunities at both the Division and school levels include:

Division-Level Engagement

- **Division Feedback Survey (DFS):** Conducted every year for staff, students and families, this quantitative and qualitative survey provides perspectives on how the Division is doing regarding the Strategic and Education Plans. The DFS provides both system-wide and school-level results that are used to inform planning at both levels. This past year, we received over 61,000 responses to the DFS. The 2022–23 DFS was the first year for the new survey aligned to the 2022–26 Strategic Plan. [Appendix D](#) contains a summary of DFS quantitative responses included throughout this report.
- **Extended Student Demographic Survey:** In the fall of 2022, the Division invited students in Grades 4 to 12 to participate in this survey to help the Division gain insights into the self-described identities of students served by the Division. Both students and parents had the option to opt out, and students were encouraged to respond only to questions that they felt comfortable with. Over 55,000 students (73 per cent) participated in the survey. Data from the survey will be analyzed with other student data to identify actions the Division can take to support ongoing and increased student success.
- **Inclusive Education Parent and Community Advisory Committee:** Supported by Division staff and comprised of family and community members, this committee provides ongoing feedback to help inform the delivery of inclusive education in the Division.
- **First Nations, Métis and Inuit External Advisory Council:** Comprised of members from the broader community and staff from the First Nations, Métis and Inuit Education Team, the council provides feedback to inform the development of Division resources and supports an ongoing dialogue between council members around student success and First Nations, Métis and Inuit education.
- **Equity Advisory Committee:** Comprised of community stakeholders, students, families and Trustees, and supported by staff, the committee provides feedback to the Division to help support progress towards the priority areas of the Anti-racism and Equity Action Plan.
- **School Re-naming Advisory Committee:** Comprised of families, community members and Trustees, and supported by staff, the committee provides feedback to help inform criteria that considers the potential renaming of a school and supports policy development that addresses school renaming.
- **Student Senate:** Student senators from across Division high schools represent their fellow students to provide student voice to the Board of Trustees and administration.
- **Staff Advisory Committee to Support Anti-racism:** To ensure that we hear the perspectives of a wide range of Division staff, from across all staffing groups, we are creating a Staff Anti-racism, Reconciliation and Equity Advisory Committee. This committee will provide advice and feedback to inform how the Division moves forward on priorities outlined in the Anti-racism and Equity Action Plan. The committee will meet up to four times throughout the 2023–24 school year during the work day. Selection of membership for the committee will focus on representing a range of diverse staff roles, work locations and personal identities and experiences. Expression of interest went out to all staff in June to establish the committee for the 2023–24 school year. We received 236 expressions of interest.

Accountability and Assurance

- **Teacher/Staff Collaborative Conversations:** These conversations bring together staff from across the Division around a strategic topic. Feedback from the conversation helps to inform next steps in support of students. Examples of recent topics include: Literacy and Numeracy Division 1 screening assessments and Anti-racism and Equity.
- **Listening Circles:** The Division invites individuals to participate in conversations and leadership staff have the role of active listening. Understanding of the lived experience of students, staff and families will help the Division's work in support of anti-racism and equity.
- **Superintendent's Community Of Practice in Education:** The Superintendent annually establishes a group of leaders from schools and central decision units to come together and discuss key topic areas in support of the Division's strategic direction. These discussions provide feedback around emerging opportunities, Division processes and targeted initiatives in support of student success and well-being.
- **Superintendent's Small Group Conversations:** The Superintendent invites principals and Central leaders to small group discussions around educational topics of their choice and interest. This practice offers an open platform for Division leaders to connect, address shared challenges and brainstorm solutions for emergent needs.
- **Results Review and Catchment Conversations:** These conversations provide school and Central leaders with the opportunity to reflect on their results and to share and learn with each other. Through results reviews, Trustees are able to gather information, notice trends and bring back their observations to administration. Catchment Conversations bring together principals from across catchments (Kindergarten to Grade 12 school groupings) to engage and share in a conversation. Both of these opportunities inform future planning at the school and Division levels.
- **Community Consultations:** The Division brings members of the community together around key topics and programming areas. These discussions use data to support the conversation and gather stakeholder feedback around such areas as school boundaries and mature community enrolment challenges.

School-Level Engagement

- **School Councils:** Schools engage with families through school councils, which provide opportunities for dialogue around school operations, school plans and budget, and annual results reports as well as ongoing dialogue regarding student success and well-being.
 - The Board of Trustees continues 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.
 - A School Council Annual Report Highlights Summary is submitted to the Board of Trustees each year, outlining the work of school councils across the Division. This report is submitted in the new year, covering the previous school year.
- **Local school activities:** Schools engage with their communities in ways that best meet the needs of their students and families. Examples of what this engagement looks like at the school level include, but are not limited to: meet the principal drop-ins, morning coffee conversations, family nights, student focus groups and school-level surveys. Feedback and voice from these various activities help 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 are invited to participate in both results review and school budget planning.
- **Creating Schools That Listen:** Creating Schools That Listen is an inquiry-led approach to working across school communities around a systemic or social issue that brings together professional learning and student voice. Working collectively with students, staff and community, school leaders develop responsive frameworks to advance equity and inclusion in schools.

In summary, the Division's intentional approach to supporting high quality teaching and learning and ultimately, student success is represented in the following diagram (see Figure 2).

Figure 2. Edmonton Public Schools: Assurance Model⁵

Assurance Model



⁵ Designed by PresentationGO.



Priority 1

Build on outstanding learning opportunities for all students.

Priority 1: Build on outstanding learning opportunities for all students

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

The Division walks alongside students on their Kindergarten to Grade 12 journey towards the goal of high school completion and a life of dignity, fulfilment, empathy and possibility. Building high quality learning opportunities that engage and motivate students on their journey to high school completion is a collective endeavour, involving Division staff, community partners and families. The three goals of Priority 1 work together to support the growth and success of every student throughout their learning journey to high school completion and beyond. High school completion is a foundational milestone that influences future educational paths, life goals and ultimately quality of life. This work could not be accomplished without the support of families who are key partners in their child's learning and participate in a range of meaningful ways within the school community.

High quality teaching and learning environments are at the heart of student success. To support these 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 support, 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.

DFS results indicate that:

89 per cent of students agreed that "At school I have the opportunity to be successful in my learning."

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 and school leaders develop annual professional growth plans.
 - These plans reflect alignment with the Teaching Quality Standard (TQS) and Leadership Quality Standard (LQS).
 - Many staff use an inquiry based approach to developing and participating in these plans.
 - Teachers collaborate with their principal in the development of their plan.
- The TQS and LQS inform the decisions and actions of certificated teachers and leaders.
 - 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 opportunities 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 TQS and LQS competencies, providing support and guidance to emerging, aspiring and experienced leaders through the Leadership Development Framework, a community of practice

Priority 1: Build on outstanding learning opportunities for all students

approach supporting first and second year principals and professional learning for all staff in the areas of literacy, numeracy, anti-racism, reconciliation, equity and First Nations, Métis and Inuit education and new curriculum.

Building off existing processes and with extensive engagement, work was completed to prepare a formal process for confirmation of assistant principal designations. The new processes and supports, for both principals and assistant principals engaged in the process, have been implemented for the 2023–24 school year.

As we welcomed students back in the fall of 2022 the Division was focused on well-being and meeting each student where they were at on their learning journey. As the Division continued to address potential learning gaps resulting from the prolonged disruption of the pandemic and support overall student and staff well-being, it is encouraging that students and families expressed confidence in students' learning opportunities for the 2022–23 school year as evidenced in feedback from the DFS.

DFS results indicate that:

89 percent of students agreed that “school staff have high expectations for me to be successful in my learning.”

82 per cent of families agreed that “I feel my child’s learning needs are supported at their school.”



Goal 1: Recognize and support the diverse learning needs of all students

P1G1 Strategic Action: Provide targeted professional learning and resources that support teachers in the implementation of the new curriculum.

- Curriculum Learning Supports (CLS) developed a range of professional learning (PL) opportunities and resources to support new curriculum implementation, including scopes and sequences, resource collections and synchronous and asynchronous professional learning. These were provided to support implementation of new subjects and grades for the 2023–24 school year:

- Kindergarten to Grade 3 English Language Arts and Literature.
- Kindergarten to Grade 3 Math.
- Kindergarten to Grade 6 Physical Education and Wellness.

DFS results indicate that:

89 per cent of teachers “know how to access resources to help me meet the diverse learning needs of all students.”⁶

- In a continued effort to provide flexible professional learning to Division schools, CLS implemented “spotlight sessions” on PL days that provided short, focused sessions repeated throughout the day. The convenience of this new format proved to be very popular with schools; approximately 1,555 teachers and administrators participated in sessions targeted at implementation of the new curriculum.
- Centrally-created science resources (*Snippets*) were provided in June 2023 to support teachers in getting started with implementing the Kindergarten to Grade 3 Science curriculum for September 2023.
- Through targeted provincial funding, the Division provided leadership to the establishment of the provincial science resource project. This project is being implemented in collaboration with the other metro boards. In support of this work CLS completed a range of tasks to ensure readiness for fall 2023, including staffing, development of a project plan and mapping the teacher writer training. The project is supported by a Metro Leadership Advisory Group and the secondment of teachers from Edmonton Catholic School Division and Calgary Catholic School Division. Through an application process, 10 teachers from Edmonton Public Schools with experience from Kindergarten to Grade 3 were selected to work on the science resources starting in September 2023.

P1G1 Strategic Action: Refine the Individual Program Planning⁷ process as a means to monitor for student growth and enhance collaborative goal setting with families.

Individual Program Plans (IPP) prioritize areas of growth for individual students. The IPPs are focused around a student’s academic success or social participation and may include areas such as: reading, writing, speaking (expressive language), listening (receptive language), viewing/representing, work habits and numeracy. IPPs are developed in collaboration with families. This collaboration recognizes and builds upon their background knowledge and experiences, starting with baseline data and tracking progress through success indicators.

- The Specialized Learning Supports (SLS) team initiated a conversation with school leaders to gather feedback on the current IPP templates and consider options to measure student success toward goals. SLS conducted an environmental scan of Division IPP templates and Alberta Education sample templates.

⁶ Note: only asked to K–6 teachers, all principals and assistant principals. 69 per cent of eligible respondents indicated that they had accessed Division resources

⁷ An **Individual Program Plan (IPP)** is mandatory for students who require adaptations, accommodations, or added support in learning Alberta’s programs of study. The IPP delineates the specific instructional strategies and resources provided by a school to cater to the unique needs of each student.

Priority 1: Build on outstanding learning opportunities for all students

- Feedback from this work will be used to inform revision of the IPP templates. This will also support the creation of a mechanism to track student progress towards their IPP goals. This will build upon existing positive collaboration with families.

DFS results indicate that:

83 per cent of families, who have a child with an IPP, agreed that “my child’s IPP goals are appropriate for their development.”

P1G1 Strategic Action: Support a range of programming choices for families through ongoing engagement and the monitoring of enrolment data.

- Programming choice for families to support the success of all students through high quality teaching and learning environments is a cornerstone commitment at Edmonton Public Schools. The Division offers regular, alternative and specialized programming in response to this commitment. To support this work, the Division develops an annual student accommodation plan.
 - There are over 33 alternative programs offered by the Division. Establishment of a program is the responsibility of the Board of Trustees. Once established, placement of alternative programs is data-driven using our metrics to determine program viability and sustainability (see [Board Policy GAA.BP Delivery of Student Programs of Study and Administrative Regulation GEE.AR Decision Authority for Programs, Curriculum, Student Assessment and Instructional Resources](#)).
 - The distribution of specialized programming is determined by monitoring enrolment in existing specialized classes and new requests for programming. The Division offers a range of specialized programs in over 130 schools. Superintendent approval is required to expand or reduce specialized classrooms. Decisions regarding specialized classrooms are made around a variety of factors including parent choice and school space.

Additional Actions Taken in Support of Priority 1 Goal 1

Educational Assistant Internship (EAI)

- Edmonton Public Schools led the development and delivery of an EAI prototype in spring 2023 where three school divisions participated. CLS and SLS worked collaboratively to build a range of learning resources for the EAI participants. These included presentations, handouts, links to additional webinars and resources as well as quizzes for the following topics:
 - Child Brain Development module and Thinking Guide
 - Supporting Literacy module
 - Supporting Mathematics module
 - Managing Anxiety module
 - Supporting Students with Complex Behavioural Needs module
- The 13 week program included a one-week orientation with the remaining weeks being a combination of online learning and classroom experience. Overall 23 people from across three school divisions registered to be part of the prototype (two participants withdrew prior to completion).
- Edmonton Public Schools offered this paid internship prototype (35 hours/week) to individuals interested in, but not currently working as Educational Assistants (EAs), over a 13 week program.
- The 10 interns who completed the program through the Division were hired as supply EAs with Edmonton Public Schools.

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- Feedback from the prototyping indicated the following:
 - EPSB intern participants perceived the program positively, and appreciated the support provided through being part of a community of practice and from Division staff.
 - The program modules were rated overall by participants as very effective, with an average ranking of 6.2 to 6.4 on a scale of 7 for four out of the five topics.
 - Staff from participating Division schools provided an average ranking of 4.2 out of 5 to the experience of having an intern and 100 per cent indicated an interest to participate in the program again next year.
- In winter 2024, the Division will support scaling-up from the prototype; this work is supported by funding from Alberta Education to support participation from 12 school divisions across the province.

P1G1: Summary of Results and Analysis

Edmonton Public Schools uses a variety of performance indicators to track efforts for continuous improvement in this outcome. Assurance measures include preparing all students to graduate, supporting the transition into post-secondary education and the world of work (see *Tables 2–5*), as well as community citizenship, quality of education, family involvement, student engagement in learning and access to supports and services. Locally, indicators begin in Kindergarten with the [Early Years Evaluation-Teacher Assessment \(EYE-TA\)](#).

Local Measures

EYE-TA

Kindergarten is the beginning of a school learning journey for most children. Division Kindergarten programming is informed through provincial Kindergarten curriculum and the provincial Kindergarten Program Statement with many concepts delivered through a play-based approach to learning. Through a focus on English language arts and literature, mathematics, environment and community awareness, social studies/citizenship and identity, physical education and wellness and creative expression, 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.

At the Division, recognizing and supporting the diverse learning needs of each child begins in Kindergarten for the majority of students, where the EYE-TA is an evaluation tool administered to all Kindergarten children during the fall, and some Kindergarten children again in the spring. The purpose of the EYE-TA is to provide educators with the data they need to plan for targeted classroom programming and appropriate interventions during the Kindergarten year. The EYE-TA measures five key areas of development closely linked with school readiness and emergent literacy skills:

1. Awareness of Self and Environment
2. Social Skills and Approaches to Learning
3. Cognitive Skills
4. Language and Communication
5. Physical Development

Over the past few years, the EYE-TA faced irregular administration due to limitations as a result of the pandemic (see *Table 6*). The 2022–23 EYE-TA results displayed a slight decrease in readiness for Grade 1 in spring compared to the past eight years. The Division will continue to monitor this data set and explore these results going forward. Detailed results for the five key areas of development are available in [Appendix E](#).

Priority 1: Build on outstanding learning opportunities for all students

| Table 6. EYE-TA Division Indicator | Results (in percentages) | | | | | | | | | | | | | | | | | |
|--|--------------------------|--------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|---|--------|---------|--------|---------|--------|
| | 2014–15 | | 2015–16 | | 2016–17 | | 2017–18 | | 2018–19 | | 2019–20 | | 2020–21 | | 2021–22 | | 2022–23 | |
| | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring |
| Percentage of children entering (fall) and leaving (spring) EPSB programs meeting developmental milestones | 62 | 81 | 61 | 81 | 62 | 82 | 59 | 81 | 58 | 81 | 59 | n/a | Assessment not required due to challenges of COVID-19 | | 61 | 80 | 58 | 78 |
| Percentage increase in children meeting developmental growth by Spring. | 19 | | 20 | | 20 | | 22 | | 23 | | n/a | | | | 19 | | 20 | |

Note: In the fall, children in Kindergarten are administered the EYE-TA. In spring, typically only those who initially showed difficulty or weren't assessed in the fall are reassessed. The percentage increase in children meeting developmental milestones reflects those who met them in the fall plus those now meeting them in the spring.

Provincial Measures

Alberta Education Assurance Measures

Education Quality: Responses to the AEA survey indicated that the Education Quality in Edmonton Public Schools is perceived by different respondents as High and Intermediate, mirroring provincial results (see Table 7). While the decline in improvement is notable, the baseline Education Quality achievement result remains High overall. These results parallel those of the province. The Division remains committed to implementing actions that support continuous improvement.

| Table 7. Alberta Education Assurance Measures—Education Quality | | | | | | | | | | | | |
|---|--------------------------|------------------|------------------|--------------|------------------------|---------|-------------------|-------------------|-------------------|--------------|------------------------|---------|
| Measure & Evaluation | Edmonton School Division | | | | | | Alberta | | | | | |
| | 2020–22 Avg | 2022 | 2023 | Achievement | Improvement | Overall | 2020–22 Avg | 2022 | 2023 | Achievement | Improvement | Overall |
| Overall | 89.5 (n= 30,989) | 88.9 (n= 29,515) | 87.5 (n= 31,216) | High | Declined Significantly | Issue | 89.7 (n= 257,078) | 89.0 (n= 249,532) | 88.1 (n= 257,584) | High | Declined Significantly | Issue |
| Parent | 85.6 (n= 4,026) | 85.2 (n= 4,158) | 83.5 (n= 3,894) | High | Declined Significantly | Issue | 86.4 (n= 34,318) | 86.1 (n= 31,890) | 84.4 (n= 31,890) | High | Declined Significantly | Issue |
| Student | 87.1 (n= 22,132) | 86.4 (n= 21,186) | 85.4 (n= 23,077) | Intermediate | Declined Significantly | Issue | 86.9 (n= 190,299) | 85.9 (n= 186,834) | 85.7 (n= 193,343) | Intermediate | Declined Significantly | Issue |
| Teacher | 95.9 (n= 4,474) | 95.0 (n= 4,171) | 93.7 (n= 4,245) | Intermediate | Declined Significantly | Issue | 95.7 (n= 32,462) | 95.0 (n= 32,351) | 94.4 (n= 32,351) | Intermediate | Declined Significantly | Issue |

Parental Involvement: Parental Involvement has been evaluated at Intermediate with parents feeling highly involved in their children’s education. Parents feel more involved than they have over the last three-year average. Parents’ perception of increased involvement is evidence of their commitment towards their child’s education. Family feedback from the DFS further supports these results with 87 per cent of families indicating that they feel they have a positive relationship with staff in support of their child’s learning and 84 per cent agree that the information they receive about their child’s learning helps them support their child in their learning.

Teacher perception around parent involvement declined from previous years on the AEAM (see Table 8). Examining the teacher responses more closely, this achievement evaluation may be partially attributed to an increased number of teachers indicating they “don’t know” across multiple questions of the assurance survey related to parent involvement (Grades 4, 7, 10). Schools continue to find ways to invite parents back into the school community post-pandemic.

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Table 8. Alberta Education Assurance Measures—Parental Involvement

| Measure & Evaluation | Edmonton School Division | | | | | | Alberta | | | | | |
|----------------------|--------------------------|----------------|----------------|--------------|------------------------|------------|-----------------|-----------------|-----------------|--------------|------------------------|------------|
| | 2020–22 Avg | 2022 | 2023 | Achievement | Improvement | Overall | 2020–22 Avg | 2022 | 2023 | Achievement | Improvement | Overall |
| Overall | 78.0 (n=8,523) | 76.8 (n=8,256) | 77.5 (n=8,083) | Intermediate | Maintained | Acceptable | 80.3 (n=66,395) | 78.8 (n=62,412) | 79.1 (n=63,935) | High | Declined Significantly | Issue |
| Parent | 71.1 (n=4,101) | 71.6 (n=4,143) | 72.6 (n=3,873) | High | Improved | Good | 73.1 (n=34,077) | 72.3 (n=31,598) | 72.5 (n=31,720) | High | Declined | Acceptable |
| Teacher | 85.5 (n=4,422) | 81.9 (n=4,113) | 82.4 (n=4,210) | Low | Declined Significantly | Concern | 87.4 (n=32,318) | 85.2 (n=30,814) | 85.7 (n=32,215) | Intermediate | Declined Significantly | Issue |

3-Year Historical Engagement Students and Providing Support: In 2021–22 the province introduced the following two Assurance Measures:

- Whether students are engaged in their learning at school.
- Whether students have access to the appropriate support and services at school.

Results for both the province and Division signal the importance of working with students and families to best understand student learning needs. (see Table 9 and Appendix C for detailed stakeholder results). Research emphasizes the importance of relationships in respect to student success, as reflected by its prominent position as the first quality standard in both the TQS and LQS. The Division remains committed to building relationships with each student and meeting them where they are at in support of their learning.

Table 9. Alberta Education Assurance Measures—3-Year Historical Engaging Students and Providing Support

| The percentage of teachers, parents and students who agree that: | Edmonton School Division | | | | Alberta | | | |
|--|--------------------------|-----------------|-----------------|------------------------|------------------|------------------|------------------|------------------------|
| | 2021 | 2022 | 2023 | Improvement* | 2021 | 2022 | 2023 | Improvement* |
| Students are engaged in their learning at school | 85.8 (n=25,633) | 85.1 (n=29,562) | 84.4 (n=31,178) | Declined Significantly | 85.6 (n=230,956) | 85.1 (n=249,740) | 84.4 (n=257,214) | Declined Significantly |
| Students have access to the appropriate supports and services at school. | 80.6 (n=25,607) | 80 (n=29,533) | 78.2 (n=31,153) | Declined Significantly | 82.6 (n=230,761) | 81.6 (n=249,570) | 80.6 (n=256,994) | Declined Significantly |

*As this is a new measure, only improvement evaluation can be calculated this year.

5-Year Historical Division Specialized Supports: The satisfaction of parents of students who qualify for specialized supports dropped from previous years, but remains relatively high. In this same area, satisfaction of teachers dropped significantly (see Table 10). This may be connected to the staffing challenges related to EAs and the increasing complexity of classrooms.

Table 10. Alberta Education Assurance Measures—5-Year Historical Division Specialized Supports

| a. Parent satisfaction the specialized supports their child receives enables them to be successful learners | | | | | |
|---|--------------|--------------|--------------|--------------|--------------|
| | 2019 | 2020 | 2021 | 2022 | 2023 |
| Parents | 86 (n=874) | 85 (n=933) | 83 (n=532) | 83 (n=690) | 80 (n=709) |
| b. Teacher satisfaction their school can access supports for students with specialized needs in a timely manner | | | | | |
| Teachers | 85 (n=4,528) | 82 (n=4,716) | 78 (n=3,560) | 75 (n=4,055) | 69 (n=4,177) |

Goal 2: Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes

Literacy and numeracy form the foundation for successful living, learning and participation in society. Evidence suggests that proficiency in literacy and numeracy are primary determinants of educational outcomes, which in turn significantly influence earning potential, career trajectory and overall quality of life.⁸ It is important for students to develop proficient literacy and numeracy skills to realize their full potential in school and ultimately in the workplace and life. Supporting students where they are at on their learning journey is fundamental to the work of educational staff and to each student's success. The Division's actions described below highlight our strategic, collective commitment to how students grow and thrive in these key areas.

P1G2 Strategic Action: Examine data and implement interventions, professional learning and resources that have the greatest impact on student growth.

This evidence-based work happens at multiple levels of the organization:

- Classroom level: Teachers assess students in the fall to inform programming and interventions. They continue to use data to monitor for progress. Assessments at the end of the school year help to confirm growth achieved for the school year.
- School and catchment level: School leaders use data to inform a variety of decisions within the school community: the allocation of resources, setting of goals, PL topics and how to organize for instruction. Data also serves to support the work of catchments; it is used to help identify goals and prioritize areas for collaboration.
- Division level: The Division uses data to support a variety of system-level decisions, including informing the allocation of resources, setting priorities and the reporting of growth or progress.
- To build upon existing staff capacity in the areas of literacy and numeracy, Curriculum and Learning Supports (CLS) provided a total of 184 PL opportunities (inservicing, consultations and/or coaching) for 3,856 participants.
 - To be responsive to the needs of teachers, feedback from staff and current research in the areas of literacy and numeracy learning was used to shape the continuous improvement of PL throughout the year.
- To help mitigate the impact of transition, several catchments have developed processes and/or assigned staff to support students transitioning. These processes address both transiency and the natural transitions between grades, divisions and schools, allowing for increased continuity of learning for the student on their unique learning journey.
 - Principals of Equity Achievement Project schools are noticing the positive impact of common instructional practices and approaches in literacy and numeracy learning for students moving between EAP schools.
- Additionally, the Division is supporting this action through the development of the Dossier Dashboard, which is a data visualization platform intended to support and facilitate data analysis in both schools and centrally in support of student growth.
 - In February 2023, the Dossier Dashboard was soft-launched for Division leaders. To support leaders in the use of the platform, pre-Division Leadership Meeting (DLM) PL sessions were made available from February to June.

P1G2 Strategic Action: Implement Year 2 of the Equity Achievement Project, including an analysis of findings from Year 1 of the project.

Informed by research, the Equity Achievement Project (EAP) is a strategic and intentional Division project to ensure children in some of Edmonton's most socially vulnerable communities are set up for success in school, and ultimately in

⁸ [Green & Riddell, 2001](#); [Green & Riddell, 2012](#); [Lane & Conlon, 2016](#). For further referenced research on Impact of Literacy and Numeracy on Life Outcomes or Addressing Student Needs in a Post-COVID Era, please see [Appendix G](#).

Priority 1: Build on outstanding learning opportunities for all students

life. The overarching goal of this project is the *intentional support of student learning, leading to improved academic outcomes for our most vulnerable students*.

- For Year 2 of EAP the following supports were provided:
 - Targeted funding for each of the 41 project schools to support the lead teacher role in the areas of literacy and numeracy (0.35 FTE).
 - Targeted funding for the CLS literacy and numeracy supports (4.0 FTE).
 - Communities of practice for lead teachers and project leadership to support ongoing communication, monitoring and implementation of the work.
 - Central leadership for facilitation and evaluation.
- Year 2 continued to strengthen and build capacity in high impact, research-informed instructional practices and school leadership, while also focusing on observing growth in learner behaviour and in students' self-efficacy as readers, writers and mathematicians.
- The [Year 1 Evaluation Report](#) provided a comprehensive overview of the intentional work undertaken in the development of the EAP model, the goals and expected outcomes and initial results in the first year of the project related to teacher growth and student achievement in literacy and numeracy. Highlights of these results include:
 - Growth in lead teacher instructional leadership.
 - Increased collaboration in support of learning.
 - Growth in teacher practice.
 - Observed changes in student learning behaviours and initial evidence of academic improvement.

Additional Actions Taken in Support of Priority 1 Goal 2

Literacy and Numeracy Project

- There was considerable interest in the literacy and mathematics frameworks developed for the EAP from schools across the Division. Central and school leaders worked together to identify actions that could bring the learning from the EAP to other schools in a rigorous, systematic way. This included:
 - The establishment of the Literacy and Numeracy Project for the 2023–24 school year. Schools were invited to express interest. Twenty-two schools were identified based on multiple factors including school achievement data and staff interest to be part of this community of practice.
 - EAP schools shared best practices from EAP with other schools in their catchment.
 - The inclusion or integration of content from the EAP literacy and mathematics frameworks into other CLS-hosted PL and resources.

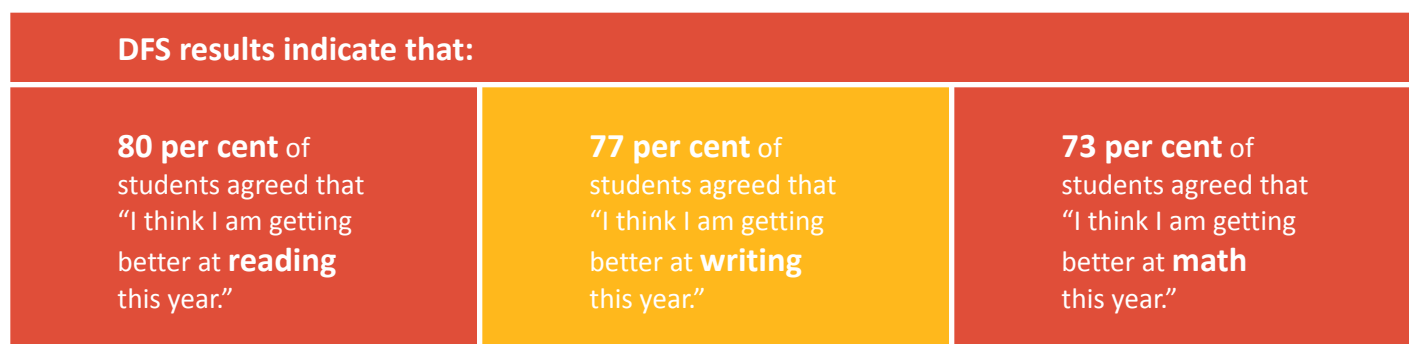
P1G2: Summary of Results and Analysis

The Division collaboratively analyzes various internal and external data sources to support the literacy and numeracy development of all students. These include Division-led assessments such as the CAT4 (which covers reading, math and computation and estimation), Highest Level of Achievement Test (HLAT) writing, as well as provincial assessments such as PATs, Diploma Exams, the Assurance Survey and the provincial Early Years literacy and numeracy screening assessments. Teachers plan for instruction by reflecting on the results from these assessments, other classroom and local school-based assessments and their own professional observations. This helps them tailor instruction to meet the specific learning needs of each student, inform programming and identify students in need of additional support or intervention in pursuit of continuous improvement and student success. In addition, this information is helpful in communicating with families around their child's literacy and numeracy journey.

Local Measures

Reading, Writing and Mathematics

Teachers use a triangulation of evidence (observations, conversations and products) with students to determine if students are reading at, above or below grade level based on outcomes from the Alberta curriculum. An important part of a student’s learning journey is their belief in themselves as learners; it is encouraging to hear students expressing confidence in their academic growth for the 2022–23 school year as evidenced in feedback from the DFS.



Overall Reading Levels and HLAT Writing—Local Measures

Table 11 provides a summary of local measures in the areas of reading and writing for students in Grades 4 to 9 at the Division level and disaggregated for both EAL students and students who self-identify as First Nations, Métis or Inuit. These results highlight the importance of the work teachers are doing to identify where each student is at in their literacy and numeracy development and to monitor throughout the year for evidence of growth and progress. Results by grade level are available in [Appendix F](#).

| Table 11. Local Reading and Writing Results | | | | | |
|--|--------------------------------|--|-----------------|-----------------|-----------------|
| Students At or Above Grade Level for Reading | 2018–19* | 2019–20** | 2020–21*** | 2021–22 | 2022–23 |
| All Division students (Gr. 1–9) | 72.3 (n=61,119) (Gr.1 to 8) | 68.7 (n=69,720) | 69.8 (n=71,650) | 69.9 (n=71,543) | 67.6 (n=75,612) |
| EAL students (Gr. 1–9) | 66.5 (n=18,759) (Gr 1–8) | 61.3 (n=20,836) | 63.5 (n=20,759) | 62.5 (n=19,825) | 59.6 (n=22,340) |
| Self-identified First Nations, Métis, and Inuit students (Gr. 1–9) | 48.9 (n=5,468) (Gr. 1 to 8) | 44.5 (n=6,307) | 43.3 (n=5,938) | 45.9 (n=6,083) | 43.7 (n=6,270) |
| Students At or Above Grade Level for Writing (HLAT) | 2018–19 | 2019–20 | 2020–21*** | 2021–22 | 2022–23 |
| All Division students (Gr. 1–9) | 73.2 (n=66,331) | HLATs were not administered due to the COVID-19 Pandemic | 68.8 (n=66,198) | 68.8 (n=68,317) | 66.4 (n=72,001) |
| EAL students (Gr. 1–9) | 69.1 (n=19,972) | | 64.0 (n=19,991) | 64.1 (n=19,257) | 60.1 (n=21,512) |
| Self-identified First Nations, Métis, and Inuit students (Gr. 1–9) | 49.0 (n=5,703) | | 41.4 (n=4,820) | 42.3 (n=5,298) | 42.1 (n=5,511) |

*Widespread reporting of Grade 9 results began in 2019–20.

**In 2019–20, assessment occurred after the move to online learning at the end of March 2019.

***In 2020–21, approximately 30 per cent of Division students were online.

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Foundational to this work is ensuring that teachers know how to respond to the learning needs of every child and the importance of ongoing access to PL and resources that support teachers in this work. Teacher voice from the DFS indicates a high level of confidence in this area. Through Division, catchment and school level efforts teachers will continue to be supported in the area of high quality literacy and numeracy instruction to meet the learning needs of each of their students.

DFS results indicate that:

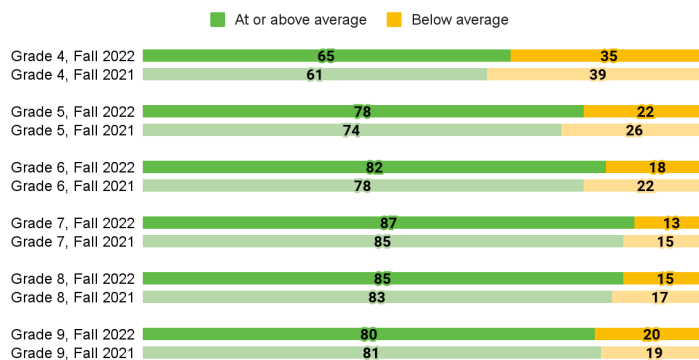
93 per cent of staff agreed that “I have the knowledge and skills to support students in their literacy learning.”

89 per cent of staff agreed that “I have the knowledge and skills to support students in their numeracy learning.”

CAT4

In 2022–23, students in Grades 4 to 9 completed the CAT4 for the second year. Figures 3 to 11 provide a summary of CAT4 results from the fall of 2021 compared to fall of 2022 in the areas of reading, mathematics and computation and estimation for students in Grades 4 to 9 at the Division level and disaggregated for both EAL students and students who self-identify as First Nations, Métis or Inuit. Overall, students performed higher on these measures in the fall of 2022 than they did in fall of 2021. This pattern of improvement is most encouraging for self-identified First Nations, Métis and Inuit students, as they improved consistently across grades in both reading and mathematics. Division students also demonstrated growth in both of these areas, with Division results for mathematics being higher than reading and students achieving a higher rate of improvement between the two years for these areas as well. For computation and estimation EAL students’ results met or exceeded those of the Division for all but one grade level. Self-identified First Nations, Métis and Inuit students showed significant growth on this measure for Grades 5, 6 and 8.

Figure 3. Reading—All Students



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Figure 4. Reading—EAL students

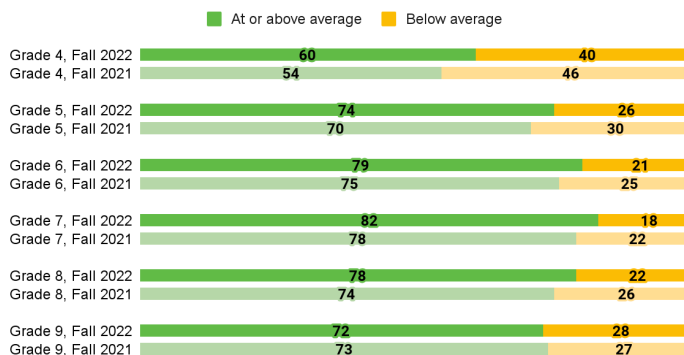


Figure 5. Reading—Self-identified First Nations, Métis, and Inuit students

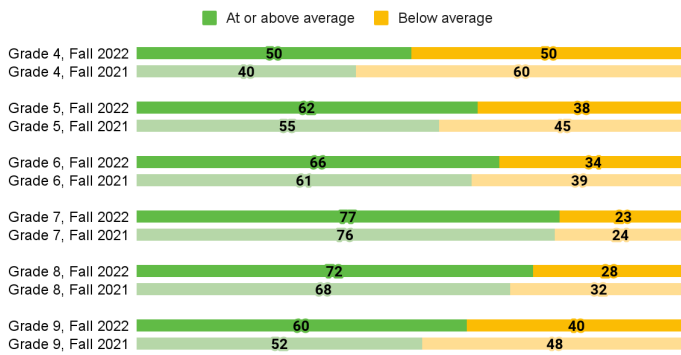


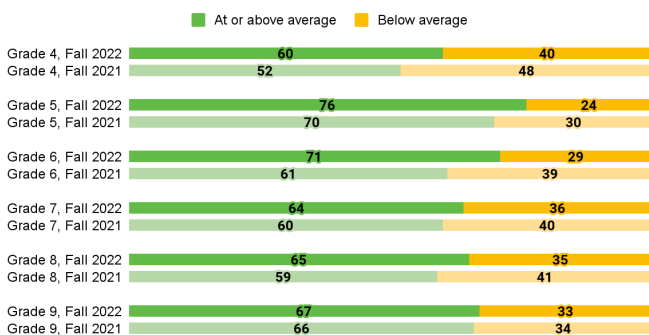
Figure 6. Mathematics—All students



Figure 7. Mathematics—EAL students



Figure 8. Mathematics—Self-identified First Nations, Métis and Inuit students



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Figure 9. Computation & Estimation—All students

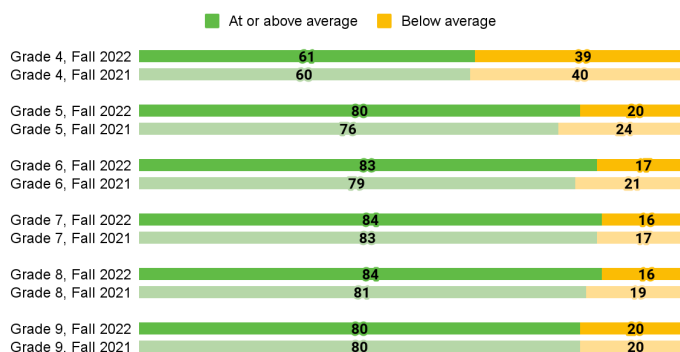


Figure 10. Computation & Estimation—EAL students

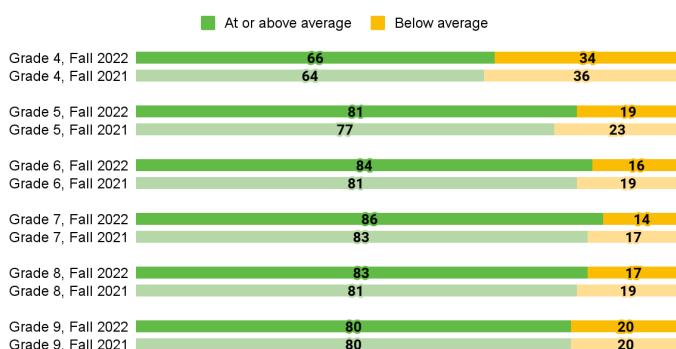
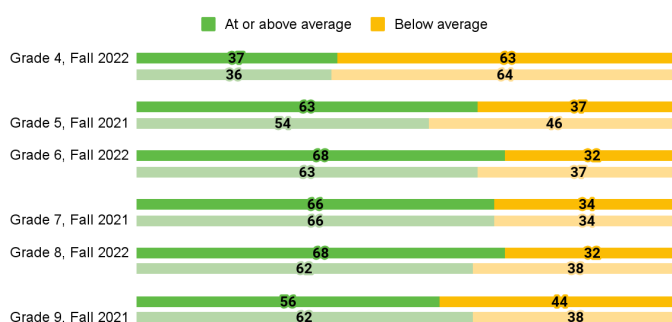


Figure 11. Computation & Estimation—Self-identified First Nations, Métis, and Inuit students



Alberta Education Assurance Survey

Reading and Writing Support: From the AEA Survey, it is evident that students' belief in their ability to access reading and writing help at school has seen slight fluctuations over the years. For Grades 4 and 7, there is a gradual decrease in this confidence from 2018–19 to 2022–23, dropping by six per cent and five per cent respectively (see Table 12). However, the most noticeable decline appears in Grade 10, which experienced a sharp decrease from 80 per cent in 2019–20 to 71 per cent in 2020–21 (where student perceptions were likely impacted by the quarter system, online learning and general social distancing requirements).

Table 12. Alberta Education Assurance Measures—5-Year Historical Division Help with Reading & Writing

Percent of students in Grades 4 to 12 who believe they can access reading and writing help at school when needed.

| Grade | 2019 | 2020 | 2021 | 2022 | 2023 |
|----------|---------------|---------------|--------------|--------------|--------------|
| Grade 4 | 88 (n=10,633) | 88 (n=10,382) | 85 (n=8,931) | 85 (n=9,478) | 82 (n=9,859) |
| Grade 7 | 87 (n=6,422) | 88 (n=7,005) | 85 (n=5,462) | 85 (n=6,232) | 83 (n=6,834) |
| Grade 10 | 81 (n=5,956) | 80 (n=6,003) | 71 (n=3,553) | 74 (n=5,168) | 76 (n=6,066) |

On the DFS students were asked, “I know how to get help with my learning in school.” Though broader in nature than the provincial assurance measure, 84 per cent of students indicated a positive response to this question. This data reinforces the importance of relationships between students and school staff.

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Provincial Early Years Literacy and Numeracy Assessments

Early Years Literacy and Numeracy Screener and Assessments: In the 2022–23 academic year, the Division continued with the Early Years literacy and numeracy screening assessments introduced by the province in 2021–22 to help address pandemic related learning disruption. These Early Years assessments are now part of provincially required measures to inform assurance reporting and to support instruction for students in the early years at the classroom level. These assessments are conducted in the fall (or January for Grade 1 students) and are intended to identify students who might be at-risk in the areas of literacy or numeracy⁹. Students identified as being at-risk are assessed again in the spring.

The tables below capture data from the Early Years Assessments for Grades 1 to 3 for the English word-reading test (Castles and Coltheart 3) and provincial numeracy screeners (see Table 13). The table is an indicator of the number of Division students qualifying for and receiving literacy and/or numeracy interventions.

At each grade level more than 30 per cent of students assessed met criteria for intervention, with some students receiving support in both literacy and numeracy learning.

| Table 13. Early Years Literacy & Numeracy Assessments | Total number of students assessed at beginning of school year (Grade 1 in January) | Total number of students identified as being at-risk in literacy or numeracy on these initial assessment(s) | Total number of at-risk students in literacy who received ONLY literacy intervention programming | Total number of at risk students in numeracy who received ONLY numeracy intervention programming | Total number of at-risk students in literacy and numeracy who received BOTH literacy and numeracy intervention programming (i.e., the same student received both literacy AND numeracy programming) |
|---|--|---|--|--|---|
| Grade 1 | 8,232 | 2,673 (32.5%) | 798 | 791 | 1,084 (13.2%) |
| Grade 2 | 7,168 | 2,581 (36.0%) | 692 | 1,076 | 813 (11.3%) |
| Grade 3 | 7,869 | 2,526 (32.1%) | 1,000 | 728 | 798 (10.0%) |

*Results for Grade 1 reflect a shorter period of intervention support due to the January assessment.

To address any areas of concern, teachers used universal instructional supports, targeted (small group) and specialized, individualized strategies to support students in their literacy and numeracy learning. Edmonton Public Schools supported students at risk in the area of literacy and numeracy, through a range of strategies including, but not limited to, the following examples:

Literacy

- Teachers incorporated research-based literacy intervention strategies related to:
 - Comprehension—Activate and build content knowledge, self-monitor for understanding, develop inference skills and use text structure knowledge.
 - Vocabulary—Explicitly teach tier two words and word learning strategies.
 - Fluency and Sight Word Acquisition—Employ repeated reading and build automaticity with

Numeracy

- Teachers used various screeners and formative assessments to identify areas of concern.
- To address any areas of concern, teachers used universal instructional supports, targeted (small group) and specialized, individualized strategies to support students in their math learning.
- Teachers implemented research-based instructional process across a range of aspects of mathematical learning including, but not limited to:
 - Mathematical Representations

⁹Schools across the Division used the following Alberta Education approved early years screening assessment for Grades 1 to 3: LeNS, CC3 and the numeracy assessments.

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- high frequency words.
- Phonemic Awareness and Phonics—Explicitly and systematically teach letters, letter combinations and associated sounds and teach isolating, blending, segmenting and manipulating of sounds.
 - Visuals
 - Concrete materials
- Mathematical Dialogue
 - Number talks and mental math activities
 - Vocabulary development
- Mathematical Writing
 - Graphic organizers and charts
 - Using pictures, numbers and symbols

Early Years Literacy & Numeracy Assessments-At Risk: Table 14 illustrates the number of students identified at risk in the fall and at the end of the year and also highlights those students who transitioned out of the at-risk category. Table 15 indicates continued opportunities for ongoing support of students at risk in literacy and numeracy, but it also highlights areas of significant growth in numeracy. A required contextual understanding for interpreting these results is that benchmarks for each grade level become more demanding from the fall to end-of-year assessment, representative of content progressing through a grade. So, while some at-risk students may not consistently meet these evolving benchmarks, they still can be making significant progress as observed by their teacher.

| Table 14. <i>Early Years Literacy & Numeracy Assessments—At-Risk student count</i> | Castles & Colheart 3 | | | Numeracy Assessments | | |
|--|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| | Grade 1 | Grade 2 | Grade 3 | Grade 1 | Grade 2 | Grade 3 |
| Total students assessed (Fall) | 7,736 | 6,809 | 7,859 | 8,195 | 7,168 | 7,847 |
| Students identified as at-risk (Fall) | 1,864 | 1,461 | 1,744 | 1,861 | 1,868 | 1,523 |
| Students identified as at-risk (End of Year) | 1,581 | 960 | 1,401 | 1,619 | 1,479 | 1,183 |
| Students who were at-risk in the fall, who now meet the end-of-year benchmark | 283 (15.2%) | 501 (34.2%) | 343 (19.7%) | 242 (13.0%) | 398 (21.3%) | 340 (22.3%) |

*Results for Grade 1 reflect a shorter period of intervention support due to the January assessment.

| Table 15. <i>Early Years Literacy & Numeracy Assessments—Average months of growth</i> | Castles & Colheart 3 | | | Numeracy Assessments | | |
|---|----------------------|---------|---------|----------------------|---------|---------|
| | Grade 1 | Grade 2 | Grade 3 | Grade 1 | Grade 2 | Grade 3 |
| Average months behind grade level (Fall) | 5.3 | 8.65 | 14.15 | 8.11 | 9.86 | 10.33 |
| Average months of improvement (End of Year) | -1.84 | -4.05 | -2.58 | 1.12 | 1.67 | -0.23 |
| Average months of growth by at-risk students (End of Year) | 2 | 5 | 6 | 10 | 10 | 9 |

*Results for Grade 1 reflect a shorter period of intervention support due to the January assessment.

Provincial Achievement Results

PAT Results for All Division Students, English as an Additional Language and Self-Identified First Nations, Métis and Inuit students: Tables 16, 17 and 18 detail the aggregate PAT results for the following cohorts: all Division students, EAL students and self-identified First Nations, Métis and Inuit students. These results are compared to those of the province. Overall, the Division's multi-year results show a decline from 2019, which aligns with the understood impact of the pandemic and provincial results. Within this pattern, it must be noted that our results for self-identified First Nations,

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Métis and Inuit students have declined more significantly than provincial results for this same cohort. Evidence-based strategies that support student learning and success remain a priority.

Table 16. Overall PAT Acceptable/Excellence Results for All Division Students

| Overall cohort results | Edmonton School Division | | | | | Alberta | | | | |
|--|--------------------------|-----------|-----------------|-----------------|--------------|------------------|-----------|------------------|------------------|--------------|
| | 2019 | 2019–2020 | 2022 | 2023 | Achievement* | 2019 | 2019–2020 | 2022 | 2023 | Achievement* |
| Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on PATs. | 73.7 (n=14,630) | n/a | 65.4 (n=16,246) | 63.2 (n=16,654) | Low | 71.1 (n=104,012) | n/a | 64.3 (n=109,520) | 63.3 (n=115,580) | Low |
| Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on PATs. | 26.7 (n=14,630) | n/a | 21.9 (n=16,246) | 19.5 (n=16,654) | High | 20.8 (n=104,012) | n/a | 17.7 (n=109,520) | 16.0 (n=115,580) | Intermediate |

*The lack of PAT data in 2019–20 and 2020–21 means only an achievement evaluation can be calculated.

Alberta Education recalculated prior aggregate PAT results for 2019 and 2022 to align with new curriculum implementation/piloting (full details in Box 1).

Table 17. Overall PAT Acceptable/Excellence Results for English as an Additional Language Students

| EAL cohort results | Edmonton School Division | | | | | Alberta | | | | |
|--|--------------------------|-----------|----------------|----------------|--------------|-----------------|-----------|-----------------|-----------------|--------------|
| | 2019 | 2019–2020 | 2022 | 2023 | Achievement* | 2019 | 2019–2020 | 2022 | 2023 | Achievement* |
| Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on PATs . | 68.6 (n=3,611) | n/a | 63.6 (n=3,679) | 59.8 (n=3,928) | Very Low | 64.5 (n=16,165) | n/a | 59.7 (n=15,972) | 57.9 (n=17,260) | Very Low |
| Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on PATs. | 20.9 (n=3,611) | n/a | 19.0 (n=3,679) | 16.7 (n=3,928) | Low | 15.6 (n=16,165) | n/a | 13.7 (n=15,972) | 12.2 (n=17,260) | Intermediate |

*The lack of PAT data in 2019–20 and 2020–21 means only an achievement evaluation can be calculated.

Alberta Education recalculated prior aggregate PAT results for 2019 and 2022 to align with new curriculum implementation/piloting (full details in Box 1).

Table 18. Overall PAT Acceptable/Excellence Results for Self-identified First Nations, Métis and Inuit Students

| Self-identified First Nations, Métis and Inuit student cohort | Edmonton School Division | | | | | Alberta | | | | |
|--|--------------------------|-----------|----------------|----------------|--------------|----------------|-----------|----------------|----------------|--------------|
| | 2019 | 2019–2020 | 2022 | 2023 | Achievement* | 2019 | 2019–2020 | 2022 | 2023 | Achievement* |
| Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on PATs . | 45.4 (n=1,309) | n/a | 33.4 (n=1,438) | 33.3 (n=1,403) | Very Low | 49.6 (n=7,791) | n/a | 43.3 (n=8,584) | 40.5 (n=9,094) | Very Low |
| Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on PATs. | 7.6 (n=1,309) | n/a | 4.6 (n=1,438) | 4.2 (n=1,403) | Very Low | 7.4 (n=7,791) | n/a | 5.9 (n=8,584) | 5.5 (n=9,094) | Very Low |

*The lack of PAT data in 2019–20 and 2020–21 means only an achievement evaluation can be calculated.

Alberta Education recalculated prior aggregate PAT results for 2019 and 2022 to align with new curriculum implementation/piloting (full details in Box 1).

Diploma Exams

Overall Diploma Exam Course Results: Tables 19, 20 and 21 detail the aggregate Diploma results for the following cohorts: all Division students, EAL students and self-identified First Nations, Métis and Inuit students. These results are compared to those of the province. A closer look at these results indicate a pattern of improvement over the previous year's results, as we are making progress to return to pre-pandemic outcomes. This mirrors provincial results. Of

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particular notice is growth in the number of students challenging Diploma Exams in the 2022–23 school year; this is encouraging.

Table 19. Overall Diploma Exam Course Acceptable/Excellence Results for Division Students

| Overall cohort results | Edmonton School Division | | | | | Alberta | | | | |
|--|--------------------------|-----------|-----------------|-----------------|--------------|-----------------|-----------|-----------------|-----------------|--------------|
| | 2019 | 2019–2020 | 2022 | 2023 | Achievement* | 2019 | 2019–2020 | 2022 | 2023 | Achievement* |
| Overall percentage of students who achieved the acceptable standard on Diploma Examinations. | 83.9 (n=12,312) | n/a | 73.8 (n=10,317) | 80.2 (n=12,163) | Intermediate | 83.6 (n=65,117) | n/a | 75.2 (n=58,444) | 80.3 (n=67,294) | Intermediate |
| Overall percentage of students who achieved the standard of excellence on Diploma Examinations. | 28.2 (n=12,312) | n/a | 21.1 (n=10,317) | 24.0 (n=12,163) | Very High | 24.0 (n=65,117) | n/a | 18.2 (n=58,444) | 21.2 (n=67,294) | High |

*The lack of Diploma data in 2019–20 and 2020–21 means only an achievement evaluation can be calculated.

Table 20. Overall Diploma Exam Course Acceptable/Excellence Results for English as an Additional Language Students

| EAL cohort results | Edmonton School Division | | | | | Alberta | | | | |
|--|--------------------------|-----------|----------------|----------------|--------------|----------------|-----------|----------------|----------------|--------------|
| | 2019 | 2019–2020 | 2022 | 2023 | Achievement* | 2019 | 2019–2020 | 2022 | 2023 | Achievement* |
| Overall percentage of students who achieved the acceptable standard on Diploma Examinations. | 72.8 (n=1,724) | n/a | 58.8 (n=1,624) | 68.7 (n=1,911) | Very Low | 72.5 (n=6,239) | n/a | 59.0 (n=5,396) | 67.1 (n=6,167) | Very Low |
| Overall percentage of students who achieved the standard of excellence on Diploma Examinations. | 18.4 (n=1,724) | n/a | 13.6 (n=1,624) | 17.2 (n=1,911) | Intermediate | 15.3 (n=6,239) | n/a | 10.8 (n=5,396) | 13.8 (n=6,167) | Intermediate |

*The lack of Diploma data in 2019–20 and 2020–21 means only an achievement evaluation can be calculated.

Table 21. Overall Diploma Exam Course Acceptable/Excellence Results Self-Identified First Nations, Métis and Inuit Student

| Self-identified First Nations, Métis and Inuit student cohort | Edmonton School Division | | | | | Alberta | | | | |
|--|--------------------------|-----------|--------------|--------------|--------------|----------------|-----------|----------------|----------------|--------------|
| | 2019 | 2019–2020 | 2022 | 2023 | Achievement* | 2019 | 2019–2020 | 2022 | 2023 | Achievement* |
| Overall percentage of students who achieved the acceptable standard on Diploma Examinations. | 80.8 (n=620) | n/a | 67.7 (n=469) | 74.0 (n=615) | Low | 77.2 (n=3,452) | n/a | 68.7 (n=3,107) | 74.8 (n=3,949) | Low |
| Overall percentage of students who achieved the standard of excellence on Diploma Examinations. | 14.8 (n=620) | n/a | 8.2 (n=469) | 11.1 (n=615) | Low | 11.4 (n=3,452) | n/a | 8.5 (n=3,107) | 11.3 (n=3,949) | Low |

*The lack of Diploma data in 2019–20 and 2020–21 means only an achievement evaluation can be calculated.

Goal 3: Promote competencies to empower students to meet the needs of a changing society, workforce and climate

Preparing all students to graduate and supporting their transition into post-secondary education, the world of work, lifelong learning and community citizenship is a fundamental outcome of public education. The following actions support students in thinking about and preparing for the future.

P1G3 Strategic Action: Enhance innovative, experiential learning opportunities that encourage all students to think about, explore and plan for the future.

- Design thinking empowers students to solve real world problems anchored in curriculum while promoting innovation and creativity. As they approach challenges to craft solutions, students hone their problem solving and critical thinking skills. Similar to design thinking, project-based learning develops student competencies in creative thinking and problem solving. Both approaches begin with an open ended question or provocation connected to the curriculum and enables students to research and represent their learning in creative and innovative ways.
 - To support teachers in creating learning opportunities through a design thinking or project-based approach, 18 PL sessions specific to design thinking and project-based learning were offered.
- The Division's work in support of Career Pathways provides curricular resources and hands-on learning opportunities, all grounded in Alberta curriculum and supporting competency-focused experiences for students. Career Pathways supports all schools in career exploration from Awareness (Kindergarten to Grade 4), to Understanding (Grades 5 to 9), to Readiness (Grades 10 to 12). In the 2022–23 school year the Career Pathways Team:

- Provided a range of support to Science, Technology, Engineering and Mathematics (STEM) programming in schools, including the provision of PL opportunities, offering advice on curriculum planning and supportive technologies and supporting a principal community of practice.
- Supported MakerWeek, a cross-curricular design challenge for students that emphasized creative problem solving.
 - Over 1,000 students from Kindergarten to Grade 12 participated. Participating schools were provided with resources and PL.



- Worked with Inquiring Minds site coordinators to support immersive off-campus learning experiences for Kindergarten to Grade 9 students. There are several unique inquiring minds learning experiences that schools may apply for that cover a range of themes or topics. Some examples include: Museum School, Zoo School, Aviation School, Science School, City Hall School, USchool and Edmonton Oilers Ice School.
 - The Division supported the Edmonton Public Library in developing a new Inquiring Minds site at the Stanley A. Milner Library Makerspace, which will be piloted in the 2023–24 school year.
- Hosted the Career Pathways' Community Marketplace, where over 7,600 students and professionals from over 50 organizations explored careers together. Through the Marketplace, volunteer professionals visited classrooms

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to share information with students and lead the class in authentic, hands-on, career-focused learning activities.

- Campus EPSB allows students to immerse themselves in engaging, hands-on courses and take courses at another school or industry site to earn high school credits and potentially industry credentials. In 2022–23, seven Campus EPSB semestered courses were offered at Division high schools across the city. An additional two semestered courses were offered at four industry training sites. Three summer courses were offered at three industry training sites. Training and experience at industry sites is supported in partnership with The Educational Partnership Foundation (TEPF).
- Through support from the Edmonton Construction Association Tools for Schools initiative, 20 Division junior high schools each received donated equipment, tools and materials. The goal of the initiative was to increase interest and provide positive experiences for students in construction classes. The initiative involved a design challenge where students were asked to use the donated materials and the delivery crates to make items to benefit their classroom or community. Some results of these design challenges included: construction storage racks; tables and benches; and toys for donation.

P1G3 Strategic Action: Engage students from Kindergarten to Grade 12 to self-reflect and set goals that develop their skills, increase their awareness of career pathways and support their readiness to transition to life beyond high school.

- myBlueprint is an online tool designed to support awareness of various career pathways and support students' in their readiness to transition to life beyond high school. This tool is available to all students from Kindergarten to Grade 12 and enables them to:
 - Create portfolios
 - Self-reflect
 - Set goals and create high school plans
 - Explore careers, post-secondary education and trades
 - Build resumes or cover letters
- During the 2022–23 school year, myBlueprint was accessed by students across Kindergarten to Grade 12. High school students are the most likely to use myBlueprint. Table 22 highlights the percentage of students in Grades 10 to 12 accessing their myBlueprint account.

| Table 22. myBlueprint account use among high school students | 2020–21 | 2021–22 | 2022–23 |
|--|----------------|----------------|----------------|
| Percentage of high school students accessing their account | 55 | 53 | 60 |
| Percentage of self-identified First Nations, Métis and/or Inuit high school students accessing their account | 40 | 47 | 51 |

- To support students in their awareness and exploration of various career options, the third annual EPSB Virtual Career Day was organized by Division high schools and supported by the Career Pathways team. This event provided 107 sessions and 5,000 students participated.
 - Evaluations administered to students, speakers and moderators indicated high satisfaction, with an average rating of 4 out of 5.

P1G3 Strategic Action: Build students' awareness and understanding of climate change through curriculum, learning resources and experiential learning opportunities.

- The [Division Energy and Environment Strategy \(2023–26\)](#) was introduced to bring to life the Division's commitment to environmental and social responsibility. The document serves as an overview of existing sustainability efforts and

Priority 1: Build on outstanding learning opportunities for all students

a framework for upcoming initiatives that recognize the importance of environmental education and sustainable learning environments. It outlines efforts ranging from small projects that support larger sustainability initiatives, through to Division-wide environmental policy and program development.

- Students' awareness and understanding of the environment and climate change is connected in school through the curriculum, student-led initiatives and current events. This includes but is not limited to:
 - Curriculum related learning is introduced in Grade 1 social studies and continues on through the social studies and science curriculum right up to and including Grade 12.
 - As the new curriculum is released, the Division will continue to review it to identify where connections to the environment or climate can be made.
 - Through emerging world events students gain an understanding of things like catastrophic weather or the increasing number of forest fires and how these events are connected to the environment.
 - Student leadership and school wide initiatives take on a variety of activities that support the environment and climate, such as recycling programs, writing for environmental grants or participating in Emerald School activities.
 - Infrastructure Supports and Operations' EnviroMatters and Environmental Sustainability team supports environmental initiatives in schools, including:
 - Maintaining and regularly updating the EnviroMatters toolkit, which outlines the tools, resources and environmental programs that are available to staff and students.
 - Supporting the [EcoSchools in Alberta](#) program, which is an online certification platform that engages schools in climate action projects while working towards certification. Currently there are over 20 Division schools signed up to participate in the EcoSchools in Alberta program.
-

Additional Actions Taken in Support of Priority 1 Goal 3

Dual Credit Courses

- During the 2022–23 school year the Division offered five dual enrolled courses through Memorandums of Understanding (MOU) with MacEwan University, Norquest College and Athabasca University. In partnership with these post secondaries, the following courses were offered:
 - Athabasca University: One high school offered Foundations of Design ADST 200.
 - MacEwan University: One high school offered the Introduction to Sustainable Business dual credit course.
 - NorQuest College: Three high schools each offered one of the following dual credit courses:
 - Introduction to Psychology
 - Introduction to Early Learning Childcare
 - Individual Health and Wellness

Spanish Career Fair

- In partnership with the Ministry of Education and Vocational Training in Spain and Edmonton Catholic Schools, the Institute for Innovation in Second Language Education coordinated a Spanish Career Fair for students. In November 2022, 252 students from seven different schools attended, representing both Edmonton Public Schools and Edmonton Catholic Schools.

P1G3: Summary of Results and Analysis

Engaging and motivating students on their journey to high school completion is a collaborative effort between Division staff, community partners and families that begins in the earliest years. The above described actions exemplify our Division's collaboration with community and families to empower student learning for a changing society, workforce and climate. The following measures, along with those in Tables 2–4, illustrate both the ongoing success of the Division in supporting students to high school completion and preparing them for lifelong learning as well as opportunities for continuous improvement in the active citizenship measure.

Local Measures

Credits Attempted for Students with Passing High School Awarded Marks: Division high schools work together as a network to explore responsive and creative ways to support student engagement and increased course completion. 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 (*see Table 23*).

| | 2017–18 | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|--|---------|---------|---------|---------|---------|---------|
| Sum of Credits Attempted for Students with Passing High School Awarded Marks | 773,249 | 791,750 | 811,504 | 779,073 | 812,377 | 866,694 |
| Total Students in Division with Passing High School Courses | 24,785 | 25,393 | 25,884 | 25,152 | 25,865 | 27,231 |
| Average Credits per Student | 31.2 | 31.2 | 31.4 | 31 | 31.4 | 31.8 |

* Credits Attempted as reported in PASI¹⁰. Summer school or evaluated courses not included.

Provincial Measures

High School Completion: Rates are the most significant indicator of the Division's success in supporting all students in achieving the goal of high school completion and a life of dignity, fulfilment, empathy and possibility. The Division is encouraged and proud of results in this area, as more and more students are completing high school. This year's five year completion rate of 85.8 per cent continues to show a pattern of growth and our dropout (2.2 per cent) and Rutherford Scholarship Eligibility (71.7 per cent) rates also demonstrate the commitment and success of Division high school students (*see Table 24*). This same data disaggregated for EAL students is also a positive indicator of success, despite a slight decline in the three- and five-year completion rates for this group of students (*see Table 25*; results for self-identified First Nations, Métis and Inuit students are addressed in Priority 2 of this report).

¹⁰ The Provincial Approach to Student Information (PASI) is "an [Alberta Education] strategic, multi-faceted system including business processes, information systems and technologies to support a collaborative enterprise for education that allows schools, school authorities and the Ministry to share student information in real-time. PASI provides the right information to the right people at the right time supporting schools and school authorities with student information as students move from school to school, transition from grade to grade and teacher to teacher."

Priority 1: Build on outstanding learning opportunities for all students

Table 24. Alberta Education Assurance Measures—High School Completion

All Students—Division compared to Province

| Measure & Evaluation | Edmonton School Division | | | | | | Alberta | | | | | |
|---|--------------------------|------------------|---------------------|--------------|------------------------|------------|----------------|------------------|---------------------|--------------|------------------------|-----------|
| | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| 3-year High School Completion | 78.2 | 80.6 | 78.9 | Intermediate | Maintained | Acceptable | 80.7 | 83.2 | 82.3 | Intermediate | Declined Significantly | Issue |
| 4-year High School Completion | 84.7 | 83.7 | 83.6 | Intermediate | Improved Significantly | Good | 86.5 | 87.1 | 85.4 | Intermediate | Improved Significantly | Good |
| 5-year High School Completion | 85.8 | 85.3 | 83.8 | Intermediate | Improved Significantly | Good | 88.6 | 87.1 | 86.2 | Intermediate | Improved Significantly | Good |
| Drop Out Rate | 2.2 | 2.2 | 2.3 | Very High | Improved | Excellent | 2.5 | 2.3 | 2.5 | Very High | Improved | Excellent |
| Rutherford Scholarship Eligibility Rate | 71.7 | 70.8 | 68.0 | High | Improved Significantly | Good | 71.9 | 70.2 | 68.3 | High | Improved Significantly | Good |
| Transition Rate (6 yr) | 65.2 | 65.2 | 64.9 | High | Maintained | Good | 59.7 | 60.3 | 60.2 | High | Maintained | Good |

Table 25. Alberta Education Assurance Measures—High School Completion

English as an Additional Language Students—Division compared to Province

| Measure & Evaluation | Edmonton School Division | | | | | | Alberta | | | | | |
|---|--------------------------|------------------|---------------------|--------------|-------------|------------|----------------|------------------|---------------------|--------------|------------------------|------------|
| | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| 3-year High School Completion | 71.2 | 76.7 | 72.9 | Low | Maintained | Issue | 72.8 | 78.5 | 77.1 | Low | Declined Significantly | Concern |
| 4-year High School Completion | 82.5 | 80.5 | 81.5 | Intermediate | Maintained | Acceptable | 85.0 | 86.4 | 84.1 | Intermediate | Maintained | Acceptable |
| 5-year High School Completion | 84.3 | 87.6 | 87.1 | Intermediate | Declined | Issue | 88.7 | 86.1 | 86.0 | Intermediate | Improved Significantly | Good |
| Drop Out Rate | 1.9 | 2.0 | 1.9 | Very High | Maintained | Excellent | 2.5 | 2.2 | 2.3 | Very High | Declined | Good |
| Rutherford Scholarship Eligibility Rate | 57.5 | 60.4 | 55.4 | Intermediate | Improved | Good | 60.3 | 61.3 | 58.4 | Intermediate | Improved Significantly | Good |
| Transition Rate (6 yr) | 70.3 | 69.8 | 70.6 | High | Maintained | Good | 62.7 | 66.0 | 65.7 | Intermediate | Declined Significantly | Issue |

Priority 1: Build on outstanding learning opportunities for all students

Citizenship: The Division’s achievement on the measure of students modelling the characteristics of active citizenship is high (see Table 26), but it is reflecting the overall downward trend seen at the provincial level. A more indepth review of this measure, which comprises five subquestions, found the following:

- A decline in stakeholder agreement for the subquestions about students following the rules and respecting each other, but also an increase in the percentage of *I don’t know* responses from parents and students over the past three years for these two questions.
- A return to pre-pandemic levels of agreement for the question regarding students being encouraged at school to be involved in activities that help the community.

Table 26. Alberta Education Assurance Measures—Citizenship

Teachers, parents and students who are satisfied that students model the characteristics of active citizenship

| Stakeholder Group | Edmonton School Division | | | Evaluation | | | Alberta | | | Evaluation | | |
|-------------------|--------------------------|------------------|------------------|--------------|------------------------|------------|-------------------|-------------------|-------------------|--------------|------------------------|---------|
| | 2020–22 Avg | 2022 | 2023 | Achievement | Improvement | Overall | 2020–22 Avg | 2022 | 2023 | Achievement | Improvement | Overall |
| Overall | 82.2 (n= 31,002) | 81.4 (n= 29,564) | 79.6 (n= 31,187) | High | Declined Significantly | Issue | 82.3 (n= 257,092) | 81.4 (n= 249,770) | 80.3 (n= 257,231) | High | Declined Significantly | Issue |
| Parent | 80.3 (n= 4,132) | 79.7 (n= 4,153) | 78.9 (n= 3,894) | High | Declined | Acceptable | 81.4 (n= 34,290) | 80.4 (n= 31,689) | 79.4 (n= 31,869) | High | Declined Significantly | Issue |
| Student | 73.4 (n= 22,398) | 72.4 (n= 21,241) | 70.2 (n= 23,047) | High | Declined Significantly | Issue | 73.0 (n= 190,349) | 72.1 (n= 187,120) | 71.3 (n= 193,015) | High | Declined Significantly | Issue |
| Teacher | 92.9 (n= 4,472) | 91.9 (n= 4,170) | 89.8 (n= 4,170) | Intermediate | Declined Significantly | Issue | 92.6 (n= 32,453) | 91.7 (n= 30,961) | 90.3 (n= 32,347) | Intermediate | Declined Significantly | Issue |

Lifelong Learning: Agreement that students are taught attitudes and behaviours that will make them successful at work has an achievement evaluation of High but has declined compared to the prior three-year average, similar to the province (see Table 27). Teachers and parents are satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning, and results remain significantly above the prior three-year average.

Table 27. Alberta Education Assurance Measures

| | Edmonton School Division | | | | | | Alberta | | | | | |
|--|--------------------------|-----------------|-----------------|-------------|------------------------|---------|------------------|------------------|------------------|-------------|------------------------|---------|
| | 2020–22 Avg | 2022 | 2023 | Achievement | Improvement | Overall | 2020–22 Avg | 2022 | 2023 | Achievement | Improvement | Overall |
| a. Teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. | | | | | | | | | | | | |
| Overall | 83.8 (n= 8,226) | 84.2 (n= 7,899) | 82.5 (n= 7,692) | High | Declined Significantly | Issue | 84.5 (n= 63,855) | 84.9 (n= 59,488) | 83.1 (n= 60,705) | High | Declined Significantly | Issue |
| b. Teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. | | | | | | | | | | | | |
| Overall | 75.8 (n= 8,361) | 80.0 (n= 8,056) | 79.4 (n= 7,860) | High | Improved Significantly | Good | 76.8 (n= 65,002) | 81.0 (n= 60,822) | 80.4 (n= 62,032) | High | Improved Significantly | Good |

Career Planning: Grade 10 student perception that they get the help they need planning for a career returned to pre-pandemic levels (see Table 28). These results indicate opportunities for improvement as well as reasons for celebration as schools returned to a more normal routine in 2022–23. Detailed stakeholder results can be found in [Appendix C](#).

Priority 1: Build on outstanding learning opportunities for all students

Table 28. Alberta Education Assurance Measures—5-Year Historical Division and Province

Students reporting that they get the help they need planning for a career.

| Grade | Edmonton School Division | | | | | Alberta | | | | |
|----------|--------------------------|--------------|--------------|--------------|--------------|---------------|---------------|---------------|---------------|---------------|
| | 2019 | 2020 | 2021 | 2022 | 2023 | 2019 | 2020 | 2021 | 2022 | 2023 |
| Grade 7 | 59 (n=6,405) | 58 (n=6,983) | 53 (n=5,206) | 56 (n=6,063) | 56 (n=6,680) | 53 (n=63,097) | 52 (n=62,466) | 52 (n=51,598) | 53 (n=57,068) | 53 (n=58,836) |
| Grade 10 | 78 (n=5,949) | 77 (n=5,997) | 73 (n=3,611) | 77 (n=5,193) | 78 (n=6,054) | 78 (n=49,030) | 78 (n=49,335) | 76 (n=39,431) | 76 (n=46,267) | 77 (n=51,168) |

In the DFS, students in Grades 10 to 12, families and school staff were asked two questions focused around how the Division is doing to help students be prepared for their futures. These results, as presented in Figures 12 and 13, reflect a high level of staff confidence in the role school plays in preparing youth for their futures. As youth explore and wonder about their futures beyond high school, student feedback shows less agreement with these two questions.

Figure 12. What students are learning in school will help prepare them for the future.

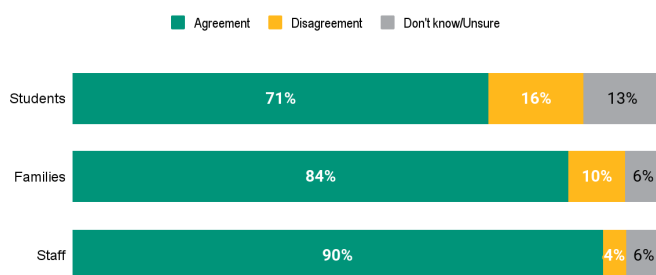
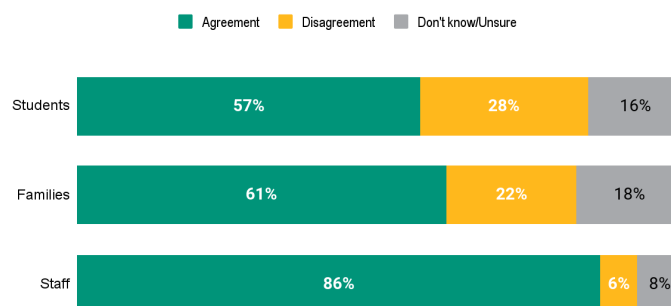


Figure 13. School is supporting students to prepare for life after high school:



Students: What I learn in school will help me in my future (n=49,222)

Families: What my child learns in school will help prepare them for their future (n=6,550)

Staff: I feel confident connecting curricular outcomes to the development of competencies students will need for their futures (n=4,161)

Students: I feel supported to prepare for life after I finish high school (Grades 10 to 12; n=11,468)

Families: My child's school supports them to transition to life after high school (Grades 10 to 12; n=639)

Staff: I feel confident that the work I am doing is preparing students to transition to life after high school (n=4,428)





Priority 2

***Advance action
towards anti-racism
and reconciliation.***

Priority 2: Advance action towards anti-racism and reconciliation

Outcome: Authentic and meaningful progress advancing towards anti-racism and reconciliation.

Edmonton Public Schools is committed to anti-racism, reconciliation and equity. This commitment unfolds under the direction and actions set out in Board Policy, Priority 2 of the 2022–26 Strategic Plan and the Division’s [Anti-racism and Equity Action Plan](#).

The Division believes that listening to, and learning from, students, staff, families and community is critical to understanding what is important. These voices have helped inform the development of a multi-year action plan which is structured around three key areas:

- Support for schools and enhancing school capacity.
- Human Resource practices.
- Extended student demographic data collection.

The actions outlined in this plan are intended to lead to authentic and long-term systemic change. DFS results provide the Division with an indication of the active awareness around this work for staff, students and families.

DFS results indicate that:

80 per cent of students, agreed that “my schools takes actions that support truth and reconciliation” and

69 per cent of families agreed “my child’s school keeps me informed of steps they are taking to support truth and reconciliation.”

93 per cent of staff agreed “the Division is taking actions that support truth and reconciliation.”

Goal 1: Work with students, staff, families and communities to update and advance the Division's Anti-racism and Equity Action Plan each year, so it serves as the catalyst for meaningful, long-term systemic change

P2G1 Strategic Action: Support the Division's intentional efforts towards anti-racism through an annual cycle of goal setting, monitoring and reporting on progress.

- To support ongoing communication with stakeholders around the Division's commitment to and progress towards anti-racism, reconciliation and equity the [Strategic Plan Update Report: Priority Two Anti-racism and Equity Action Plan—Year One Update](#) was brought to public Board on March 21, 2023. The report provided an update around actions taken and progress made during the 2021–22 school year in support of year one of the Anti-racism and Equity Action Plan. The report was structured around the action plan's three key areas of focus. Some highlights from the report included:
 - Support for schools and enhancing school capacity: Introduced the Anti-racism Critical Support Team (ARCS) as a resource for schools, introduced the multi-faith calendar as a planning tool for schools, and an overview of PL opportunities available to Division staff in the areas of anti-racism and reconciliation.
 - Human Resource practices: Developed and refined a Diversity and Inclusivity Statement; hosted conversations with staff who identify as Black, Indigenous and People of Colour to learn about their lived experience in respect to a path to leadership in the Division; and initiated the development of a new leadership competency related to anti-racism, reconciliation and equity.
 - Extended Student Demographic Data collection: A working group was established to develop a model to support the collection of extended student demographic data; ongoing engagement with community, staff and students occurred to help inform the development of the model; and a set of questions to ask of students were identified.
- In 2022–23 work in support of the three key areas of the action plan continued, building off of progress made in the previous year. Highlights from year two include:
 - Continuing to support building staff capacity, awareness and knowledge, CLS and Diversity consultants (Anti-racism; First Nations, Métis and Inuit; and Sexual Orientation Gender Identity) offered 95 PL sessions for Division staff. These sessions addressed a range of topics in the areas of anti-racism, foundational knowledge of First Nations, Métis and Inuit cultures, world views, histories and current realities. Over 5,737 staff participated in these learning opportunities.
 - To support enhanced accessibility, PL opportunities were provided for specific cohorts of staff and tailored to certain times or days including catchment principals, catchment emerging leaders, pre-DLM, post-DLM, Leadership Development Framework, the EA pilot, and early Thursdays school staff groups.
 - The ARCS team, made up of consulting staff from Diversity Education, worked alongside other Central units to support school-based issues and events related to anti-racism and equity. The ARCS team responded to 26 requests from schools in the 2022–23 school year.
 - The Anti-racism and Equity toolkit was reviewed and finalized as a resource to support Division leaders.

Priority 2: Advance action towards anti-racism and reconciliation

- The Increasing Diversity in Leadership Conversations summary report was included as part of the [Anti-racism and Equity Action Plan—Year One Update](#). From this feedback the following actions were taken:
 - Refinement of content on the Leadership Development Framework site to increase functionality and usability for all staffing groups.
 - Creation of more networking opportunities by enhancing the Emerging Leaders series; launching the Assistant Principal Development Program; and researching and designing a mentoring program pilot to be launched in the winter of 2024.
 - Review of the curriculum and resources for the Aspiring Principal, First Year Principal and Second Year Principal Development Programs to include content that addresses anti-racism, diversity and equity.
- The Division’s Diversity and Inclusivity Statement (see Box 2) was introduced in Human Resources practice in October 2022 and serves as a reflection of what the Division offers and what is possible.

Box 2. Edmonton Public Schools’ Diversity and Inclusivity Statement¹¹.

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*
- *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.

- The extended student demographic survey was implemented with students in Grades 4 to 12. This work was supported by a comprehensive communication strategy and materials that assisted principals in their work with staff, students and families related to the implementation of the short survey.
 - 55,850 students chose to participate in the survey.
 - [Preliminary Findings From the Extended Student Demographic Survey](#) were brought to public Board in a report on June 6, 2023.
- A comprehensive overview of work completed in support of year two of the Anti-racism and Equity Action Plan will be coming to public Board in early 2024.

P2G1 Strategic Action: Engage with staff, students, families and members of the community to help support and inform the Division’s work and commitment towards anti-racism.

- The Superintendent’s **Equity Advisory Committee**, comprised of members of the community and parents representing a diverse range of backgrounds and lived experiences, was re-established and met three times over the course of the year. Two members of the Board of Trustees also sit on this committee. The purpose of the committee, as defined in its terms of reference, is to provide advice and perspective to the Division to support the implementation of the Anti-racism and Equity Action Plan.
- To support ongoing engagement that informs this work, the Division continues to have in place both an Anti-racism and Equity Steering Committee, made up of staff from across multiple Central units, and a principal committee, with representation from 24 schools and Central leaders. Both of these groups met monthly.
- The annual DFS is another way staff, students and families can provide feedback around the Division’s work. For the 2022–23 school year, questions on the survey were revised to align with the 2022–26 Strategic Plan, with

¹¹ *Anti-racism and Equity Action Plan - Year One Update* ([Edmonton Public Schools, 2023](#))

Priority 2: Advance action towards anti-racism and reconciliation

questions specific to progress towards Priority 2 included. Feedback from the survey is used to support school and Division level decision-making and planning. This past year the following number of participants completed the survey:

- Staff: 5,606; Students: 49,222 and Parents: 6,550

Additional Actions Taken in Support of Priority 2 Goal 1

- The Board of Trustees further progressed their work to review and revise Board Policy [GCA.BP](#) Approval of the School Year Calendar. This work reflected their commitment for the prioritization of days of significance in the calendar when possible.
- Edmonton Public Schools recognized the second National Day for Truth and Reconciliation through a live streamed event showcasing and learning alongside Indigenous artists and students. Schools also have access to a series of teaching and learning resources to support them in acknowledging and recognizing the National Day of Truth and Reconciliation. These resources have been developed to help create awareness about the impact of the Indian Residential School System in Canada.

P2G1: Summary of Results and Analysis

Results from the 2022–23 DFS indicated areas for celebration and the importance of the Division’s ongoing work and commitment towards anti-racism (see [Appendix D](#) for details).

| DFS results indicate that: | |
|---|--|
| 88 per cent of staff indicated, to varying extents, that Division-provided professional learning supports “enhanced [their] confidence in supporting the Division’s action toward anti-racism and equity.” | 76 per cent of staff agreed “if I were to experience racism or discrimination at my workplace, I would feel safe getting help from the Division” 71 per cent of students agreed that “I would feel safe going to an adult at my school for help if I felt something racist or discriminatory happened.” |
| 85 per cent of families agreed that “many diverse cultures ¹² are represented in the events, activities and environment of my child’s school.” | 96 per cent of staff agreed “I am aware of the work Edmonton Public Schools is doing to support anti-racism and belonging in schools.” |

¹² Further expanded on in the DFS as “languages, traditions, world views, histories, current realities.”

Goal 2: Support and enhance the educational experiences and achievements of First Nations, Métis and Inuit students in relationship with First Nations, Métis and Inuit families and communities

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 support 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* (2017). 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 all students. The Division's intentionality and alignment with this research is reflected across our work and throughout many of the priority actions identified for the 2022–23 school year.



Artwork by Angela Hall, Métis Albertan Artist

P2G2 Strategic Action: Implement evidence-based practices to support continuous improvement and enhance the achievement of First Nations, Métis and Inuit students.

Grounded in the OECD's [Promising Practices in Supporting Success for Indigenous Students](#) (2017) research, the Division continued with evidence-based work that supports the achievement of First Nations, Métis and Inuit students. Schools across the Division engaged with First Nations, Métis and Inuit community Elders, community partners and Central units in support of building staff understanding and knowledge around Indigenous history and communities. Informed by the OECD's promising practices, as shared through catchment conversation, the following actions are being taken by schools in support of success for First Nations, Métis and Inuit students.

- Taking steps to help build staff capacity around indigenous perspectives, world views, and culture was supported through the following:
 - Engaging with Elders, Knowledge Keepers and Cultural Advisors to support the development of foundational knowledge.
 - Participating in an inquiry-based growth plan community of practice focused on building and applying foundational knowledge.
 - Engaging emerging and aspiring leaders in the OECD [Promising Practices](#) report along with PL that explored Indigenous legacies and cultures.

Priority 2: Advance action towards anti-racism and reconciliation

- Supporting relationship building through Indigenous focused PL days where gained knowledge and understanding can help lead to stronger relationships with families and members of the community.
- Participating in the exploration of the Indigenous Peoples' Experience at Fort Edmonton Park.
- Across the Division, schools welcomed and built relationships with students and families in multiple ways including:
 - Learning about and creating personalized Land Acknowledgements.
 - Celebrating Indigenous culture through a variety of activities or events: wâhkôhtowin (kinship) Family Nights, wîcêhtowin (partnership or friendship) Nights, powwows, round dances, smudging, Indigenous Games Day, Métis Week and National Indigenous Peoples' Day.
 - Working with Community partners, Elders and Knowledge Keepers to support students
 - Inviting guest dancers, speakers, artists and authors to come into the school community to share and celebrate Indigenous culture.
 - Honouring Residential School survivors on Orange Shirt Day, recognizing Truth and Reconciliation Day (September 30) and celebrating National Indigenous Peoples Day (June 21).
- To support the timely monitoring of progress for each student, schools assess each student where they are at in their learning in the fall to inform programming, monitor for evidence of growth throughout the year to ensure progress or identify students for intervention and assess learning in the spring to inform achievement over the course of the school year. Schools used a variety of assessments and measures to support this work in conjunction with teacher professional judgement to determine the most appropriate programming to meet the learning needs of each individual student. Examples of these tools include: EYE-TA (early learning), Provincial literacy and numeracy screeners for students identified as at-risk, CAT4 (reading, mathematics, and computation and estimation), HLAT writing, At, Above or Below reading achievement, Benchmark Assessment System and the Reading Readiness Screening Tool.
 - High schools utilize student goals and tracking systems to monitor for assignment and course completion in support of a student's path to high school completion.
 - Through the EAP, approximately 43 per cent of the Division's self-identified First Nations Métis and Inuit Kindergarten to Grade 6 students had access to the evidence-based literacy and numeracy instructional practices foundational to the initiative, which include ongoing monitoring for evidence of student growth and progress.

P2G2 Strategic Action: Evaluate the self-identified First Nations, Métis and Inuit High School Completion Coach model through the lens of student growth and progress towards high school completion.

The High School Completion Coach model is an evidenced-based approach focused on strengthening First Nations, Métis and Inuit students' academic achievement in an environment that is welcoming and inclusive, where First Nations, Métis and Inuit cultures are visible and valued. The model has been developed to target many of the highest impact priorities identified in the OECD's Promising Practices report:

- Monitoring progress to inform practice.
- Providing tailored support.
- Engaging families.
- Facilitating learning activities.
- Sustaining dedicated rooms and providing access to cultural experiences.

The High School Completion Coach team includes Indigenous Advisors who provide a range of cultural supports and connections for students while supporting them on their individual path to school completion. For the 2022–23

Priority 2: Advance action towards anti-racism and reconciliation

school year:

- Nine High School Completion Coaches serving self-identified First Nations, Métis and Inuit students at three Division high schools supported:
 - 2,577 individual coaching sessions.
 - 48 post-secondary transition sessions (including presentations by post-secondary institutions and partner organizations).
 - 500 engagements with self-identified First Nations, Métis and Inuit students and their families, including emails, phone calls, conferences and school family nights.
- Results from the ongoing monitoring of the model's impact are encouraging. There has been an increase in the number of credits earned on average per self-identified First Nations, Métis and Inuit student each year at all three high schools since the High School Completion Coach teams have been established. The greatest evidence of this impact is at schools where coaches have been in place for the longest amount of time. Specifically:
 - 28.4 per cent increase in average credits earned from 2019–20 to 2022–23 at Queen Elizabeth High School.
 - 3.8 per cent increase in average credits earned from 2020–21 to 2022–23 at Eastglen High School.
 - 0.3 per cent increase in average credits earned from 2021–22 to 2022–23 at Jasper Place High School.
- For the third year, feedback from students regarding the High School Completion Coach Model was initiated through a survey. The 2022–23 student questions were refined slightly to further reflect the work of the coaches. Results from all three years of the student survey are included in Table 29. These results demonstrate the importance of this model and the impact that it has on students.

| Table 29. Student feedback on High School Completion Coach Model | 2020–21 | 2021–22 | 2022–23 |
|---|------------------|------------------|------------------|
| | n=24 (2 schools) | n=71 (3 schools) | n=70 (3 schools) |
| Having high school completion coaches helps me have a sense of belonging at school. | 87 | 91 | 99 |
| Having high school completion coaches creates opportunities for me to participate in cultural teachings and experiences. | - | - | 97 |
| Having high school completion coaches helps me to think about my future (e.g. selecting courses and exploring after high school plans). | 92 | 94 | 99 |
| Having high school completion coaches helps me with my academic achievement. | - | - | 99 |
| In general, it is helpful having high school completion coaches at my school. | 91 | 99 | 100 |

P2G2: Summary of Results and Analysis

The achievement data and actions presented as part of Priority 1 Goal 2 (see Table 11, 18, 21, 22; Figure 5, 8, 11) reflect Division results for self-identified First Nations, Métis or Inuit students, demonstrating small steps forward, but also reinforcing the Division's continued intentional efforts in support of student success. The data reaffirms the importance of Priority 2 of the 2022–26 Strategic Plan—Advance action towards anti-racism and reconciliation, and the Division's commitment to this important work.

High School Completion Self-identified First Nations, Métis and Inuit Students: Division results indicate that our commitment and evidence-informed practices in support of student success and high school completion for self-identified First Nations, Métis and Inuit students are having an impact. We see steady and continuous improvement in the area of high school completion, dropout rate and the number of students eligible for the Rutherford Scholarship (see Table 30). Within this pattern of growth we also see the urgency and need to remain focused and intentional in this work to ensure a greater number of students experience success.

Priority 2: Advance action towards anti-racism and reconciliation

Table 30. Alberta Education Assurance Measures—High School Completion
Self-identified First Nations, Métis and Inuit Students—Division compared to Province

| Measure & Evaluation | Edmonton School Division | | | | | | Alberta | | | | | |
|---|--------------------------|------------------|---------------------|--------------|------------------------|------------|----------------|------------------|---------------------|--------------|------------------------|------------|
| | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| 3-year High School Completion | 44.2 | 47.1 | 46.8 | Very Low | Maintained | Concern | 57.0 | 59.5 | 59.1 | Very Low | Declined | Concern |
| 4-year High School Completion | 55.9 | 57.0 | 53.2 | Very Low | Maintained | Concern | 65.8 | 68.6 | 65.5 | Very Low | Maintained | Concern |
| 5-year High School Completion | 62.3 | 59.3 | 56.4 | Very Low | Improved Significantly | Acceptable | 71.3 | 68.0 | 67.0 | Very Low | Improved Significantly | Acceptable |
| Drop Out Rate | 5.7 | 6.4 | 6.6 | Intermediate | Improved | Good | 5.1 | 4.9 | 5.1 | Intermediate | Maintained | Acceptable |
| Rutherford Scholarship Eligibility Rate | 44.2 | 41.0 | 39.4 | Very Low | Improved Significantly | Acceptable | 43.9 | 41.1 | 39.9 | Very Low | Improved Significantly | Acceptable |
| Transition Rate (6 yr) | 32.7 | 30.9 | 31.4 | Very Low | Maintained | Concern | 35.5 | 37.7 | 36.7 | Very Low | Maintained | Concern |

Local Measures

Results from the 2022–23 DFS indicated areas for celebration and opportunities for improvement in the Division’s work and commitment towards supporting and enhancing the educational experiences and achievements of First Nations, Métis and Inuit students (see [Appendix D](#) for details).

DFS results indicate that:

94 per cent of students agreed that “in school I have the opportunity to learn about the contributions of Indigenous peoples.”

87 per cent of staff indicated, to varying extents, that school-level collaboration and resources “enhanced [their] confidence supporting the success of First Nations, Métis and Inuit students¹³.”

78 per cent of teachers agreed that “I have the knowledge and skills to program for/support students who are First Nations, Métis and Inuit.”

92 per cent of students agreed that “in school I have the opportunity to learn about Indigenous perspectives.”

¹³ With Division-provided PL, Central unit support, catchment-level PL and school-level, there are many different offerings of PL available to staff.



Priority 3

Promote a comprehensive approach to student and staff well-being and mental health.

Priority 3: Promote a comprehensive approach to student and staff well-being and mental health

Outcome: Student and staff well-being is intentionally supported through access to a variety of resources and supports.

Edmonton Public Schools uses a collaborative and comprehensive approach to support students and staff well-being with the intent of helping students and staff to grow and thrive in their learning and working environments. The Division’s responsibilities for well-being and mental health are grounded in Alberta’s *Education Act*, which directs school authorities to provide welcoming, caring, respectful and safe learning environments for students and staff. Additionally, the Alberta Education TQS requires all teachers to be aware of and able to facilitate “*responses to the emotional and mental health needs of our students.*” The Division further formalizes its role and responsibilities in this area through the development of Division Board Policies, administrative regulations and practices or procedures.

The Division’s work in support of well-being and mental health for students is framed within the pyramid of intervention and grounded in the internationally recognized [Comprehensive School Health \(CSH\)](#) approach. The Division works in partnership with Alberta Health Services (AHS) around this approach; AHS hosts a [virtual hub](#) of health-related resources for schools. On June 20, 2023, the [Strategic Plan Update Report: Well-being and Mental Health](#), providing an in-depth review of actions taken during the 2021–22 school year in support of student and staff well-being and mental health, was presented to the Board of Trustees. The actions described in the AERR in support of Priority 3 of the [2022–26 Strategic Plan](#) build upon actions highlighted in the June 20 report.

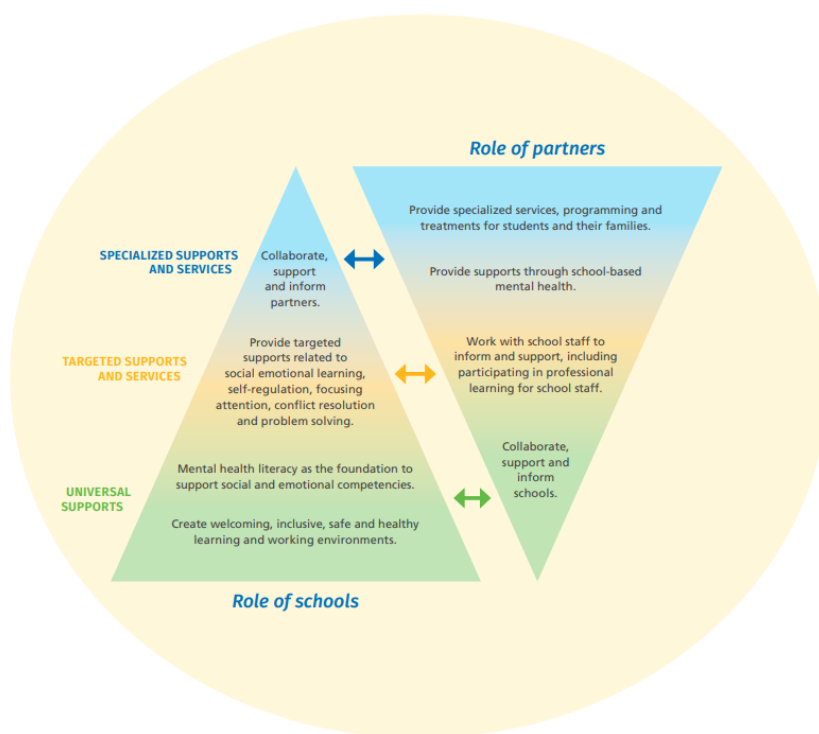


Figure 14. Pyramid of Intervention demonstrating the interplay between the role of schools and the role of health partners (Edmonton Public Schools, 2023)

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE): To support divisions in monitoring their responsibilities for well-being, the province introduced the Welcoming, Caring, Respectful and Safe Learning Environments measure in the AEAM in 2020–21 as highlighted in Table 31. The Division is not surprised to see a

Priority 3: Promote a comprehensive approach to student and staff well-being and mental health

decline both provincially and locally, as the effects of the pandemic on the well-being and mental health of students, families and staff have persisted. Responsive to this context, the Division has maintained an intentional approach to student and staff well-being and mental health through actions that support welcoming, caring, respectful and safe learning and working environments for all.

Table 31. Alberta Education Assurance Measures

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.

| Stakeholders | Edmonton School Division | | | | Alberta | | | |
|--------------|--------------------------|-----------------|-----------------|------------------------|------------------|------------------|------------------|------------------------|
| | 2021 | 2022 | 2023 | Improvement* | 2021 | 2022 | 2023 | Improvement* |
| Overall | 87 (n=25,660) | 85.4 (n=29,582) | 83.2 (n=31,197) | Declined Significantly | 87.8 (n=231,091) | 86.1 (n=249,941) | 84.7 (n=257,391) | Declined Significantly |
| Parent | 86.8 (n=3,613) | 85.7 (n=4,157) | 84.2 (n=3,896) | Declined | 88.2 (n=30,980) | 86.9 (n=31,715) | 85.6 (n=31,885) | Declined Significantly |
| Student | 79.4 (n=18,379) | 77.6 (n=21,254) | 75.0 (n=23,056) | Declined Significantly | 79.8 (n=169,900) | 77.7 (n=187,258) | 76.6 (n=193,156) | Declined Significantly |
| Teacher | 94.9 (n=3,668) | 93 (n=4,171) | 90.4 (n=4,245) | Declined Significantly | 95.3 (n=30,211) | 93.6 (n=30,968) | 92.0 (n=32,350) | Declined Significantly |

*As this is a new measure, only improvement evaluation can be calculated this year.

Local DFS data around individual perception of well-being provides another snapshot to how people are doing. These results indicate that students and staff perceive that their well-being is improving. Starting in May 2021, over a year into the COVID-19 pandemic, the Division included a question in the DFS asking students and staff about their well-being (see Figures 15–16). Unsurprisingly, only around half of both groups were doing *Very Well/Well* when asked in May 2021. However, we see a gradual positive increase in the percentage of these responses for both groups over the 2021–22 and 2022–23 school years.

Figure 15. DFS 2022–23: Percentage of Students Indicating Each Well-being Self-assessment Option Over Time

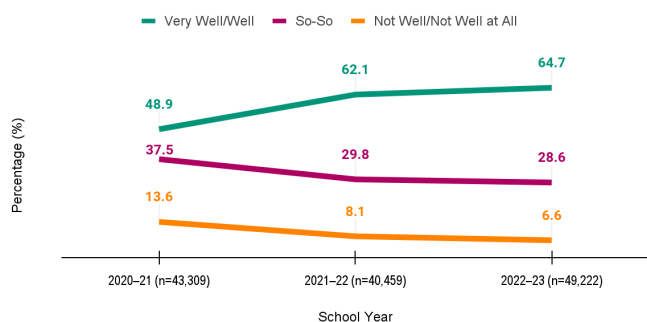
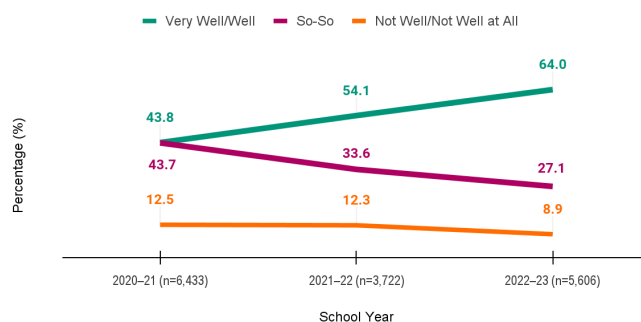


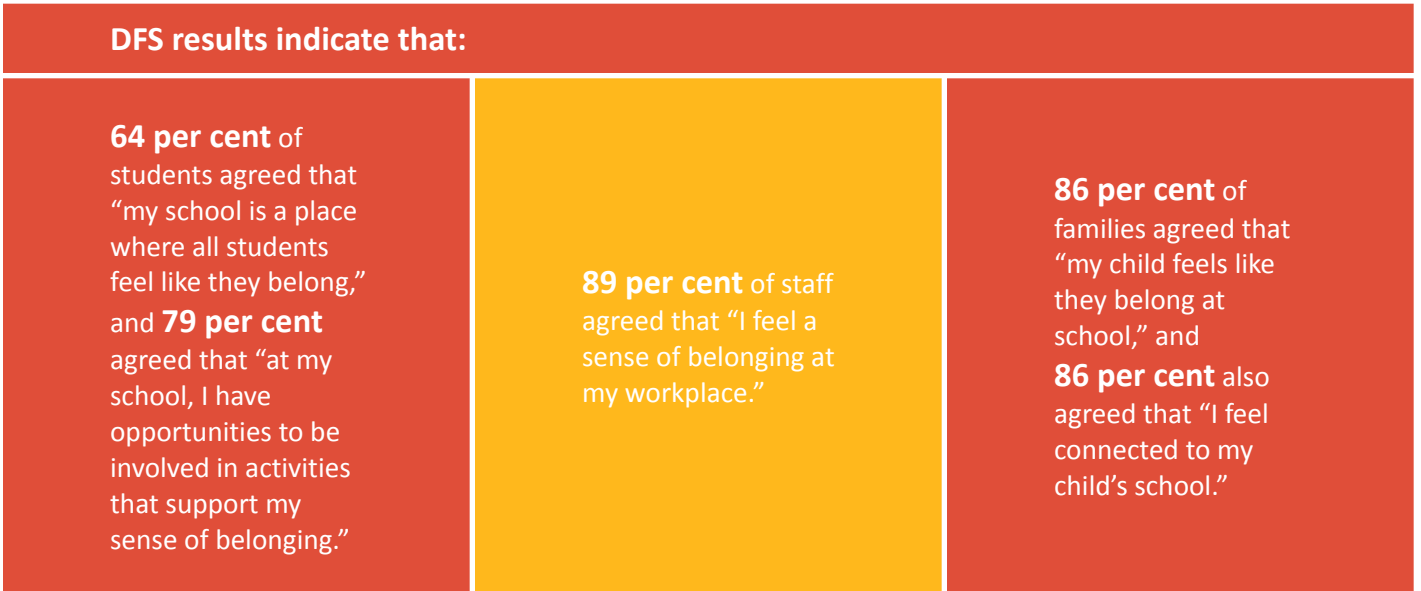
Figure 16. DFS 2022–23: Percentage of Staff Indicating Each Well-being Self-assessment Option Over Time



* Specific question for both respondent groups on DFS: *How are you doing this school year?*

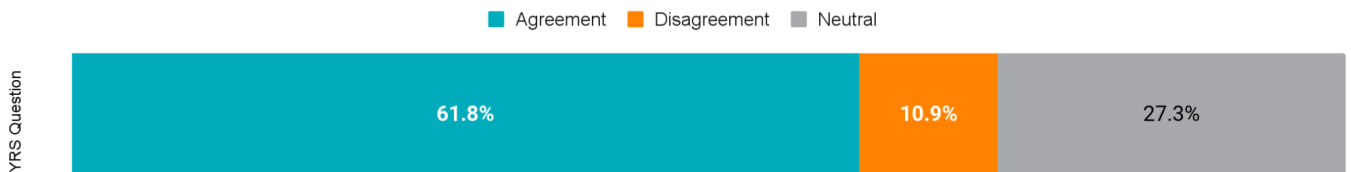
Priority 3: Promote a comprehensive approach to student and staff well-being and mental health

Through the DFS staff, students and families had the opportunity to indicate a sense of welcome or belonging in their school community. Staff and parents have a high level of connection or belonging to the school community.



Students’ sense of belonging on the DFS is similar to student responses related to belonging on the Youth Resilience Survey (YRS) from the fall of 2022 (see Figure 17). Student responses from these two measures confirm the ongoing importance of building relationships and taking intentional steps for students to see themselves within the school community.

Figure 17. YRS 2022–23 Division Results—I feel like I belong at school (n=53,582).



Goal 1: Support students and staff in building skills, strategies and relationships that contribute to positive mental health

P3G1 Strategic Action: Implement evidence-based approaches and practices intended to enhance student and staff well-being.

- The Division has a range of initiatives in place that span across all three levels of the pyramid of intervention and reflect the efforts of both schools and Central units to support the well-being and mental health of students. Examples include: building staff capacity to support student resilience, transition support and 1–1 therapy.
- These initiatives are part of the Division’s *Navigating Mental Health: A Coordinated Approach*, which was developed in 2022–23 and builds on the following key ideas:
 - Emphasizes a shared language around mental health in our school communities.
 - Supports knowing the pathways through mental health services and supports and who is involved.
 - Ensures that school staff have the knowledge and resources to help students with mental health problems.
 - Assists school leaders with strategies that build on student strengths.
 - Reinforces the importance of the whole-school approach.
 - Guides schools in developing school-based action plans.
- During the 2022–23 school year, Specialized Learning Supports (SLS) and Hospital School Campuses (HSC) worked collaboratively to create one mental health team. This team, consisting of cross-disciplinary support (such as mental health therapists, psychiatric nurses, social workers, registered psychologists), provided schools with access to cross-disciplinary support and consultations. The creation of one coordinated mental health team ensured effective and efficient use of resources, connections to AHS and a streamlined approach for schools.
- The Critical Incident Support Services (CISS) team, comprised of staff from both SLS and HSC supported staff and students in distress following critical incidents at schools. In the 2022–23 school year, there were 49 critical incidents at 43 schools and one Central unit that triggered a CISS team response.

DFS results indicate that:
94 per cent of staff agreed “I feel confident helping students build skills that support their wellness.”



Priority 3: Promote a comprehensive approach to student and staff well-being and mental health

- To support staff mental health and well-being there are a range of supports and services available to staff through the Employee and Family Assistance Program in collaboration with Inkblot. These services include, but are not limited to: counseling supports, work life coaching supports and financial advice or legal advice. Staff can learn more about all the resources and supports available to them through Inkblot by accessing information on Connect (the Division's digital home for information and tools for staff) or by using their Inkblot portal.

DFS results indicate that:

85 per cent of staff agreed that "I am aware of the range of supports for my well-being available through the Division's benefit program."

P3G1 Strategic Action: Continue to provide opportunities for schools and Central units to build upon their capacity to support student resilience.

The Division is taking steps to build out a body of practice around resilience and a sense of belonging within the school community. The work is evidence-based and includes professional learning for staff, a YRS instrument and opportunities to link to curriculum and explore implications for school culture. This work is in partnership with Dr. Michael Ungar, Director of the Resilience Research Centre at Dalhousie University.

- The 2022–23 YRS was administered by classroom teachers to all students in Grades 4 to 12 who were attending classes in-person. The survey provides schools with one source of data that helps to identify and extend practices to nurture student resilience. Overall, 53,582 students completed the survey.
- The Division continued to work with Dr. Ungar in capacity building to support student resilience through PL opportunities and the introduction of the [R2 Resilience Program©](#). The program uses an evidence-based approach to help educators incorporate resilience-promoting factors in their classrooms and curriculum. The program helps teachers and school staff create a nurturing environment and school culture that protects against the various risks young people experience, as well as promotes student well-being. Forty-one schools participated in the R2 community of practice. This work included:
 - PL with Dr. Ungar around a range of topics intended to build staff awareness and knowledge in the area of resilience and support staff in taking intentional steps towards more resilience-promoting school communities.
 - The opportunity to explore modules from the [R2 Resilience Program©](#) developed by Dr. Ungar and his team and tailored to the Alberta curriculum in collaboration with Division CLS staff. Through concepts in the curriculum, the modules focus on two types of protective factors that build resilience - the rugged qualities that reside within all of us and the external resources that provide us with the many kinds of support we need to thrive when stressed.

Additional Actions Taken in Support of Priority 3 Goal 1

Division Mental Health Classroom at Aldergrove School

- Drawing upon prior experiences where education and health work together to support a learning environment for students with a mental health diagnosis, such as the Glenrose classroom, Parkview School’s mental health classroom and collaborative work with AHS, the Division conceptualized a learning environment that would provide early mental health interventions for students. In 2022–23, this vision came into fruition as the mental health classroom at Aldergrove School. This 12-week mental health classroom program is designed as an early intervention program for students in Grades 4 to 6 that focuses on mental health and well-being. It builds capacity within the participating students, their families and the students’ home school by focusing on three main goals:
 - Improve implementation of learning strategies, accommodations and support by school staff.
 - Increase academic achievement, emotional regulation and social competence.
 - Strengthen home-school partnerships.
- Students and families of the Aldergrove classroom are supported through a cross-disciplinary mental health team and transition support is provided back to the student’s ‘home school’. Two cohorts of 10 students each were served by the classroom in 2022–23 and it is anticipated that for 2023–24, three cohorts of 10 students will be supported.
- Preliminary results from last year’s cohorts demonstrate there are several benefits for the students who participated, including:
 - Sixty-five per cent improvement in school attendance.
 - One hundred per cent of families felt their child had a better outlook and were more regularly attending school.
 - Significant progress towards goal-attainment as reported by students and teachers.
 - A significant number of successful connections to additional internal and community supports.
 - Support from the Mental Health Transition Team for the student returning to their home school or starting at a new school.

P3G1: Summary of Results and Analysis

The 2022–23 DFS results highlighted positive actions taken by the Division as well as opportunities to enhance its efforts in supporting skills, strategies and relationships that bolster positive mental health (see [Appendix D](#) for details). A substantial number of responses from students, families and staff validated that trained mental health and wellness professionals were valued within the school community (e.g., school or guidance counselors, therapists, psychologists, psychiatrists and success coaches).

DFS results indicate that:

69 per cent of students agreed that “my school helps me keep trying when things are hard”, while **11 per cent** of students indicated that they are unsure if “[their] school helps me keep trying when things are hard.”

Priority 3: Promote a comprehensive approach to student and staff well-being and mental health

Additionally through the DFS and the YRS students indicated the following. These results demonstrate the importance of the role that school staff play in the lives of students.

| DFS results indicate that: | YRS results indicate that: |
|--|---|
| 79 per cent of students agreed that “I have at least one adult in my school who I would go to for help if I need it.” | 74 per cent of students agreed that “my teachers care about me.” |



Goal 2: Support students and staff so they experience a greater sense of belonging and social, emotional and physical well-being

P3G2 Strategic Action: Continue to engage with staff, students and families to better understand how to enhance learning environments and school communities that support a sense of belonging and success for all students.

As outlined in the [Stakeholder Engagement](#) section, the Division has many mechanisms for engagement at both a system and school level to identify and respond to the learning needs of a diverse student community. In this section, key engagement opportunities that helped to inform the enhancement of learning environments and school communities for students are shared. The work this past year focused, in great part, on listening to the voices of students.

- Student Senate: During the 2022–23 school year, based on survey responses from their peers to the question “considering your school experiences, what supports or opportunities would enhance pathways to your success”, the Student Senate prioritized student well-being in their 2022–23 [work plan](#), with specific focus on transitions from high school, supporting students with school work and mental health supports for students. A [summary](#) of the work they accomplished was presented to the Board of Trustees on June 6, 2023. Supporting materials, information and resources developed in support of students are available on the [Student Senate Website](#).
- Creating Schools that Listen approach: A collaboration between the Bennett Argyll Metro (BAM) team and the University of Alberta initiated the Creating Schools that Listen (CSTL) PL series in response to a desire from leaders within Edmonton Public Schools to work collectively to learn from one another and mobilize change within their school communities. The CSTL year-long embedded PL series uses a relational pedagogy approach to understand systemic issues. As a collective, leadership teams commit to monthly PL to enhance their capacity to develop Schools That Listen. These teams mobilize their learning through student engagement processes such as summits and Social Innovation Labs, to co-create with students and other rights holders within the school community actions that address safety, equity and inclusion within their school communities. High school principals and schools from across two catchments participated in this work during the 2022–23 school year.
- Culturally Responsive Practices (CRP) approach: CRP highlights the importance of incorporating a student's perspective and experience into the learning process to ensure students are able to see themselves in their learning resulting in greater engagement and academic achievement. As part of the Division's efforts to improve students' experiences and sense of belonging in school, CRP was introduced as content in multiple PL sessions.

DFS results indicate that:

64 per cent of students agreed that “my school is a place where all students feel like they belong,” while

95 per cent of staff agreed that “my school takes steps to support a sense of belonging and inclusion for everyone.”

Priority 3: Promote a comprehensive approach to student and staff well-being and mental health

- **Extended Student Demographic Survey:** To gain a better understanding of student identity and how students see themselves, the Division implemented the extended student demographic survey in the fall of 2022. Students in Grades 4 to 12 were invited to answer a short set of questions related to identity. Data from the survey will be used to help inform actions the Division can take to support success for all students. The [Preliminary Findings from Extended Student Demographic Survey](#) report was shared at the June 6, 2023, Board meeting.
- **Board Policy Engagement:** As part of the work to create school communities that support a sense of belonging and success for all students the Board of Trustees regularly reviews its policies and seeks community feedback regarding clarity, language and policy direction, where appropriate. In 2022–23, the following engagement took place in support of policy development:
 - **Enrolment and Admission:** A public online survey was shared for the revised Board Policies [HC.BP](#) Resident Student Enrolment and [HEC.BP](#) Non-Resident Student Admission and Enrolment. A [recommendation report](#) was presented at the May 2, 2023, Board of Trustees meeting. Feedback from the survey informed the final draft of the policy.
 - **School Renaming:** The name of a school has the potential to bring a community together or may cause harm based on the legacy of the school namesake. To support the Board of Trustees in examining the concept of school renaming, a School Renaming Criteria Advisory Committee, hosted by the Board of Trustees and comprised of staff, parents and community members, was established and met four times. The committee explored the act of school renaming and provided the Board of Trustees with a report outlining its recommendations for criteria to inform decisions around school renaming. The report will serve as one source of information to inform the work to develop a policy that addresses school renaming.
- **Catchment Groupings:** A common theme from Catchment Conversations was the role that Catchments play in supporting staff collaboration. This work ranges from the sharing of resources, co-planning, learning together and supporting each other through complex or difficult situations. The relationships and connections that develop within the catchment encourage and enable collaboration.
- **The Division Feedback Survey:** The DFS annually gathers insights from students, families and staff to assess the Division’s progress towards the three priority areas of the 2022–26 Strategic Plan Strategic. The DFS includes questions specific to Priority 3.

Additional Actions Taken in Support of Priority 3 Goal 2

- **Free Menstrual Products in all Division Schools:** In support of the [April 27, 2021, Board Motion](#), the Menstrual Products Initiative was launched across all Division schools, using a Central allocation to support start-up of this initiative. Going forward schools will continue to ensure free products are readily accessible for students.

P3G2 Strategic Action: Enhance collaboration with partners to inform the strategic use of Division and community resources in support of student and staff well-being.

The work to support all students on their path to high school completion and create school communities that are welcoming, safe and inclusive for all is complex and is not done in isolation. The Division and schools work in partnership with many members of the Edmonton community who are equally committed to and invested in the success and well-being of children and youth. This work is evolving and responsive to the needs of students and looks unique within each school community. There are many great examples of how schools and communities work

Priority 3: Promote a comprehensive approach to student and staff well-being and mental health

together in support of students and families.

- Through the budget planning process, schools have the opportunity to recognize community connections or support for their students. This process has identified over 600 community connections across Division schools that provide supports and services beyond that of educational programming. Some examples of these are: The Africa Centre, Bent Arrow Traditional Healing Society, BGCBigs, e4c, Family Centre, Free Play for Kids, RAJO (Somali Youth Empowerment Project) and the YMCA.
- Guided by a partnership with AHS, the [Community Helpers Program](#) provides opportunities for students or Helpers (ages 12 and over) to strengthen support skills and learn more about mental health and suicide prevention. In addition to developing skills and increasing knowledge, Helpers are introduced to community services and professional supports. This connection bridges informal and formal supports in the community, enabling helpers to refer peers to expert support when needed. This past year, 25 junior and senior high schools facilitated the program for 425 students.
- Through provincial funding, the opportunity emerged to partner with CASA (Child and Adolescent Services Association) around a CASA Mental Health Classroom.
 - The Division worked with CASA to finalize an MOU that will serve as the foundation to the partnership supporting the opening of a CASA classroom in a Division school for the 2023–24 school year.
 - CASA classrooms will address the need for services closer to students by bridging a child’s mental health and school needs, through a coordinated approach by a mental health team and a teacher.
 - The CASA Classroom, serving up to 12 students from Grades 4 to 6, opened at J.A. Fife for the fall of 2023.
- 2022–23 was the third year of a three-year Mental Health Capacity Building (MHCB) partnership with AHS involving wellness coaches. These coaches promote positive mental health in children, youth and families in the communities where they live through programming that builds capacity of knowledge and skills through universal supports and services (*see [Appendix H](#) for a comprehensive list*).
- The Edmonton Public Schools Foundation worked with members of the community and donors to help bring a range of supports and opportunities to students across the Division. Examples from this work include:
 - Through the Chromebooks for Kids program, 489 students received their very own device.
 - Through Freshhoops, a partnership with the Edmonton Stingers, basketball courts at Delton and McKee Schools were given a “refresh.”
 - A grant opportunity with the Giants of Africa supported a new basketball court at Londonderry School.
 - The Sinatra Aldea Foundation made a significant donation that supported the building of a new playground at Forest Heights School.

P3G2: Summary of Results and Analysis

The 2022–23 DFS results highlighted positive actions taken by the Division as well as opportunities for continuous improvement in the work to support students so they experience a greater sense of belonging and well-being. Results across stakeholder groups in the WCRSLE measure (*see [Table 28](#)*) broadly mirror DFS results for questions that measure the same or similar concepts (e.g., safety, respect and caring). Proportions of agreement were similar: Teachers were the most positive, then families/parents and finally students (*see [Appendix D](#) for details*). The similarity in results reinforces the importance of the work the Division and schools are undertaking in support of Priority 3 Goal 2 and ongoing efforts to hear directly from students what they need in order to be successful.

DFS results indicate that:

70 per cent of students agreed that “my school helps me develop skills that support my wellness”, while **12 per cent** were unsure if “[their] schools helps me develop skills that support my wellness.”

70 per cent of students agreed “I feel like I belong at my school.”



Summary of 2022–23 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 2022–23 were \$1,218.3 million, a minimal variance of \$0.8 million or 0.07 per cent, when compared to the spring approved budget total of \$1,219.1 million. Figures 18–20 illustrate expenses by type and program.

Figure 18. Expenses by Type (in \$ millions)

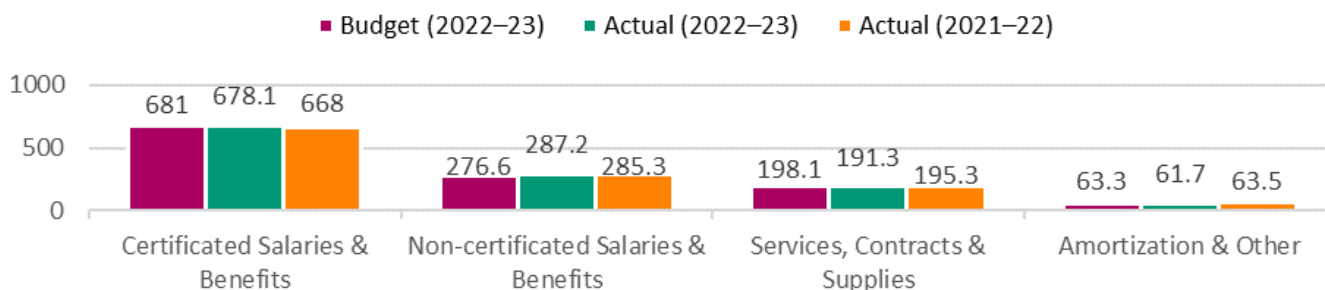
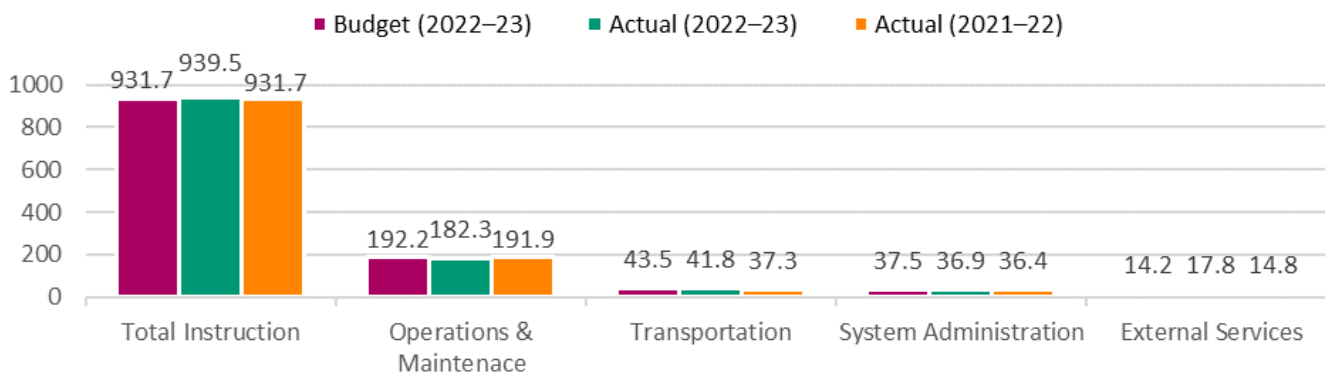


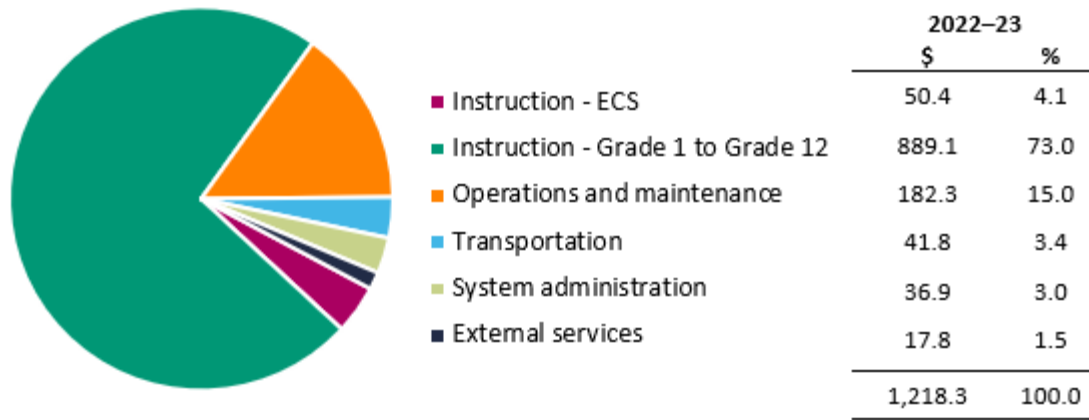
Figure 19. Expenses by Program (in \$ millions)



- Operational expenses do not include capital expenditures.
- Total revenues exceed expenses by \$25.5 million, resulting in an operating surplus.
- 79.2 per cent of total expenses represent staffing, 15.7 per cent represent goods and services and the remaining balance represents amortization and other.

Summary of 2022–23 Financial Results

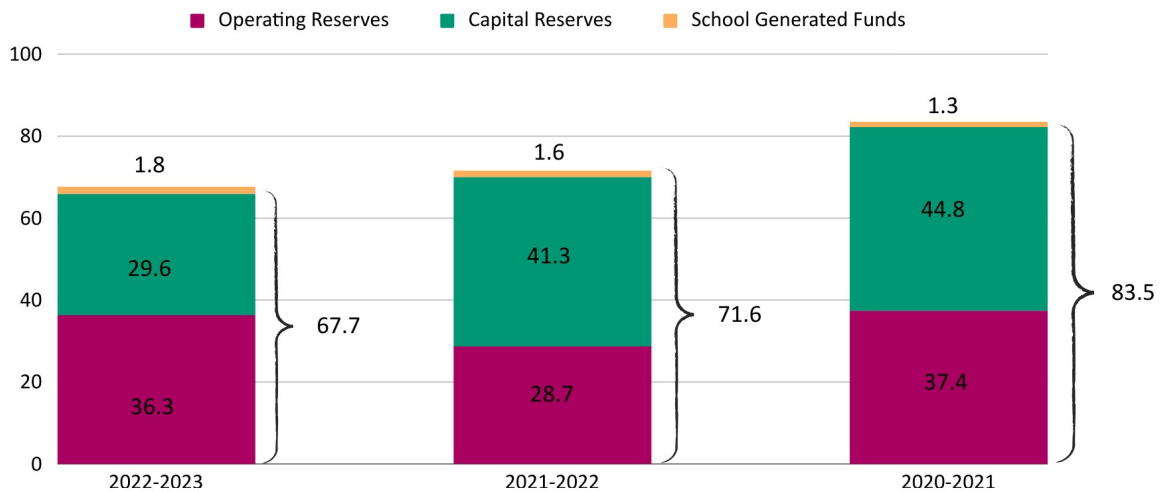
Figure 20. 2022–23 Expenses by Program (in \$ millions)



- The Division’s total operational expenses for 2022–23 were \$1,218.3 million as compared to \$1,212.1 million in 2021–22.
- Average per student spending for 2022–23 was \$11,304 (for 2021–2022 it was \$11,858). This figure does not include gross receipts of School Generated Funds or the cost for External Services. Calculation is based on 2022–23 actual enrolment of 104,522 full-time equivalent (FTE) students (compared to 100,032 in 2021–22).

Figure 21 illustrates reserves and funds.

Figure 21. Reserves (in \$ millions)



2022–23 changes in accumulated surplus from the prior year include:

- Net increase in operating reserves of \$7.8 million (includes an increase of \$0.2 million in SGF).
- Net decrease in capital reserves by \$11.7 million.

Summary of 2022-23 Financial Results

The decrease in capital reserves of \$11.7 million can be attributed to:

A spend or drawdown of:

- \$21.4 million used to fund previously Board approved capital projects including:
 - Growth Accommodation and Division Centre Program Establishment (includes modular and relocation projects), Westlawn Cluster replacement school in partnership with Alberta Education (Alex Janvier School), and the Purchase of the Alberta College building (home of Centre High).

Offset by funds being deposited into the capital reserve fund:

- \$0.7 million received for the sale of a parcel of surplus land at Keheewin School.
- \$9.0 million from the operating reserve, which was a Board and Ministerial approved transfer of surplus.

School Generated Funds (SGF)

- Unexpended SGF at August 31, 2023 was \$3.9 million, reduced from the amount at the beginning of the school year of \$4.6 million.
 - \$1.2 million of the current year unexpended funds is included in Deferred Revenue.
 - \$0.9 million in Unearned Revenue.
 - \$1.8 million included in Accumulated Surplus.
- Gross receipts in SGF is comprised of:

| School Funds | Budget (\$ millions) | Actual (\$ millions) |
|--------------------------|----------------------|----------------------|
| Fees | 13.9 | 12.1 |
| Fundraising | 2.2 | 1.5 |
| Gifts and donations | 6.2 | 4.4 |
| Other sales and services | 4.4 | 5.2 |
| Total | 26.7 | 23.2 |

- Uses of SGF totaled \$18.1 million and related primarily to extra-curricular activities and School Council funded activities and initiatives.
- Additional SGF expenses of \$5.8 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://epsb.ca/media/epsb/ourdistrict/districtbudget/2022-23-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>.

Annual Report of Disclosures

Edmonton Public Schools reported no disclosures under the *Public Interest Disclosure (Whistleblower Protection) Act* in the 2022–23 school year.

Appendix A: School Plan and Results Review

School Plan Template and Planning Guide

PLANNING FOR THE 2022–23 SCHOOL YEAR

- All schools are to set at least two goals:
 - At least one goal will be in support of Priority 1 of the [2022–26 Strategic Plan](#).
 - Schools will set a second goal that can be in support of any priority and can choose to set a third goal if desired.
- Central unit's are to set at least two goals in support of any of the priorities in the 2022–26 Strategic Plan, and can choose to set a third goal if desired.

WHEN COMPLETING PLANS, NOTE THE FOLLOWING:

- **Student growth and success in literacy and numeracy is a priority for the Division.** This includes a Division commitment to improving the results of First Nation, Métis and Inuit students.
 - When setting goals, particularly for student success, consider including in your goals how your school will intentionally support First Nations, Métis and Inuit student success and Competency Five of the TQS and LQS.
- Consider goals that may extend over a multi-year time frame reflecting your school's journey over the four years of the [2022–26 Strategic Plan](#).
 - Think about ways to engage your school communities in these goals.
- The [2022–26 Four-Year Education Plan](#) may also provide additional information helpful in developing goals.

DEVELOPING GOALS

The following reflective questions are intended as a guide to support schools in the development of goals by reflecting on data, setting targets and identifying actions.

UNDERSTANDING OUR DATA¹⁴

What goal does our data tell us is important?

- What specific data informed the identification of this goal?

Goals should reflect what your data is telling you now, guiding you toward the critical, intentional work needed to support your students. Consider using the following questions to be responsive to your school community and where your students are as learners and people:

-
- How well are students progressing and what evidence do you have of this?
 - What are achievement trends or patterns for students at your school over the past few years?
 - Are there particular groups of students whose trends and patterns differ?

SETTING TARGETS

Where are we starting from?

- What is our data telling us now?

Where do we intend to be by the end of the year?

¹⁴Understanding our Data, Setting Targets and Identifying Actions adapted from *Charters and Analysis of Variance: Guidance for boards of schools and kura*. Ministry of Education, TE TĀHUUHU O TE MĀTAURANGA. Dec 2017. AOTEAROA/New Zealand.

- How will we know?

Targets should support improvement in the growth and achievement of all identified groups of students, but with a particular focus on students or groups of students who may need additional support.

- Are your targets specific, measurable and achievable? Do you have a baseline? (you might not, which is okay—part of your goal can include identifying a measure and establishing a baseline)
- How are you using current and historical data to set your targets?
- Two key conditions are necessary for effective target setting:
 - Targets should “stretch” expectations for success (high expectations).
 - Targets should be clearly communicated so that they are a shared responsibility between school leaders, teachers, staff, families and students.

IDENTIFYING ACTIONS

What are actions that will support working towards achieving this goal?

Consider two to five critical, intentional actions that will support achieving your goal. Consider using the following questions when identifying actions to support achievement of targets and goals:

- What are we already doing to achieve these targets? Has this been effective?
- What do we need to learn to do so that we can achieve these targets?
- What will we do differently so that we can achieve these targets?

Although you are not required to submit any documents outlining the specific actions you plan to use to achieve your goals, you are expected to have them in place and you will be asked about these actions as part of the Trustee results review meetings and/or by your Assistant Superintendent/Executive member.

Once you have developed your goals using the above reflective questions, use the SMART Goal framework to ensure that they are:

- Specific
- Measurable
- Achievable
- Relevant
- Time-frame

SCHOOL COMMUNITY RELATIONSHIPS ON THE PROFILE PAGE

This section on the profile page provides designated space to celebrate community supports and services at Division schools. The section begins with: *We would like to acknowledge the following community members who have helped to foster the growth and success of our students.*

After this statement, there is a list of key school-community relationships that provide supports/services to your school and students. This list is populated based on the data entered by each school in the School Community Relationship Tracker Tool in PeopleSoft.

If you feel there are errors or omissions to your school's list of key school-community relationships on your school's profile page, go into PeopleSoft and correct the information either by editing existing relationships entered in the tool or by adding new relationships missing from your school's list on the profile page.

Planning the 2022–23 School Year–Template

Division Priorities 2022–26

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

The following SMART (Specific, Measurable, Achievable, Relevant, Time-framed) goals have been established for the 2022–23 school year (referencing the Division’s Priority number that the goal supports). In setting goals, all schools will set at least two goals; one goal must be in support of Priority 1 of the 2022–26 Strategic Plan. Schools will set a second goal that can be in support of any priority area, and schools can choose to set a third goal if desired. Central unit’s will set at least two goals in support of any of the priorities of the 2022–26 Strategic Plan, and can choose to set a third goal if desired.

Goal #1: <minimum of 20 characters per text box>

Goal #2: <minimum of 20 characters per text box>

Goal #3 (optional): <minimum of 20 characters per text box>

Results Review Template

Reporting on the 2021–22 School Year

Division Priorities 2022–26

1. Build on outstanding learning opportunities for all students.
2. Advance action towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the SMART goals that were established for 2021–22, report on the results you achieved (with evidence, including referencing the school’s Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division’s Priorities (reference the priority number in your response).

SMART Goal #1: *goal will be imported from the 2021–22 Plans*

Results Achieved: <limit of 5000 characters per text box>

SMART Goal #2: *goal will be imported from the 2021–22 Plans*

Results Achieved: <limit of 5000 characters per text box>

SMART Goal #3: *goal will be imported from the 2021–22 Plans*

Results Achieved: <limit of 5000 characters per text box>

Challenges:

What were the biggest challenges encountered in 2021–22?

Improvement Opportunities:

What are the opportunities for improvement from 2021–22 that will inform your plan for 2022–23?

Appendix B: Assurance Measures Evaluation Reference

AEAM evaluation achievement 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 chart 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 |
| 4-year High School Completion | 0.00–71.57 | 71.57–78.63 | 78.63–87.93 | 87.93–91.45 | 91.45–100.00 |
| 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 |
| Drop Out Rate | 100.00–9.40 | 9.40–6.90 | 6.90–4.27 | 4.27–2.79 | 2.79–0.00 |
| Rutherford Scholarship Eligibility Rate | 0.00–47.98 | 47.98–55.78 | 55.78–68.95 | 68.95–74.96 | 74.96–100.00 |
| Transition Rate (6 yr) | 0.00–21.98 | 35.49–49.47 | 49.47–62.88 | 62.88–72.76 | 72.76–100.00 |
| Program of Studies | 0.00–66.31 | 66.31–72.65 | 72.65–78.43 | 78.43–81.59 | 81.59–100.00 |
| Work Preparation | 0.00–66.92 | 66.92–72.78 | 72.78–77.78 | 77.78–86.13 | 86.13–100.00 |
| Lifelong Learning | 0.00–62.64 | 62.64–67.96 | 67.96–75.71 | 75.71–82.44 | 82.44–100.00 |

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 per cent.

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.

Appendix B: Assurance Measures Evaluation Reference

The chart 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 chart below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

| Improvement | Achievement | | | | |
|------------------------|-------------|------------|--------------|------------|------------|
| | Very High | High | Intermediate | Low | Very Low |
| Improved Significantly | Excellent | Good | Good | Good | Acceptable |
| Improved | Excellent | Good | Good | Acceptable | Issue |
| Maintained | Excellent | Good | Acceptable | Issue | Concern |
| Declined | Good | Acceptable | Issue | Issue | Concern |
| Declined Significantly | Acceptable | Issue | Issue | Concern | Concern |

Category Evaluation

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

Appendix C: Detailed Assurance Measures Results

The following tables provide a more detailed reporting of required and supplemental Assurance Measures in support of Edmonton Public Schools' AERR (see Tables C1–C17).

Program of Studies

Table C1. Alberta Education Assurance Measures—Satisfaction with the opportunity for students to receive a broad program of studies including fine arts, career, technology and health and physical education.

| Measure & Evaluation | Edmonton School Division | | | | | | Alberta | | | | | |
|----------------------|--------------------------|-----------------|-----------------|-------------|-------------|-----------|------------------|------------------|------------------|-------------|------------------------|-----------|
| | 2020–22 Avg | 2022 | 2023 | Achievement | Improvement | Overall | 2020–22 Avg | 2022 | 2023 | Achievement | Improvement | Overall |
| Overall | 83.2 (n=20,663) | 84.5 (n=19,950) | 84.5 (n=21,204) | Very High | Improved | Excellent | 82.6 (n=175,964) | 82.9 (n=172,339) | 82.9 (n=179,589) | Very High | Improved Significantly | Excellent |
| Parent | 81.1 (n=3,645) | 83.5 (n=4,412) | 83.5 (n=3,870) | Very High | Improved | Excellent | 81.3 (n=31,703) | 82.4 (n=31,625) | 82.2 (n=31,780) | Very High | Improved Significantly | Excellent |
| Student | 77.9 (n=12,430) | 78.7 (n=11,645) | 79.4 (n=13,092) | Very High | Improved | Excellent | 77.3 (n=112,632) | 76.9 (n=109,776) | 77.4 (n=115,487) | Very High | Maintained | Excellent |
| Teacher | 90.6 (n=4,588) | 91.3 (n=4,163) | 90.5 (n=4,242) | High | Maintained | Good | 89.3 (n=31,630) | 89.3 (n=30,938) | 89.3 (n=32,322) | High | Maintained | Good |

Learning Engagement

Table C2. Alberta Education Assurance Measures—3-Year Historical Engaging Students

Teachers, parents and students who agree that students are engaged in their learning at school.

| | Edmonton School Division | | | | Alberta | | | |
|---------|--------------------------|-----------------|-----------------|------------------------|------------------|------------------|------------------|------------------------|
| | 2021 | 2022 | 2023 | Improvement* | 2021 | 2022 | 2023 | Improvement* |
| Overall | 85.8 (n=25,633) | 85.1 (n=29,562) | 84.4 (n=31,178) | Declined Significantly | 85.6 (n=230,956) | 85.1 (n=249,740) | 84.4 (n=257,214) | Declined Significantly |
| Parent | 89.4 (n=3,612) | 88.5 (n=4,156) | 87.6 (n=3,888) | Declined | 89.0 (n=30,994) | 88.7 (n=31,694) | 87.3 (n=31,862) | Declined Significantly |
| Student | 71.9 (n=18,365) | 71.9 (n=21,239) | 71.2 (n=23,047) | Declined | 71.8 (n=169,789) | 71.3 (n=187,102) | 70.9 (n=193,029) | Declined Significantly |
| Teacher | 96 (n=3,656) | 95.1 (n=4,167) | 94.4 (n=4,243) | Declined | 96.0 (n=30,173) | 95.5 (n=30,944) | 95.1 (n=32,323) | Declined Significantly |

*As this is a new measure, only improvement evaluation can be calculated this year.

Appendix C: Detailed Assurance Measures Results

Supports and Services

| Table C3. Alberta Education Assurance Measures—3-Year Historical Engaging Students | | | | | | | | |
|---|--------------------------|--------------------|--------------------|---------------------------|----------------------|----------------------|----------------------|---------------------------|
| <i>The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.</i> | | | | | | | | |
| | Edmonton School Division | | | | Alberta | | | |
| | 2021 | 2022 | 2023 | Improvement* | 2021 | 2022 | 2023 | Improvement* |
| Overall | 80.6 (n=25,607) | 80 (n=29,533) | 78.2 (n=31,153) | Declined Significantly | 82.6 (n= 230,761) | 81.6 (n= 249,740) | 80.6 (n= 256,994) | Declined Significantly |
| Parent | 76.1 (n=3,601) | 74.9 (n=4,148) | 73.7 (n=3,891) | Declined | 78.9 (n= 30,936) | 77.4 (n= 31,684) | 75.7 (n= 31,847) | Declined Significantly |
| Student | 78.6 (n=18,342) | 79.7 (n=21,216) | 78.9 (n=23,018) | Declined Significantly | 80.2 (n= 169,631) | 80.1 (n= 186,395) | 79.9 (n= 192,805) | Declined |
| Teacher | 87.2 (n=3,664) | 85.2 (n=4,169) | 81.9 (n=4,244) | Declined Significantly | 88.7 (n= 30,194) | 87.3 (n= 32,342) | 86.2 (n= 32,342) | Declined Significantly |

*As this is a new measure, only improvement evaluation can be calculated this year.

Success at work after school and Lifelong learning

| Table C4. Alberta Education Assurance Measures | | | | | | | | | | | | |
|---|--------------------------|-------------------|-------------------|--------------|---------------------------|---------|--------------------|--------------------|--------------------|--------------|---------------------------|------------|
| <i>Teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.</i> | | | | | | | | | | | | |
| Measures and Evaluation | Edmonton School Division | | | | | | Alberta | | | | | |
| | 2020–22 Avg | 2022 | 2023 | Achievement | Improvement | Overall | 2020–22 Avg | 2022 | 2023 | Achievement | Improvement | Overall |
| Overall | 83.8 (n=8,226) | 84.2 (n=7,899) | 82.5 (n=7,692) | High | Declined Significantly | Issue | 84.5 (n=63,855) | 84.9 (n=59,488) | 83.1 (n=60,705) | High | Declined Significantly | Issue |
| Parent | 75.4 (n=3,854) | 76.5 (n=3,847) | 75.4 (n=3,592) | Very High | Maintained | Good | 76.6 (n=32,249) | 77.3 (n=29,553) | 75.0 (n=29,674) | Very High | Declined Significantly | Acceptable |
| Teacher | 92.3 (n=4,372) | 91.9 (n=4,052) | 89.7 (n=4,100) | Intermediate | Declined Significantly | Issue | 92.4 (n=31,606) | 92.5 (n=29,935) | 91.3 (n=1,031) | Intermediate | Declined Significantly | Issue |

| Table C5. Alberta Education Assurance Measures | | | | | | | | | | | | |
|---|--------------------------|--------------------|--------------------|--------------|---------------------------|---------|---------------------|---------------------|---------------------|-------------|---------------------------|---------|
| <i>Teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.</i> | | | | | | | | | | | | |
| Measures and Evaluation | Edmonton School Division | | | | | | Alberta | | | | | |
| | 2020–22 Avg | 2022 | 2023 | Achievement | Improvement | Overall | 2020–22 Avg | 2022 | 2023 | Achievement | Improvement | Overall |
| Overall | 75.8 (n= 8,361) | 80.0 (n= 8,056) | 79.4 (n= 7,860) | High | Improved Significantly | Good | 76.8 (n= 65,002) | 81.0 (n= 60,822) | 80.4 (n= 62,032) | High | Improved Significantly | Good |
| Parent | 68.8 (n= 3,931) | 74.4 (n= 3,941) | 73.7 (n= 3,680) | High | Improved Significantly | Good | 69.6 (n= 32,884) | 74.6 (n= 30,314) | 73.4 (n= 30,381) | High | Improved Significantly | Good |
| Teacher | 82.8 (n= 4,148) | 85.6 (n= 4,115) | 85.0 (n= 4,180) | Intermediate | Improved Significantly | Good | 84.0 (n= 32,118) | 87.4 (n= 30,508) | 87.3 (n= 31,651) | High | Improved Significantly | Good |

Detailed Student PAT and Diploma Achievement

Provincial Achievement Tests

PAT results from Edmonton Public Schools and the province are available below, by subject (see Tables C6–C11), for all enrolled students, EAL students and self-identified First Nations, Métis and Inuit Students. Note that only aggregate data for 2019 and 2021 PAT results was recalculated and individual course data below remained unchanged (see Box 1).

| Course | Standard | Edmonton School Division | | | | | Alberta | | | | |
|------------------------------|------------|--------------------------|---------|------|-------------|--------------|---------|---------|------|-------------|--------------|
| | | 2019 | 2020–21 | 2022 | 2023 | Achievement | 2019 | 2020–21 | 2022 | 2023 | Achievement |
| English Language Arts 6 | Acceptable | 83.9 | n/a | 77.2 | 76.8 | Low | 83.2 | n/a | 76.1 | 76.2 | Low |
| | Excellence | 20.1 | n/a | 21.6 | 20.6 | High | 17.8 | n/a | 18.9 | 18.4 | High |
| French Language Arts 6 année | Acceptable | 88.9 | n/a | 80.1 | 83.3 | Intermediate | 87.7 | n/a | 76.9 | 77.6 | Intermediate |
| | Excellence | 17.9 | n/a | 12.0 | 15.5 | High | 15.7 | n/a | 10.6 | 12.5 | Intermediate |
| Mathematics 6 | Acceptable | 73.7 | n/a | 65.9 | 67.1 | Low | 72.5 | n/a | 64.1 | 65.4 | Low |
| | Excellence | 18.7 | n/a | 15.6 | 18.4 | High | 15.0 | n/a | 12.6 | 15.9 | Intermediate |
| Science 6 | Acceptable | 80.7 | n/a | 74 | 67.4 | Low | 77.6 | n/a | 71.5 | 66.7 | Low |
| | Excellence | 33.4 | n/a | 27.7 | 24.3 | Intermediate | 28.6 | n/a | 23.7 | 21.8 | Intermediate |
| Social Studies 6 | Acceptable | 77.6 | n/a | 69.7 | 68.1 | Low | 76.2 | n/a | 67.8 | 66.2 | Low |
| | Excellence | 28.9 | n/a | 24.7 | 22.0 | High | 24.4 | n/a | 20.1 | 18 | Intermediate |
| English Language Arts 9 | Acceptable | 76.1 | n/a | 69.2 | 69.3 | Low | 75.1 | n/a | 69.6 | 71.4 | Low |
| | Excellence | 18.7 | n/a | 15.6 | 15.1 | High | 14.7 | n/a | 12.9 | 13.4 | Intermediate |
| K&E English Language Arts 9 | Acceptable | 48.1 | n/a | 50.0 | 45.0 | Low | 57.4 | n/a | 50.5 | 50.2 | Low |
| | Excellence | 1.2 | n/a | 3.8 | 1.5 | Intermediate | 5.4 | n/a | 5.0 | 5.7 | Intermediate |
| French Language Arts 9 année | Acceptable | 89.1 | n/a | 82.9 | 79.6 | Low | 82.9 | n/a | 73.5 | 76.1 | Low |
| | Excellence | 22.6 | n/a | 12.5 | 15.1 | Intermediate | 12.3 | n/a | 9.9 | 10.9 | Intermediate |
| Mathematics 9 | Acceptable | 64.6 | n/a | 55.9 | 54.0 | Low | 60.0 | n/a | 53.0 | 54.4 | Low |
| | Excellence | 25.7 | n/a | 21.0 | 16.8 | Intermediate | 19.0 | n/a | 16.7 | 13.5 | Intermediate |
| K&E Mathematics 9 | Acceptable | 48.2 | n/a | 49.6 | 50.0 | Low | 59.6 | n/a | 55.3 | 52.7 | Low |
| | Excellence | 10.1 | n/a | 5.4 | 8.4 | Intermediate | 13.2 | n/a | 11.1 | 11.3 | Intermediate |
| Science 9 | Acceptable | 78.0 | n/a | 69.5 | 65.5 | Intermediate | 75.2 | n/a | 68.0 | 66.3 | Intermediate |
| | Excellence | 33.2 | n/a | 28.6 | 24.3 | Very High | 26.4 | n/a | 22.6 | 20.1 | Very High |
| K&E Science 9 | Acceptable | 55.0 | n/a | 48.9 | 57.3 | Low | 61.7 | n/a | 57.8 | 52.9 | Low |
| | Excellence | 8.3 | n/a | 10.2 | 9.7 | Intermediate | 10.7 | n/a | 11.0 | 10.9 | Intermediate |
| Social Studies 9 | Acceptable | 74.5 | n/a | 62.8 | 59.3 | Low | 68.7 | n/a | 60.8 | 58.4 | Low |
| | Excellence | 29.4 | n/a | 20.4 | 20.2 | High | 20.6 | n/a | 17.2 | 15.9 | Intermediate |
| K&E Social Studies 9 | Acceptable | 52.5 | n/a | 54.2 | 57.4 | Intermediate | 55.9 | n/a | 53.2 | 49.6 | Low |
| | Excellence | 12.1 | n/a | 20.5 | 11.5 | Intermediate | 15.0 | n/a | 14.1 | 10.6 | Intermediate |

Notes for all PAT tables:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Appendix C: Detailed Assurance Measures Results

3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019–20 to 2021–22. School years 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. Participation in the Provincial Achievement Tests was impacted by the fires in 2018–19 and 2022–23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022–23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. Security breaches occurred over the last few days of the 2021–22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Table C7. Alberta Education Assurance Measures Division and Province—PAT Grades 6 and 9—All Students Enrolment

| Course | Edmonton School Division | | | | Alberta | | | |
|------------------------------|--------------------------|---------|-------|-------|---------|---------|--------|--------|
| | 2019 | 2020–21 | 2022 | 2023 | 2019 | 2020–21 | 2022 | 2023 |
| English Language Arts 6 | 7,724 | n/a | 8,098 | 8,364 | 54,820 | n/a | 56,095 | 52,106 |
| French Language Arts 6 année | 324 | n/a | 342 | 330 | 3,559 | n/a | 3,496 | 3,131 |
| Mathematics 6 | 7,717 | n/a | 8,100 | 8,363 | 54,778 | n/a | 56,019 | 52,551 |
| Science 6 | 7,719 | n/a | 8,093 | 7,972 | 54,879 | n/a | 56,451 | 54,859 |
| Social Studies 6 | 7,718 | n/a | 8,095 | 8,357 | 54,802 | n/a | 56,483 | 57,665 |
| English Language Arts 9 | 6,669 | n/a | 8,039 | 8,155 | 46,822 | 47465 | 35,521 | 56,255 |
| K&E English Language Arts 9 | 241 | n/a | 106 | 131 | 1,588 | 1569 | 1,310 | 1,254 |
| French Language Arts 9 année | 230 | n/a | 257 | 279 | 2,899 | 2811 | 3,228 | 3,215 |
| Mathematics 9 | 6,622 | n/a | 8,012 | 8,109 | 46,603 | 46764 | 32,890 | 55,447 |
| K&E Mathematics 9 | 278 | n/a | 129 | 178 | 2,049 | 2190 | 1,746 | 1,815 |
| Science 9 | 6,680 | n/a | 8,051 | 8,155 | 46,810 | 47489 | 31,215 | 56,311 |
| K&E Science 9 | 218 | n/a | 88 | 124 | 1,528 | 1536 | 1,185 | 1,197 |
| Social Studies 9 | 6,676 | n/a | 8,059 | 8,156 | 46,840 | 47496 | 30,108 | 56,309 |
| K&E Social Studies 9 | 223 | n/a | 83 | 122 | 1,501 | 1466 | 1,167 | 1,140 |

Appendix C: Detailed Assurance Measures Results

Table C8. Alberta Education Assurance Measures Division and Province—PAT Grades 6 and 9—EAL Students

| Course | Standard | Edmonton School Division | | | | | Alberta | | | | |
|------------------------------|------------|--------------------------|---------|------|-------------|--------------|---------|---------|------|-------------|--------------|
| | | 2019 | 2020–21 | 2022 | 2023 | Achievement | 2019 | 2020–21 | 2022 | 2023 | Achievement |
| English Language Arts 6 | Acceptable | 81.1 | n/a | 75.5 | 73.4 | Low | 81.3 | n/a | 76.8 | 73.9 | Low |
| | Excellence | 15.4 | n/a | 17.8 | 16.1 | Intermediate | 13.8 | n/a | 16.0 | 13.9 | Intermediate |
| French Language Arts 6 année | Acceptable | 96.4 | n/a | 64.0 | 77.5 | Intermediate | 89.5 | n/a | 74.0 | 75.5 | Intermediate |
| | Excellence | 14.3 | n/a | 8.0 | 10.0 | Intermediate | 21.5 | n/a | 11.6 | 13.8 | Intermediate |
| Mathematics 6 | Acceptable | 72.8 | n/a | 65.8 | 65.9 | Low | 72.7 | n/a | 65.3 | 64.9 | Low |
| | Excellence | 16.5 | n/a | 16.0 | 17.3 | Intermediate | 14.5 | n/a | 13.1 | 15.2 | Intermediate |
| Science 6 | Acceptable | 78.4 | n/a | 72.3 | 63.6 | Low | 76.4 | n/a | 72.0 | 64.7 | Low |
| | Excellence | 27.9 | n/a | 25.9 | 19.3 | Intermediate | 23.5 | n/a | 21.0 | 17.2 | Low |
| Social Studies 6 | Acceptable | 76.2 | n/a | 68.7 | 65.3 | Low | 74.8 | n/a | 68.4 | 65.4 | Low |
| | Excellence | 23.6 | n/a | 23.3 | 20.1 | High | 20.5 | n/a | 17.9 | 15.7 | Intermediate |
| English Language Arts 9 | Acceptable | 68.1 | n/a | 65.4 | 62.5 | Very Low | 63.4 | n/a | 61.9 | 62.2 | Very Low |
| | Excellence | 10.2 | n/a | 9.7 | 9.3 | Low | 6.8 | n/a | 7.0 | 6.6 | Low |
| K&E English Language Arts 9 | Acceptable | 46.9 | n/a | 30.0 | 26.1 | Very Low | 49.7 | n/a | 45.7 | 34.9 | Low |
| | Excellence | 0.0 | n/a | 0.0 | 0.0 | Low | 2.1 | n/a | 2.4 | 1.3 | Intermediate |
| French Language Arts 9 année | Acceptable | * | n/a | 69.2 | 85.0 | Intermediate | 79.1 | n/a | 64.0 | 71.1 | Low |
| | Excellence | * | n/a | 0.0 | 25.0 | High | 13.9 | n/a | 10.1 | 11.3 | Intermediate |
| Mathematics 9 | Acceptable | 59.9 | n/a | 56.3 | 53.1 | Low | 53.3 | n/a | 47.0 | 50.1 | Very Low |
| | Excellence | 22.5 | n/a | 19.6 | 15.5 | Intermediate | 16.3 | n/a | 12.9 | 12.0 | Low |
| K&E Mathematics 9 | Acceptable | 42.9 | n/a | 38.1 | 38.7 | Low | 54.0 | n/a | 54.5 | 39.5 | Low |
| | Excellence | 6.5 | n/a | 0 | 3.2 | Low | 15.0 | n/a | 9.8 | 5.6 | Low |
| Science 9 | Acceptable | 71.9 | n/a | 67.6 | 61.5 | Intermediate | 66.0 | n/a | 55.8 | 59.4 | Low |
| | Excellence | 26.3 | n/a | 25.7 | 20.8 | Very High | 18.1 | n/a | 13.7 | 15.0 | High |
| K&E Science 9 | Acceptable | 50.0 | n/a | 15.4 | 39.1 | Low | 61.1 | n/a | 52.3 | 33.1 | Very Low |
| | Excellence | 6.1 | n/a | 0 | 8.7 | Intermediate | 6.0 | n/a | 2.8 | 3.3 | Low |
| Social Studies 9 | Acceptable | 67.5 | n/a | 60.4 | 54.9 | Very Low | 59.6 | n/a | 54.5 | 50.4 | Very Low |
| | Excellence | 23.6 | n/a | 16.9 | 16.7 | Intermediate | 14.1 | n/a | 12.6 | 11.0 | Low |
| K&E Social Studies 9 | Acceptable | 53.5 | n/a | 10.0 | 57.9 | Intermediate | 57.7 | n/a | 64.1 | 39.4 | Low |
| | Excellence | 11.3 | n/a | 10.0 | 5.3 | Low | 12.3 | n/a | 11.7 | 1.5 | Low |

Appendix C: Detailed Assurance Measures Results

Table C9. Alberta Education Assurance Measures Division and Province—PAT Grades 6 and 9—EAL Students Enrolment

| Course | Edmonton School Division | | | | Alberta | | | |
|------------------------------|--------------------------|---------|-------|-------|---------|---------|-------|--------|
| | 2019 | 2020–21 | 2022 | 2023 | 2019 | 2020–21 | 2022 | 2023 |
| English Language Arts 6 | 2,124 | n/a | 1,976 | 2,318 | 9,804 | n/a | 9,336 | 9,044 |
| French Language Arts 6 année | 28 | n/a | 25 | 40 | 228 | n/a | 215 | 188 |
| Mathematics 6 | 2,123 | n/a | 1,976 | 2,317 | 9,792 | n/a | 9,289 | 9,076 |
| Science 6 | 2,123 | n/a | 1,976 | 2,217 | 9,819 | n/a | 9,369 | 9,728 |
| Social Studies 6 | 2,123 | n/a | 1,976 | 2,315 | 9,817 | n/a | 9,379 | 10,098 |
| English Language Arts 9 | 1,407 | n/a | 1,683 | 1,588 | 6,143 | n/a | 4,153 | 6,969 |
| K&E English Language Arts 9 | 81 | n/a | 20 | 23 | 191 | n/a | 127 | 149 |
| French Language Arts 9 année | 5 | n/a | 13 | 20 | 158 | n/a | 189 | 194 |
| Mathematics 9 | 1,411 | n/a | 1,680 | 1,582 | 6,102 | n/a | 4,157 | 6,930 |
| K&E Mathematics 9 | 77 | n/a | 21 | 31 | 213 | n/a | 143 | 177 |
| Science 9 | 1,421 | n/a | 1,687 | 1,588 | 6,163 | n/a | 3,141 | 6,975 |
| K&E Science 9 | 66 | n/a | 13 | 23 | 167 | n/a | 109 | 151 |
| Social Studies 9 | 1,417 | n/a | 1,690 | 1,592 | 6,151 | n/a | 4,434 | 6,983 |
| K&E Social Studies 9 | 71 | n/a | 10 | 19 | 163 | n/a | 103 | 137 |

Table C10. Alberta Education Assurance Measures Division and Province—PAT Grades 6 and 9—First Nations, Métis and Inuit Students

| Course | Standard | Edmonton School Division | | | | | Alberta | | | | |
|------------------------------|------------|--------------------------|---------|------|-------------|--------------|---------|---------|------|-------------|--------------|
| | | 2019 | 2020–21 | 2022 | 2023 | Achievement | 2019 | 2020–21 | 2022 | 2023 | Achievement |
| English Language Arts 6 | Acceptable | 67.9 | n/a | 51.9 | 57.1 | Very Low | 71.6 | n/a | 58.2 | 60.6 | Very Low |
| | Excellence | 4.9 | n/a | 7.1 | 5.9 | Very Low | 6.3 | n/a | 7.4 | 7.1 | Low |
| French Language Arts 6 année | Acceptable | 83.3 | n/a | 69.2 | 70.0 | Low | 81.3 | n/a | 63.7 | 65.9 | Low |
| | Excellence | 8.3 | n/a | 0.0 | 0.0 | Very Low | 6.6 | n/a | 6.4 | 5.3 | Low |
| Mathematics 6 | Acceptable | 45.8 | n/a | 36.0 | 38.3 | Low | 50.5 | n/a | 40.3 | 42.0 | Low |
| | Excellence | 2.5 | n/a | 3.2 | 2.7 | Very Low | 4.2 | n/a | 3.7 | 5.6 | Very Low |
| Science 6 | Acceptable | 58.8 | n/a | 47.3 | 41 | Very Low | 59.2 | n/a | 51.2 | 46.0 | Very Low |
| | Excellence | 9.3 | n/a | 9.2 | 6.1 | Very Low | 11.9 | n/a | 9.7 | 9.0 | Very Low |
| Social Studies 6 | Acceptable | 52.5 | n/a | 42.6 | 42.1 | Very Low | 57.7 | n/a | 46.8 | 45.3 | Very Low |
| | Excellence | 8.3 | n/a | 7.2 | 5.3 | Very Low | 8.9 | n/a | 7.3 | 6.5 | Very Low |
| English Language Arts 9 | Acceptable | 47.6 | n/a | 38.6 | 38.4 | Very Low | 55.0 | n/a | 49.4 | 49.2 | Very Low |
| | Excellence | 5.1 | n/a | 2.8 | 3.5 | Very Low | 4.2 | n/a | 3.6 | 4.4 | Very Low |
| K&E English Language Arts 9 | Acceptable | 55.0 | n/a | 48.0 | 42.9 | Low | 56.3 | n/a | 46.7 | 43.8 | Low |
| | Excellence | 1.7 | n/a | 0.0 | 0.0 | Low | 5.0 | n/a | 5.0 | 3.7 | Intermediate |
| French Language Arts 9 année | Acceptable | * | n/a | 60.0 | 85.7 | Intermediate | 67.7 | n/a | 53.3 | 75.0 | Very Low |
| | Excellence | * | n/a | 0.0 | 0.0 | Very Low | 5.4 | n/a | 5.2 | 10.0 | Low |

Appendix C: Detailed Assurance Measures Results

| | | | | | | | | | | | |
|----------------------|------------|------|-----|------|-------------|--------------|------|-----|------|-------------|--------------|
| Mathematics 9 | Acceptable | 29.0 | n/a | 18.4 | 19.8 | Very Low | 31.5 | n/a | 26.3 | 28.7 | Very Low |
| | Excellence | 5.6 | n/a | 2.9 | 2.3 | Very Low | 5.4 | n/a | 4.1 | 3.8 | Very Low |
| K&E Mathematics 9 | Acceptable | 52.9 | n/a | 41.2 | 68.4 | Intermediate | 55.0 | n/a | 48.1 | 48.9 | Low |
| | Excellence | 7.1 | n/a | 0.0 | 15.8 | Intermediate | 11.4 | n/a | 6.0 | 11.1 | Intermediate |
| Science 9 | Acceptable | 48.0 | n/a | 35.5 | 35 | Very Low | 52.8 | n/a | 49.3 | 42.1 | Very Low |
| | Excellence | 10.5 | n/a | 7.4 | 5.1 | Low | 10.2 | n/a | 8.5 | 7.1 | Intermediate |
| K&E Science 9 | Acceptable | 58.3 | n/a | 55.0 | 53.8 | Low | 56.2 | n/a | 53.3 | 48.4 | Low |
| | Excellence | 6.7 | n/a | 10.0 | 3.8 | Low | 6.1 | n/a | 9.7 | 8.2 | Intermediate |
| Social Studies 9 | Acceptable | 43.9 | n/a | 28.8 | 26.9 | Very Low | 44.7 | n/a | 34.7 | 34.1 | Very Low |
| | Excellence | 8.5 | n/a | 2.9 | 4.2 | Very Low | 6.8 | n/a | 4.1 | 4.9 | Very Low |
| K&E Social Studies 9 | Acceptable | 52.6 | n/a | 50.0 | 64.3 | Intermediate | 53.9 | n/a | 41.3 | 45.4 | Low |
| | Excellence | 10.5 | n/a | 10.0 | 10.7 | Intermediate | 12.9 | n/a | 9.1 | 7.3 | Intermediate |

Table C11. Alberta Education Assurance Measures Division and Province—PAT Grades 6 and 9—First Nations, Métis and Inuit Students Enrolment

| Course | Edmonton School Division | | | | Alberta | | | |
|------------------------------|--------------------------|---------|------|------|---------|---------|-------|-------|
| | 2019 | 2020–21 | 2022 | 2023 | 2019 | 2020–21 | 2022 | 2023 |
| English Language Arts 6 | 688 | n/a | 718 | 664 | 4,109 | n/a | 4,275 | 3,891 |
| French Language Arts 6 année | 12 | n/a | 13 | 10 | 166 | n/a | 171 | 132 |
| Mathematics 6 | 685 | n/a | 719 | 663 | 4,101 | n/a | 4,294 | 3,907 |
| Science 6 | 685 | n/a | 719 | 607 | 4,096 | n/a | 4,391 | 3,990 |
| Social Studies 6 | 684 | n/a | 719 | 663 | 4,080 | n/a | 4,396 | 4,332 |
| English Language Arts 9 | 565 | n/a | 690 | 711 | 3,259 | n/a | 2,822 | 4,375 |
| K&E English Language Arts 9 | 60 | n/a | 25 | 28 | 416 | n/a | 362 | 297 |
| French Language Arts 9 année | 5 | n/a | 10 | 7 | 93 | n/a | 135 | 136 |
| Mathematics 9 | 552 | n/a | 684 | 698 | 3,128 | n/a | 2,169 | 4,197 |
| K&E Mathematics 9 | 70 | n/a | 34 | 38 | 525 | n/a | 451 | 440 |
| Science 9 | 562 | n/a | 698 | 709 | 3,245 | n/a | 2,476 | 4,380 |
| K&E Science 9 | 60 | n/a | 20 | 26 | 425 | n/a | 321 | 281 |
| Social Studies 9 | 565 | n/a | 698 | 707 | 3,261 | n/a | 2,073 | 4,393 |
| K&E Social Studies 9 | 57 | n/a | 20 | 28 | 388 | n/a | 320 | 262 |

Appendix C: Detailed Assurance Measures Results

Diploma Exams

Table C12. Alberta Education Assurance Measures Division and Province—Diploma Exams Grade 12—All Students

| Course | Standard | Edmonton School Division | | | | | Alberta | | | | |
|---------------------------|------------|--------------------------|---------|------|-------------|--------------|---------|---------|------|-------------|--------------|
| | | 2019 | 2020–21 | 2022 | 2023 | Achievement | 2019 | 2020–21 | 2022 | 2023 | Achievement |
| English Lang Arts 30-1 | Acceptable | 83.2 | n/a | 74.8 | 81.2 | Very Low | 86.8 | n/a | 78.8 | 83.7 | Low |
| | Excellence | 12.9 | n/a | 11.3 | 11.2 | High | 12.3 | n/a | 9.4 | 10.5 | Intermediate |
| English Lang Arts 30-2 | Acceptable | 81.4 | n/a | 72.2 | 81.5 | Very Low | 87.1 | n/a | 80.8 | 86.2 | Low |
| | Excellence | 9.7 | n/a | 9.2 | 11.6 | Intermediate | 12.1 | n/a | 12.3 | 12.7 | Intermediate |
| French Language Arts 30-1 | Acceptable | 95.9 | n/a | 97.6 | 96.3 | Intermediate | 91.5 | n/a | 91.9 | 93.1 | Intermediate |
| | Excellence | 9.8 | n/a | 2.4 | 10.5 | Intermediate | 10.1 | n/a | 6.8 | 6.1 | Intermediate |
| Mathematics 30-1 | Acceptable | 78.6 | n/a | 69.1 | 74 | n/a | 77.8 | n/a | 63.6 | 70.8 | n/a |
| | Excellence | 38.5 | n/a | 29.5 | 33.4 | n/a | 35.1 | n/a | 23.0 | 29.0 | n/a |
| Mathematics 30-2 | Acceptable | 80.5 | n/a | 62.1 | 72.5 | n/a | 76.5 | n/a | 61.5 | 71.1 | n/a |
| | Excellence | 21.7 | n/a | 13.3 | 18.2 | n/a | 16.8 | n/a | 11.8 | 15.2 | n/a |
| Social Studies 30-1 | Acceptable | 87.9 | n/a | 80.9 | 83.5 | Intermediate | 86.6 | n/a | 81.5 | 83.5 | Intermediate |
| | Excellence | 19.4 | n/a | 17.6 | 16.3 | High | 17.0 | n/a | 15.8 | 15.9 | High |
| Social Studies 30-2 | Acceptable | 74.1 | n/a | 65.0 | 73.6 | Low | 77.8 | n/a | 72.5 | 78.1 | Low |
| | Excellence | 8.9 | n/a | 8.0 | 9.6 | Intermediate | 12.2 | n/a | 13.2 | 12.3 | Intermediate |
| Biology 30 | Acceptable | 87.6 | n/a | 73.6 | 83.7 | Intermediate | 83.9 | n/a | 74.3 | 82.7 | Intermediate |
| | Excellence | 39.9 | n/a | 28.7 | 35.7 | Very High | 35.5 | n/a | 25.2 | 32.8 | High |
| Chemistry 30 | Acceptable | 88.2 | n/a | 79.1 | 83.5 | High | 85.7 | n/a | 77.1 | 80.5 | High |
| | Excellence | 50.0 | n/a | 34.9 | 41.2 | Very High | 42.5 | n/a | 31.1 | 37.0 | Very High |
| Physics 30 | Acceptable | 89.3 | n/a | 79.2 | 84.8 | High | 87.5 | n/a | 78.5 | 82.3 | Intermediate |
| | Excellence | 50.7 | n/a | 41.7 | 46.5 | Very High | 43.5 | n/a | 34.6 | 39.9 | High |
| Science 30 | Acceptable | 88.7 | n/a | 76.5 | 81.7 | Intermediate | 85.7 | n/a | 75.7 | 79.4 | Intermediate |
| | Excellence | 41.7 | n/a | 21.2 | 29.2 | High | 31.2 | n/a | 17.2 | 23.1 | Intermediate |

Notes for all Diploma exam tables:

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 COVID-19 pandemic from 2019–20 to 2021–22. School years 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. Participation in the Diploma Exams was impacted by the fires in 2018–19 and 2022–23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Appendix C: Detailed Assurance Measures Results

4. A written-response component worth 25 per cent of the total exam mark was added to the Mathematics 30-1/30-2 Diploma Exams in 2018–19.

Table C13. Alberta Education Assurance Measures Division and Province—Diploma Exams Grade 12 Student Numbers by Course—All Students

| Course | Edmonton School Division | | | | Alberta | | | |
|---------------------------|--------------------------|---------|-------|-------|---------|---------|--------|--------|
| | 2019 | 2020–21 | 2022 | 2023 | 2019 | 2020–21 | 2022 | 2023 |
| English Lang Arts 30-1 | 5,349 | n/a | 3,154 | 5,334 | 29,832 | n/a | 17,372 | 31,493 |
| English Lang Arts 30-2 | 2,386 | n/a | 1,235 | 2,456 | 16,640 | n/a | 8,903 | 17,112 |
| French Language Arts 30-1 | 123 | n/a | 85 | 162 | 1,215 | n/a | 666 | 1,236 |
| Mathematics 30-1 | 3,900 | n/a | 2,116 | 3,777 | 19,389 | n/a | 9,102 | 19,763 |
| Mathematics 30-2 | 2,549 | n/a | 1,361 | 2,334 | 14,465 | n/a | 7,872 | 14,418 |
| Social Studies 30-1 | 3,714 | n/a | 2,266 | 4,233 | 21,610 | n/a | 13,811 | 24,023 |
| Social Studies 30-2 | 2,941 | n/a | 1,418 | 2,776 | 20,758 | n/a | 11,131 | 21,045 |
| Biology 30 | 3,943 | n/a | 2,512 | 4,091 | 22,442 | n/a | 13,449 | 23,270 |
| Chemistry 30 | 3,279 | n/a | 1,856 | 3,149 | 18,525 | n/a | 10,196 | 18,364 |
| Physics 30 | 1,837 | n/a | 1,043 | 1,783 | 9,247 | n/a | 5,560 | 9,241 |
| Science 30 | 2,559 | n/a | 1,176 | 2,030 | 9,676 | n/a | 4,887 | 8,007 |

Table C14. Alberta Education Assurance Measures Division and Province—Diploma Exams Grade 12—EAL Students

| Course | Standard | Edmonton School Division | | | | | Alberta | | | | |
|---------------------------|------------|--------------------------|---------|------|-------------|--------------|---------|---------|------|-------------|--------------|
| | | 2019 | 2020–21 | 2022 | 2023 | Achievement | 2019 | 2020–21 | 2022 | 2023 | Achievement |
| English Lang Arts 30-1 | Acceptable | 63.3 | n/a | 53.5 | 63.7 | Very Low | 68.1 | n/a | 55.5 | 63.3 | Very Low |
| | Excellence | 4.3 | n/a | 3.1 | 5.8 | Low | 3.3 | n/a | 2.6 | 3.7 | Low |
| English Lang Arts 30-2 | Acceptable | 65.9 | n/a | 56.1 | 65.3 | Very Low | 73.1 | n/a | 63.9 | 71.5 | Very Low |
| | Excellence | 2.7 | n/a | 4.4 | 3.5 | Very Low | 4.8 | n/a | 3.7 | 5.5 | Low |
| French Language Arts 30-1 | Acceptable | 66.7 | n/a | * | 85.7 | Low | 93.0 | n/a | 93.8 | 85.2 | Low |
| | Excellence | 0.0 | n/a | * | 0.0 | Low | 20.9 | n/a | 12.5 | 0.0 | Low |
| Mathematics 30-1 | Acceptable | 73.4 | n/a | 62.0 | 67.9 | n/a | 71.7 | n/a | 52.2 | 61.1 | n/a |
| | Excellence | 29.6 | n/a | 26.9 | 28.7 | n/a | 27.6 | n/a | 19.2 | 23.1 | n/a |
| Mathematics 30-2 | Acceptable | 73.6 | n/a | 50.2 | 61.6 | n/a | 68.8 | n/a | 46.9 | 58.5 | n/a |
| | Excellence | 16.2 | n/a | 8.9 | 12.4 | n/a | 11.6 | n/a | 6.3 | 9.7 | n/a |
| Social Studies 30-1 | Acceptable | 82.7 | n/a | 68.6 | 72.6 | Low | 79.1 | n/a | 68.7 | 72.7 | Low |
| | Excellence | 10.7 | n/a | 9.4 | 11.0 | Intermediate | 9.6 | n/a | 9.0 | 8.8 | Intermediate |
| Social Studies 30-2 | Acceptable | 58.5 | n/a | 49.0 | 59.2 | Very Low | 65.7 | n/a | 55.6 | 62.5 | Very Low |
| | Excellence | 4.7 | n/a | 4.5 | 5.9 | Low | 7.5 | n/a | 7.1 | 7.8 | Low |
| Biology 30 | Acceptable | 83.0 | n/a | 58.4 | 77.1 | Low | 76.6 | n/a | 61.0 | 72.8 | Low |
| | Excellence | 28.6 | n/a | 17.2 | 29.6 | High | 24.7 | n/a | 18.0 | 24.7 | Intermediate |
| Chemistry 30 | Acceptable | 81.7 | n/a | 72.4 | 80.0 | Intermediate | 78.8 | n/a | 67.9 | 73.5 | Intermediate |
| | Excellence | 41.0 | n/a | 28.0 | 35.1 | Very High | 34.6 | n/a | 23.5 | 29.9 | Intermediate |
| Physics 30 | Acceptable | 81.8 | n/a | 60.8 | 78.7 | Intermediate | 79.3 | n/a | 63.1 | 75.7 | Intermediate |
| | Excellence | 36.9 | n/a | 31.4 | 37.7 | High | 32.3 | n/a | 26.4 | 32.3 | High |

Appendix C: Detailed Assurance Measures Results

| | | | | | | | | | | | |
|------------|------------|------|-----|------|-------------|--------------|------|-----|------|-------------|--------------|
| Science 30 | Acceptable | 84.2 | n/a | 64.3 | 69.9 | Low | 78.3 | n/a | 59.7 | 67.4 | Low |
| | Excellence | 30.5 | n/a | 16.5 | 22.5 | Intermediate | 21.8 | n/a | 11.8 | 16.1 | Intermediate |

Table C15. Alberta Education Assurance Measures Division and Province—Diploma Exams Grade 12 Student Numbers by Course—EAL Students

| Course | Edmonton School Division | | | | Alberta | | | |
|----------------------------|--------------------------|---------|------|------|---------|---------|-------|-------|
| | 2019 | 2020–21 | 2022 | 2023 | 2019 | 2020–21 | 2022 | 2023 |
| English Language Arts 30-1 | 605 | n/a | 426 | 788 | 2,294 | n/a | 1,398 | 2,482 |
| English Language Arts 30-2 | 548 | n/a | 344 | 596 | 2,420 | n/a | 1,368 | 2,284 |
| French Language Arts 30-1 | 6 | n/a | 2 | 7 | 43 | n/a | 16 | 27 |
| Mathematics 30-1 | 564 | n/a | 353 | 588 | 1,807 | n/a | 873 | 1,714 |
| Mathematics 30-2 | 364 | n/a | 225 | 362 | 1,461 | n/a | 819 | 1,327 |
| Social Studies 30-1 | 289 | n/a | 255 | 537 | 1,082 | n/a | 804 | 1,415 |
| Social Studies 30-2 | 574 | n/a | 357 | 659 | 2,901 | n/a | 1,630 | 2,749 |
| Biology 30 | 458 | n/a | 344 | 560 | 1,745 | n/a | 1,030 | 1,790 |
| Chemistry 30 | 393 | n/a | 254 | 481 | 1,553 | n/a | 807 | 1,479 |
| Physics 30 | 203 | n/a | 153 | 268 | 744 | n/a | 444 | 715 |
| Science 30 | 367 | n/a | 224 | 316 | 975 | n/a | 536 | 714 |

Table C16. Alberta Education Assurance Measures Division and Province—Diploma Exams Grade 12—Self-identified First Nations, Métis and Inuit Students

| Course | Standard | Edmonton School Division | | | | | Alberta | | | | |
|---------------------------|------------|--------------------------|---------|------|-------------|--------------|---------|---------|------|-------------|--------------|
| | | 2019 | 2020–21 | 2022 | 2023 | Achievement | 2019 | 2020–21 | 2022 | 2023 | Achievement |
| English Lang Arts 30-1 | Acceptable | 81.1 | n/a | 69.3 | 73.4 | Very Low | 84.4 | n/a | 73.5 | 78.3 | Very Low |
| | Excellence | 4.5 | n/a | 5.9 | 4.5 | Low | 5.4 | n/a | 4.4 | 6.1 | Low |
| English Lang Arts 30-2 | Acceptable | 90.0 | n/a | 74.0 | 86.0 | Low | 88.4 | n/a | 82.1 | 86.5 | Low |
| | Excellence | 14.2 | n/a | 8.1 | 10.1 | Intermediate | 9.7 | n/a | 9.2 | 9.9 | Intermediate |
| French Language Arts 30-1 | Acceptable | * | n/a | n/a | * | * | 81.3 | n/a | 83.3 | 83.8 | Low |
| | Excellence | * | n/a | n/a | * | * | 0.0 | n/a | 0.0 | 2.7 | Low |
| Mathematics 30-1 | Acceptable | 63.4 | n/a | 65.4 | 63.2 | n/a | 61.7 | n/a | 50.9 | 60.6 | n/a |
| | Excellence | 28.2 | n/a | 3.8 | 16.2 | n/a | 18.2 | n/a | 10.5 | 15.0 | n/a |
| Mathematics 30-2 | Acceptable | 80.8 | n/a | 55.9 | 65.2 | n/a | 72.0 | n/a | 55.2 | 65.8 | n/a |
| | Excellence | 16.0 | n/a | 13.2 | 19.6 | n/a | 12.0 | n/a | 7.3 | 12.1 | n/a |
| Social Studies 30-1 | Acceptable | 73.8 | n/a | 71.6 | 69.8 | Low | 77.3 | n/a | 72.5 | 73.0 | Low |
| | Excellence | 7.1 | n/a | 3.4 | 4.8 | Low | 7.6 | n/a | 7.4 | 8.6 | Low |
| Social Studies 30-2 | Acceptable | 76.2 | n/a | 66.4 | 69.9 | Very Low | 70.1 | n/a | 66.0 | 72.3 | Low |
| | Excellence | 5.9 | n/a | 4.5 | 4.0 | Low | 5.8 | n/a | 5.4 | 5.4 | Low |
| Biology 30 | Acceptable | 85.7 | n/a | 66.2 | 69.4 | Low | 72.6 | n/a | 58.9 | 72.5 | Low |
| | Excellence | 28.6 | n/a | 13.5 | 21.4 | Low | 17.8 | n/a | 11.5 | 19.1 | Low |
| Chemistry 30 | Acceptable | 80.6 | n/a | 65.8 | 77.6 | Intermediate | 72.9 | n/a | 62.5 | 70.0 | Intermediate |

Appendix C: Detailed Assurance Measures Results

| | | | | | | | | | | | |
|------------|------------|------|-----|------|-------------|--------------|------|-----|------|-------------|--------------|
| | Excellence | 34.7 | n/a | 18.4 | 34.7 | High | 23.7 | n/a | 15.4 | 24.0 | Intermediate |
| Physics 30 | Acceptable | 72.5 | n/a | 68.8 | 78.6 | Intermediate | 74.1 | n/a | 68.6 | 72.0 | Intermediate |
| | Excellence | 27.5 | n/a | 31.3 | 32.1 | High | 25.9 | n/a | 25.2 | 26.8 | Intermediate |
| Science 30 | Acceptable | 87.3 | n/a | 66.7 | 76.2 | Low | 84.1 | n/a | 70.0 | 75.3 | Low |
| | Excellence | 23.7 | n/a | 5.0 | 17.8 | Intermediate | 19.5 | n/a | 7.2 | 18.7 | Intermediate |

Table C17. Alberta Education Assurance Measures Division and Province—Diploma Exams Grade 12 Student Numbers by Course—Self-identified First Nations, Métis and Inuit Students

| Course | Edmonton School Division | | | | Alberta | | | |
|----------------------------|--------------------------|---------|------|------|---------|---------|------|-------|
| | 2019 | 2020–21 | 2022 | 2023 | 2019 | 2020–21 | 2022 | 2023 |
| English Language Arts 30-1 | 201 | n/a | 101 | 199 | 1,164 | n/a | 722 | 1,286 |
| English Language Arts 30-2 | 240 | n/a | 123 | 278 | 1,548 | n/a | 923 | 1,833 |
| French Language Arts 30-1 | 4 | n/a | n/a | 1 | 32 | n/a | 18 | 37 |
| Mathematics 30-1 | 71 | n/a | 26 | 68 | 467 | n/a | 220 | 566 |
| Mathematics 30-2 | 125 | n/a | 68 | 92 | 699 | n/a | 413 | 742 |
| Social Studies 30-1 | 126 | n/a | 88 | 126 | 864 | n/a | 564 | 986 |
| Social Studies 30-2 | 256 | n/a | 134 | 299 | 1,647 | n/a | 929 | 1,933 |
| Biology 30 | 105 | n/a | 74 | 98 | 821 | n/a | 514 | 902 |
| Chemistry 30 | 72 | n/a | 38 | 49 | 527 | n/a | 285 | 550 |
| Physics 30 | 40 | n/a | 16 | 28 | 216 | n/a | 159 | 250 |
| Science 30 | 118 | n/a | 60 | 101 | 471 | n/a | 250 | 470 |

Appendix D: Detailed Division Feedback Survey Quantitative Results

The 2022–23 DFS, administered to students, their families and staff, provides a benchmark for evaluating progress to the 2022–26 Education Plan and the 2022–26 Strategic Plan. The survey included quantitative Likert-scale questions, where participants expressed their agreement with given statements, and open-response queries about student success. Quantitative results are included in this appendix (see Figures D1–D24), with a full report forthcoming in the new year, which will be available for viewing on [EPSB.ca](https://epsb.ca).

Priority 1: Build on outstanding learning opportunities for all students

Figure D1. DFS 2022–23: Students' perception of learning at their school (n=49,222)

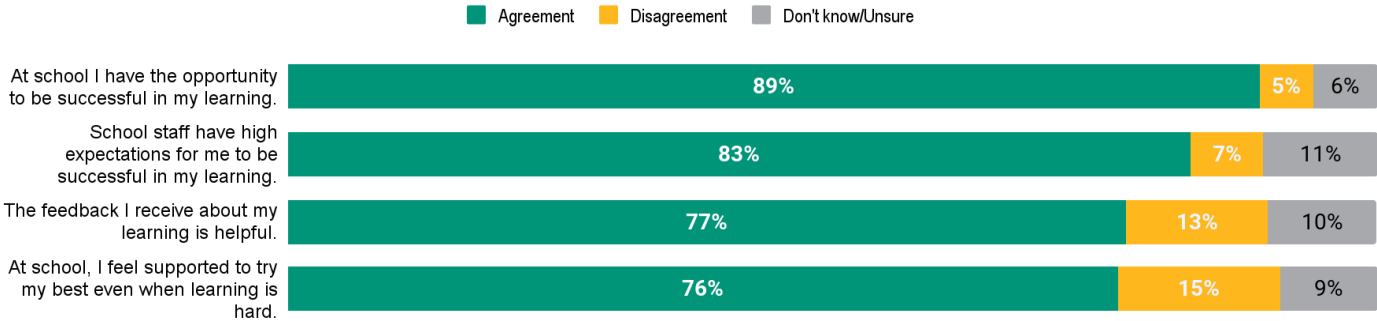
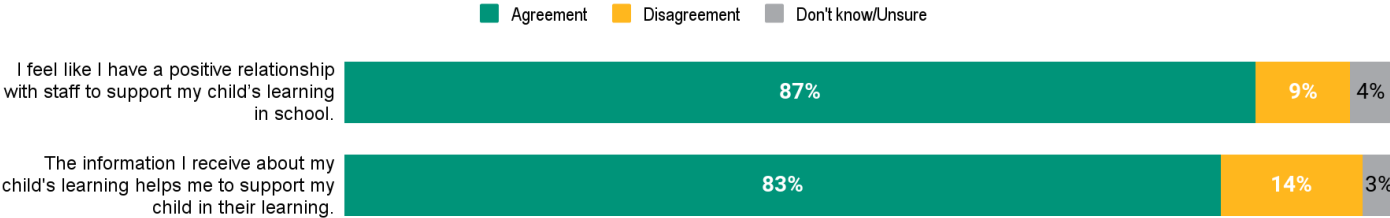


Figure D2. DFS 2022–23: Families' perception of their child's learning (n=6,550)



Appendix D: Detailed Division Feedback Survey Quantitative Results

Figure D3. DFS 2022–23: Students' perception of support for their learning at their school (n=49,222)

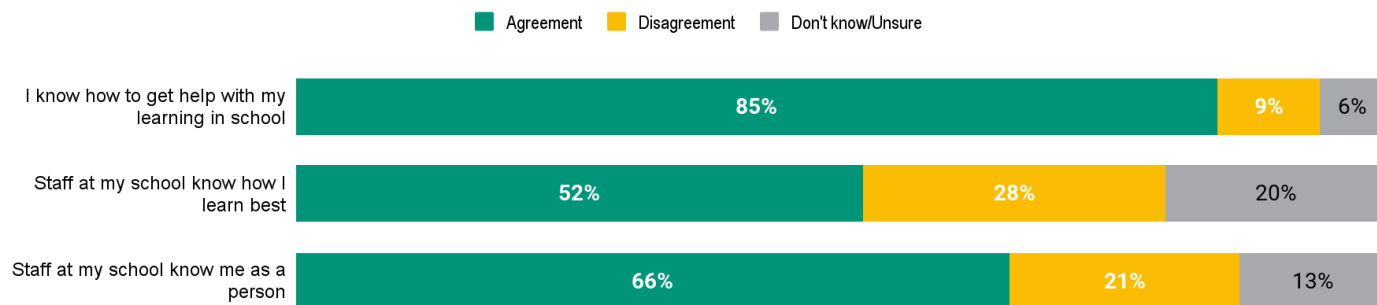


Figure D4. DFS 2022–23: Families' perception of support for their child's learning at their school

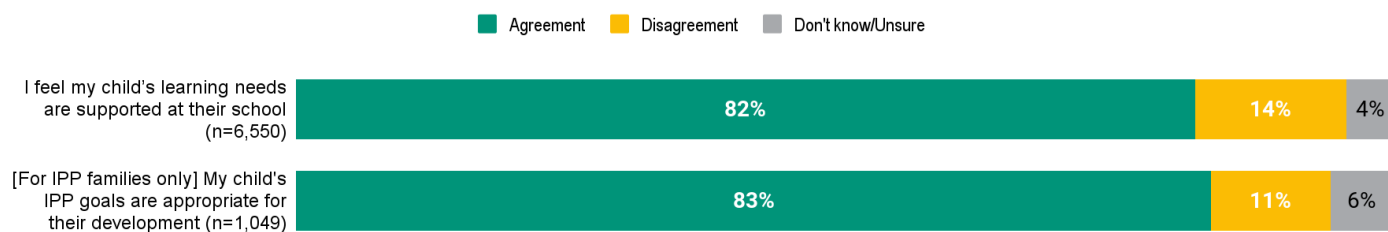
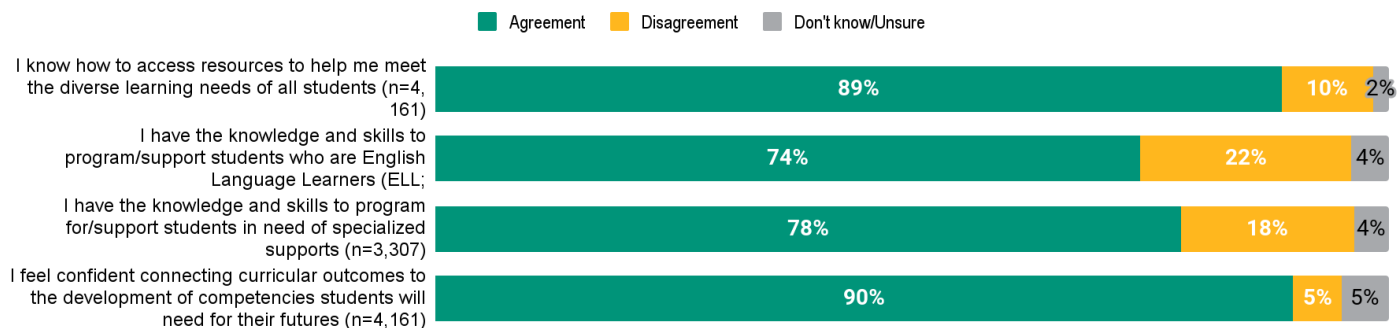


Figure D5. DFS 2022–23: Teachers' perception of their ability to meet the diverse learning needs of students



Appendix D: Detailed Division Feedback Survey Quantitative Results

Figure D6. DFS 2022–23: School Staff: To what extent have the following professional supports enhanced your confidence in supporting all students to achieve learning outcomes? (n=4,161)

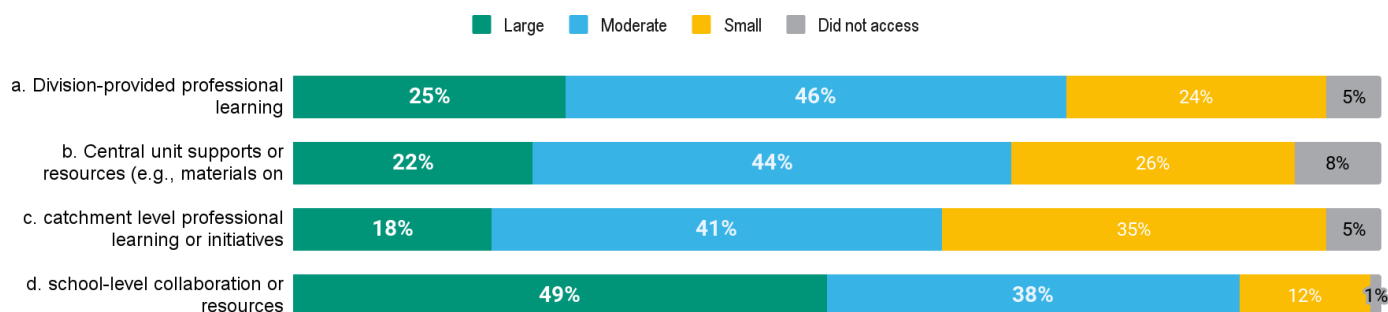


Figure D7. DFS 2022–23: Students' perception of their progress in learning reading, writing and math (n=49,222)

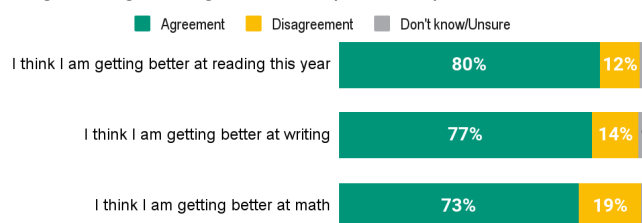


Figure D8. DFS 2022–23: Families' perception of their child's progress in reading, writing and math

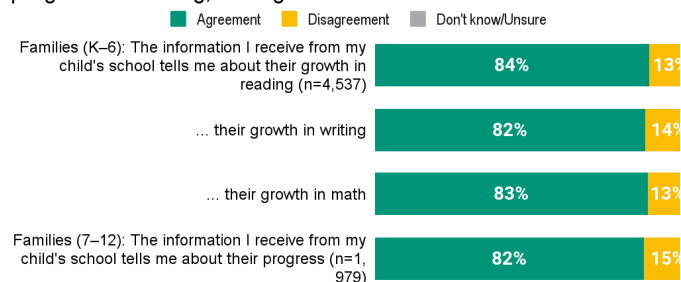
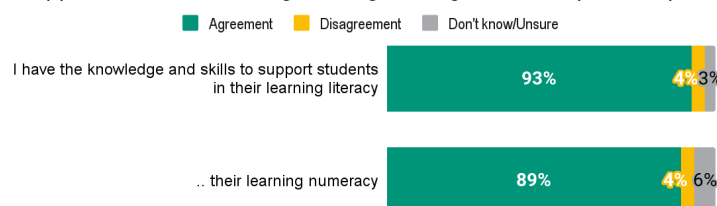


Figure D9. DFS 2022–23: Staffs' perception of their ability to support students' learning reading, writing and math (n=3,758)



Priority 2: Advance action towards anti-racism and reconciliation.

Goal 1: Work with students, staff, families and communities to update and advance the Division's Anti-racism and Equity Action Plan each year, so it serves as the catalyst for meaningful, long-term systemic change.

Appendix D: Detailed Division Feedback Survey Quantitative Results

Figure D10. DFS 2022–23: Schools and their materials, events, and staff effectively represent and reflect the diverse cultures and identities of their community, as perceived by students, families, and staff.

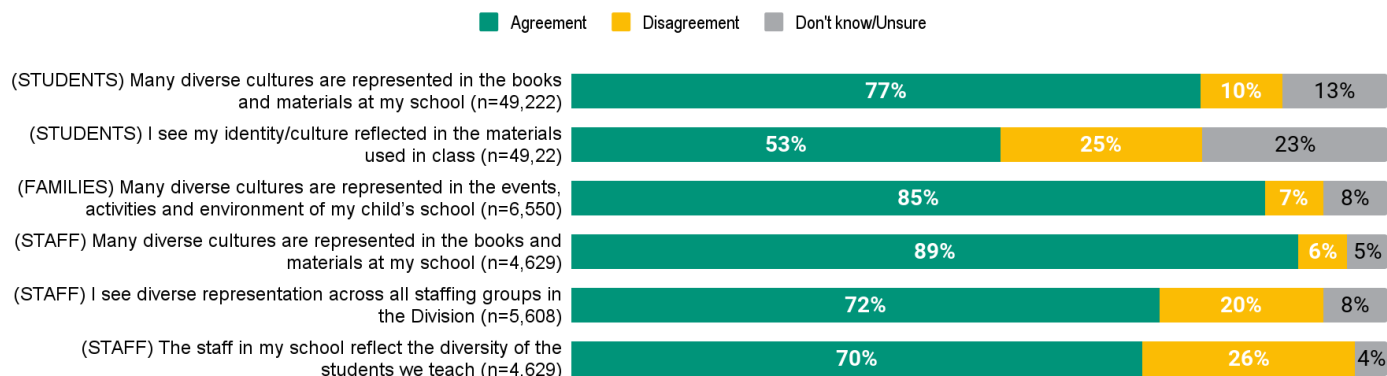


Figure D11. DFS 2022–23: Students and staff perceive schools and workplaces as environments that prioritize belonging.

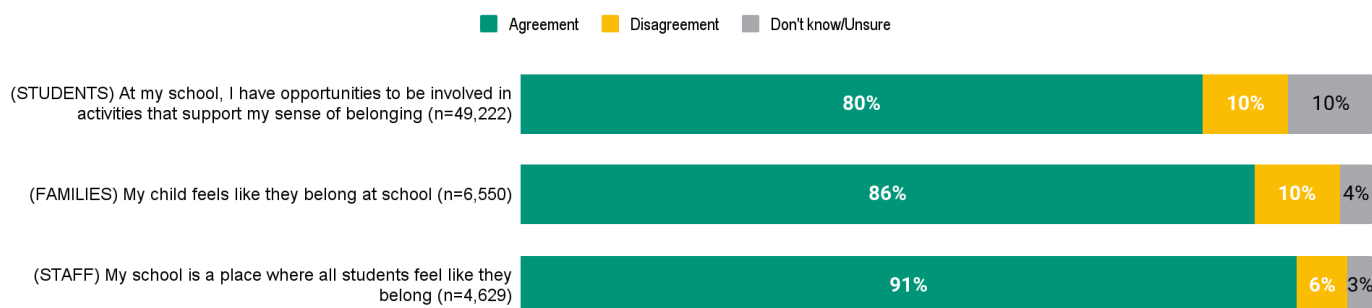
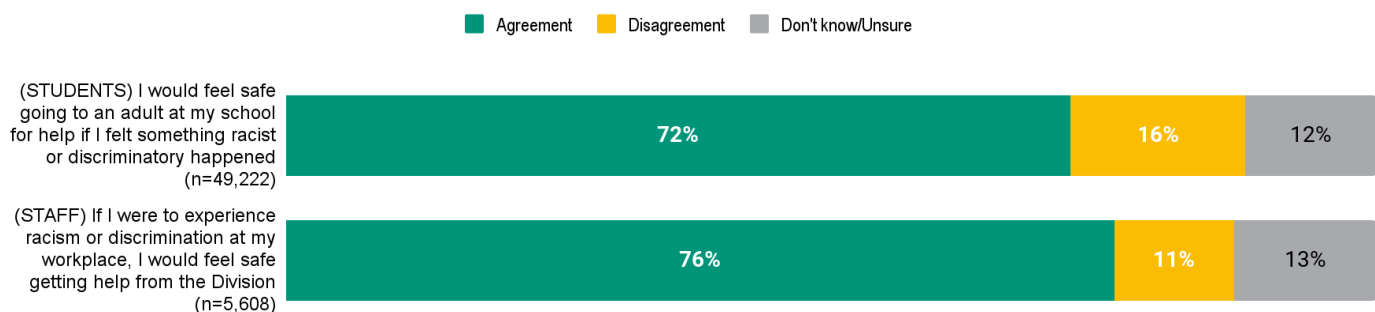


Figure D12. DFS 2022–23: Students and Staff trust the Division to address workplace racism or discrimination.



Appendix D: Detailed Division Feedback Survey Quantitative Results

Figure D13. DFS 2022–23: Students feel authentic in their schools and families feel a sense of welcome in their child's school

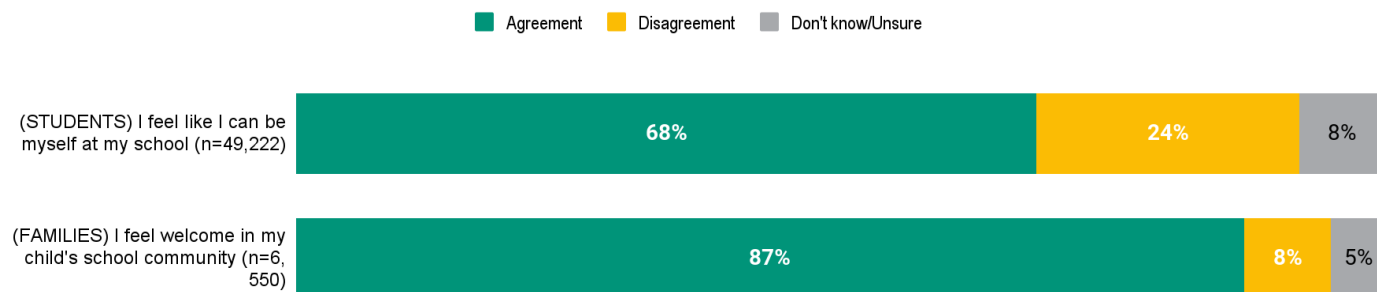
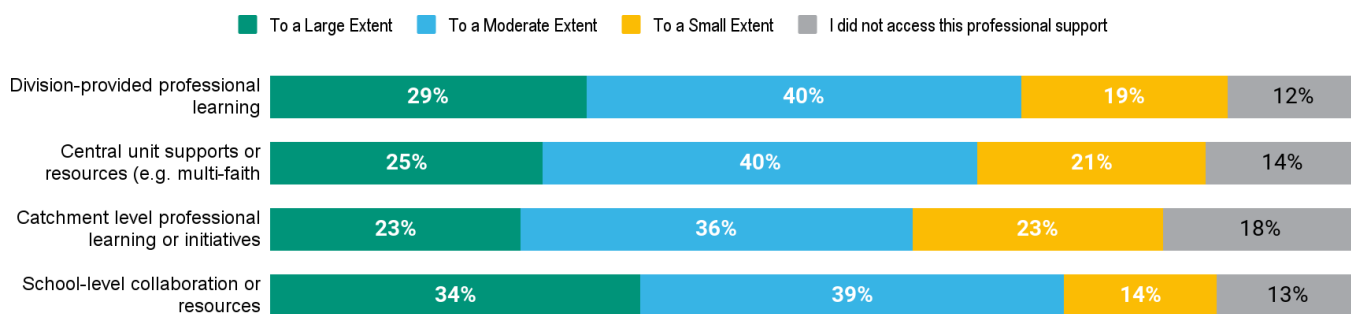
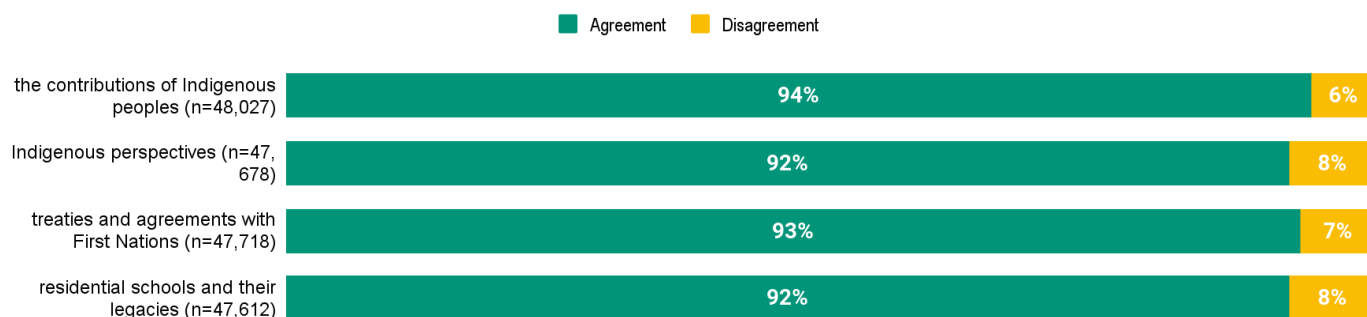


Figure D14. DFS 2022–23: To what extent have the following professional supports enhanced your confidence in supporting the Division's action toward anti-racism and equity? (n=5,291)



Goal 2: Support and enhance the educational experiences and achievements of First Nations, Métis and Inuit students in relationship with First Nations, Métis and Inuit families and communities.

Figure D15. DFS 2022–23: Students' agreement that in school they are provided opportunities to learn about...



Appendix D: Detailed Division Feedback Survey Quantitative Results

Figure D16. DFS 2022–23: Schools and the Division are actively engaged in actions supporting truth and reconciliation, as perceived by students, families, and staff.

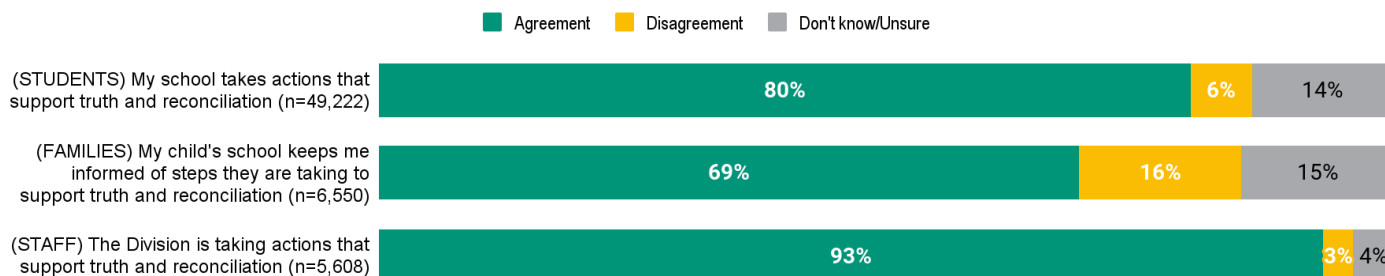


Figure D17. DFS 2022–23: Staff possess the knowledge and skills to support First Nations, Metis and Inuit students

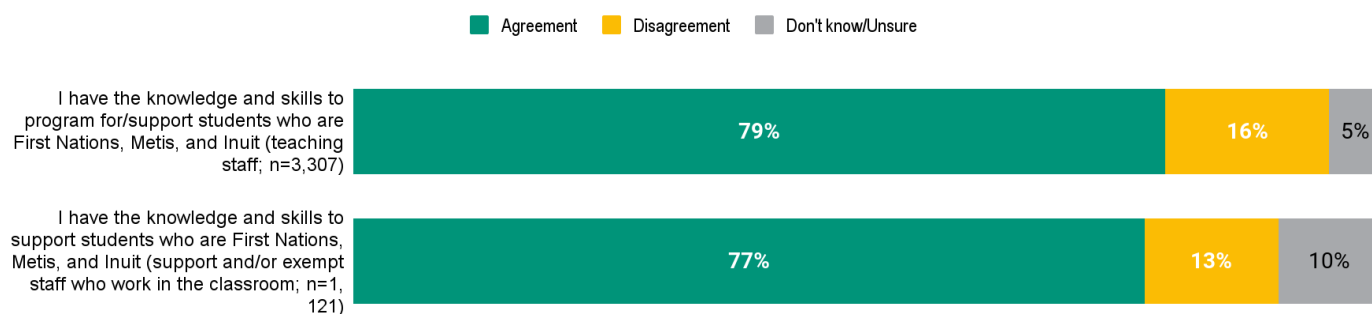
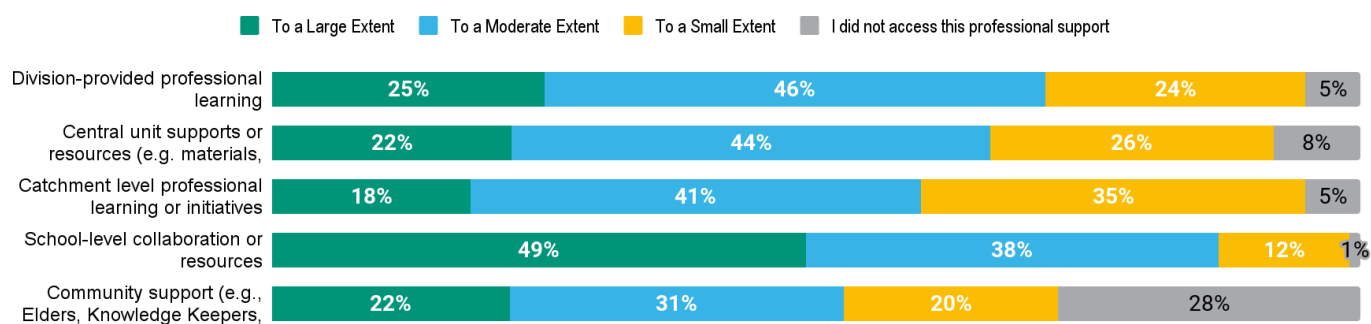


Figure D18. DFS 2022–23: To what extent have the following professional supports enhanced your confidence in supporting the success of First Nations, Métis and Inuit students? (n=5,291)



Appendix D: Detailed Division Feedback Survey Quantitative Results

Figure D19. DFS 2022–23: Students and staff are aware of the efforts by the Division to support anti-racism, equity, and

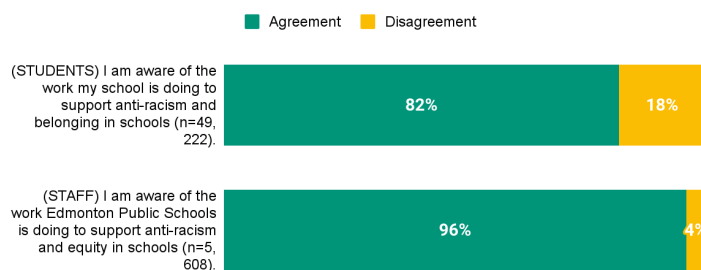
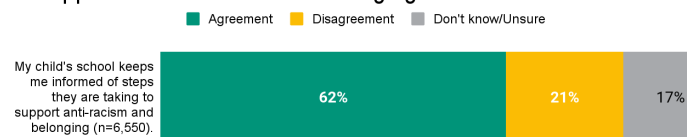


Figure D20. DFS 2022–23: Families awareness of school's action in support of anti-racism and belonging.



Priority 3: Promote a comprehensive approach to student and staff well-being and mental health.

Goal 1: Support students and staff in building skills, strategies and relationships that contribute to positive mental health.

Figure D21. DFS 2022–23: Schools play a role in nurturing wellness skills, as perceived by both students and families.

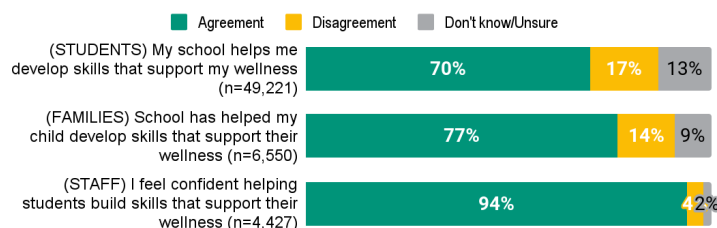
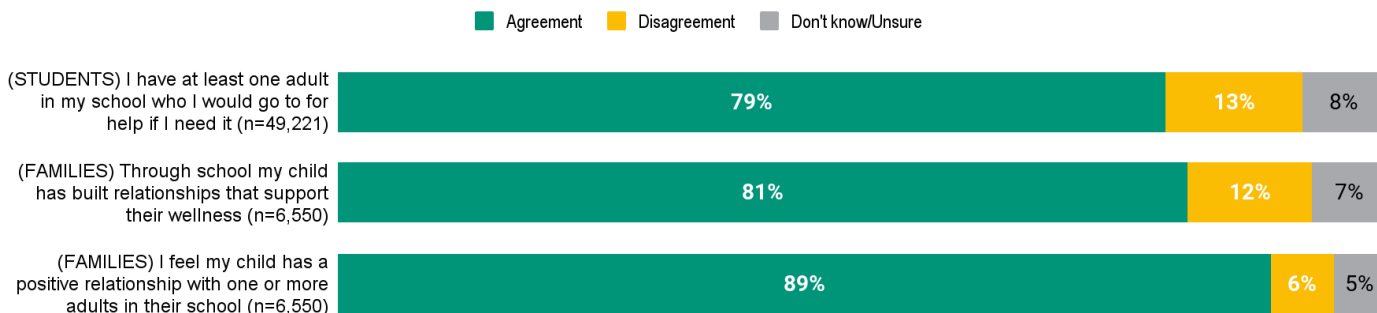


Figure D22. DFS 2022–23: Students and families recognize the presence and importance of supportive adult relationships in schools.



Appendix D: Detailed Division Feedback Survey Quantitative Results

Figure D23. DFS 2022–23: Schools provide resilience support for students, and staff are aware of external mental health resources.

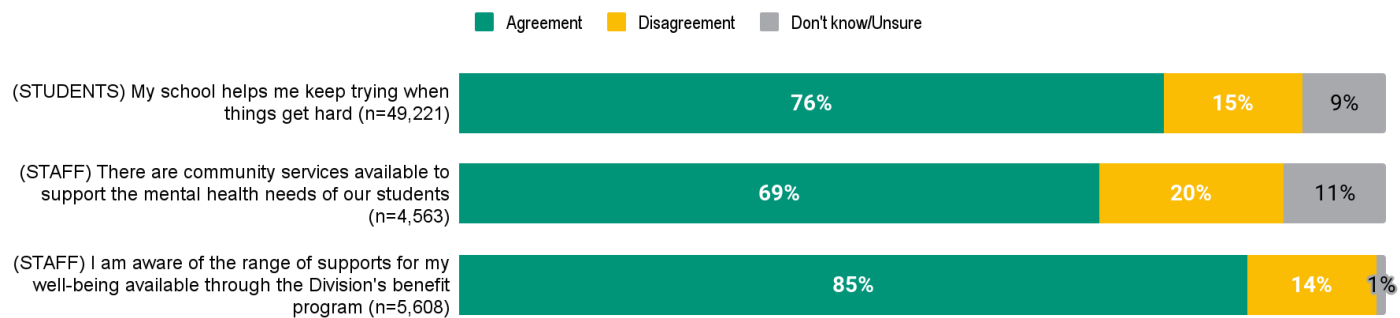
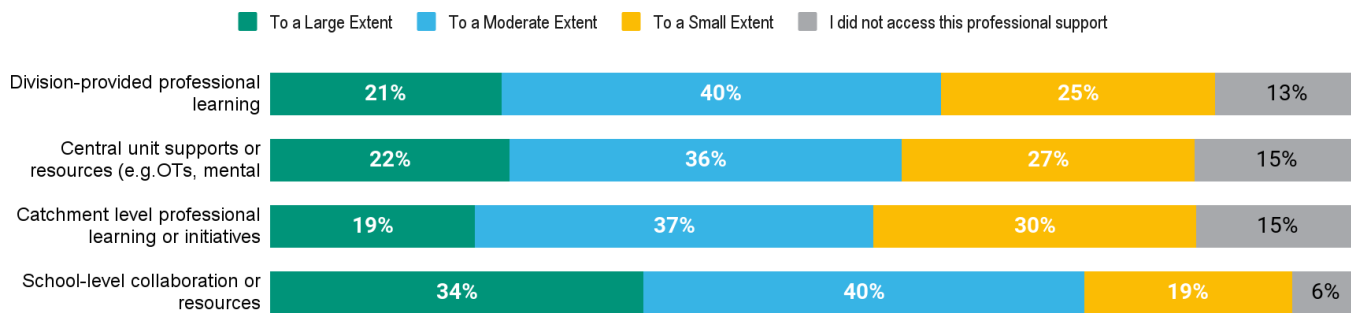
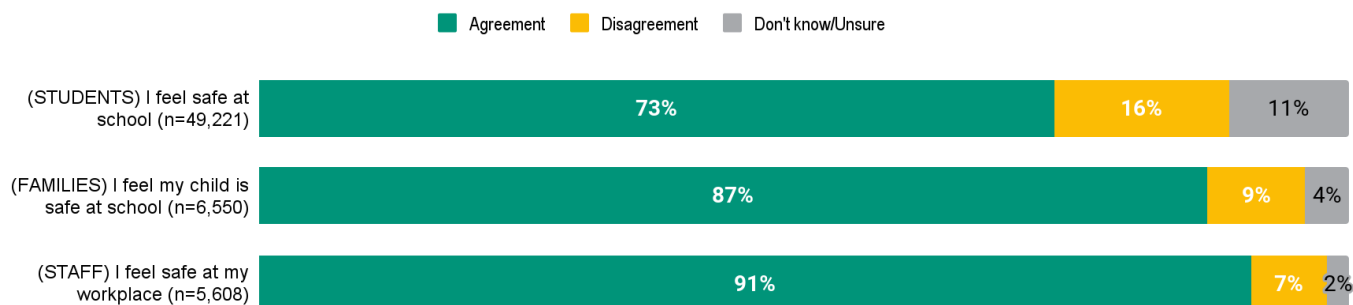


Figure D24. DFS 2022–23: To what extent have the following supports enhanced your confidence in supporting students' mental health and well-being? (n=4,628)



Goal 2: Support students and staff so they experience a greater sense of belonging and social, emotional and physical well-being.

Figure D25. DFS 2022–23: Schools and workplaces are safe environments, as perceived by students, families, and staff.



Appendix D: Detailed Division Feedback Survey Quantitative Results

Figure D26. DFS 2022–23: Students and staff perceive schools and workplaces as environments that prioritize belonging.

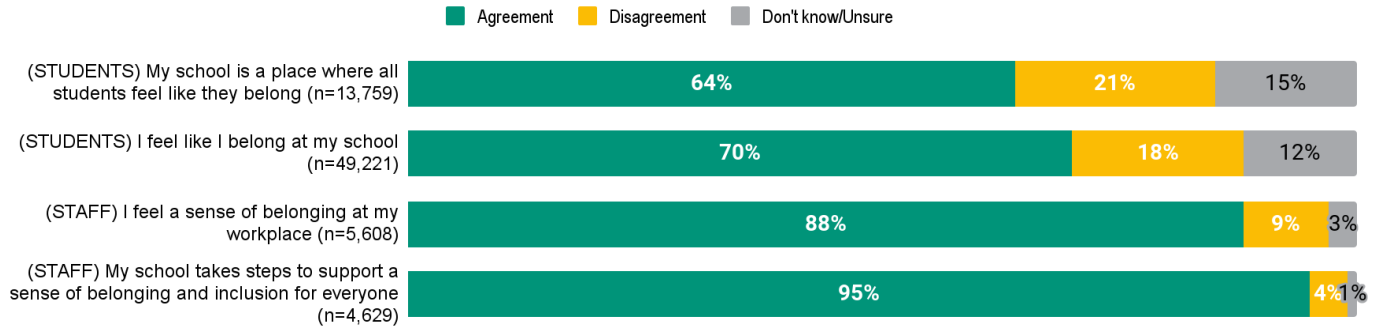
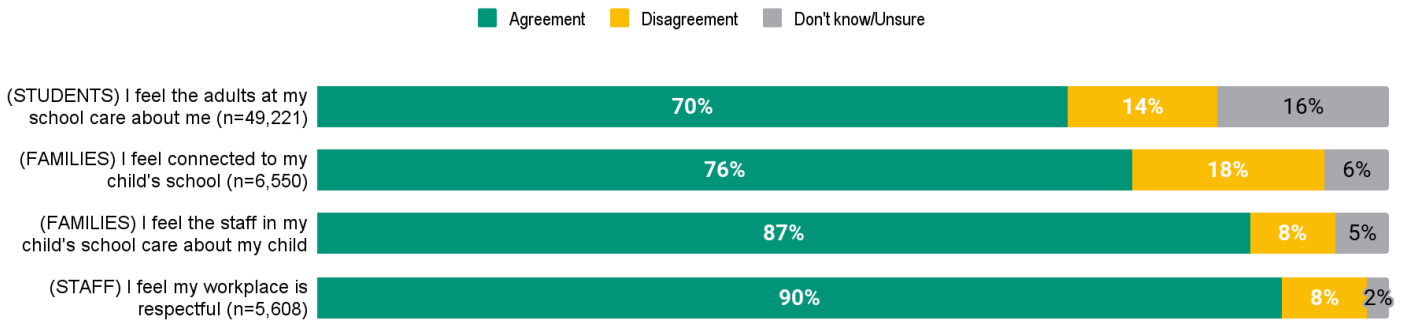


Figure D27. DFS 2022–23: Students, families, and staff feel a sense of care, connection, and respect within the school environment.



Appendix E: EYE-TA

The following Table E1: EYE-TA measures five key areas of development closely linked with school readiness and emergent literacy skills. Results (in percentages) from 2014–15 to 2022–23 in both fall and spring (typically only children who initially showed difficulty or weren't assessed in the fall are reassessed in the spring). To be noted the assessment was not required due to challenges of COVID-19 in 2020–21.

| Table E1. EYE-TA Division Indicator | Results (in percentages) | | | | | | | | | | | | | | | | | |
|--|--------------------------|--------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|---|--------|---------|--------|---------|--------|
| | 2014–15 | | 2015–16 | | 2016–17 | | 2017–18 | | 2018–19 | | 2019–20 | | 2020–21 | | 2021–22 | | 2022–23 | |
| | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring |
| Percentage of children entering (fall) and leaving (spring) EPSB programs meeting developmental milestones | 62 | 81 | 61 | 81 | 62 | 82 | 59 | 81 | 58 | 81 | 59 | n/a | | | 61 | 80 | 58 | 78 |
| Percentage increase in children meeting developmental growth by Spring. | 19 | | 20 | | 20 | | 22 | | 23 | | n/a | | | | 19 | | 20 | |
| Awareness of Self and Environment | 80 | 92 | 80 | 92 | 80 | 92 | 80 | 92 | 79 | 92 | 79 | n/a | Assessment not required due to challenges of COVID-19 | | 81 | 92 | 79 | 89 |
| | 12 | | 12 | | 12 | | 12 | | 13 | | n/a | | | | 11 | | 10 | |
| Social Skills and Approaches to Learning | 75 | 89 | 77 | 89 | 77 | 89 | 76 | 89 | 76 | 89 | 77 | n/a | | | 80 | 89 | 77 | 87 |
| | 14 | | 12 | | 12 | | 13 | | 13 | | n/a | | | | 9 | | 10 | |
| Cognitive Skills | 64 | 90 | 62 | 89 | 62 | 89 | 60 | 88 | 60 | 88 | 60 | n/a | | | 64 | 88 | 63 | 87 |
| | 34 | | 27 | | 27 | | 28 | | 28 | | n/a | | | | 24 | | 24 | |
| Language and Communication | 75 | 88 | 75 | 88 | 76 | 89 | 75 | 89 | 74 | 89 | 74 | n/a | | | 77 | 88 | 74 | 85 |
| | 13 | | 13 | | 13 | | 12 | | 15 | | n/a | | | | 11 | | 11 | |
| Physical Development | | | | | | | | | | | | | | | | | | |
| Fine Motor | 70 | 93 | 70 | 92 | 69 | 92 | 69 | 92 | 68 | 92 | 71 | n/a | | | 73 | 91 | 71 | 90 |
| | 23 | | 22 | | 22 | | 23 | | 24 | | n/a | | | 18 | | 19 | | |
| Gross Motor | 77 | 93 | 76 | 92 | 79 | 93 | 79 | 93 | 76 | 93 | 77 | n/a | | 78 | 93 | 76 | 91 | |
| | 16 | | 16 | | 14 | | 14 | | 17 | | n/a | | | 13 | | 15 | | |

Appendix F: Local Literacy and Numeracy Results

Reading Results

The following notes outline some considerations to consider when interpreting reading results data (see Tables F1–F3).

- In 2019–20, determination of at, above or below grade level occurred after the move to online learning at the end of March, 2019.
- In 2020–21, approximately 30 per cent of Division students were online.
- 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.
- Widespread reporting of Grade 9 results began in 2019–20.

| Enrolment Grade | Percentage of Students At or Above Grade Level | | | | |
|-------------------------|--|--------------------|--------------------|--------------------|--------------------|
| | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
| Grade 1 | 64.6 (n=8,095) | 54.3 (n=8,082) | 60.9 (n=8,042) | 59.5 (n=7,516) | 58.9 (n=8,966) |
| Grade 2 | 72.0 (n=7,945) | 65.9 (n=8,155) | 66.7 (n=7,849) | 66.8 (n=8,278) | 65.9 (n=7,924) |
| Grade 3 | 73.7 (n=7,951) | 68.8 (n=8,062) | 70.2 (n=7,984) | 68.3 (n=8,021) | 68.1 (n=8,730) |
| Grade 4 | 72.9 (n=7,659) | 68.7 (n=8,057) | 70.3 (n=7,910) | 67.6 (n=8,111) | 65.4 (n=8,396) |
| Grade 5 | 72.6 (n=7,722) | 69.7 (n=7,797) | 70.5 (n=7,908) | 71.4 (n=8,055) | 66.8 (n=8,580) |
| Grade 6 | 74.4 (n=7,726) | 70.6 (n=7,783) | 71.0 (n=7,746) | 70.3 (n=8,104) | 70.1 (n=8,418) |
| Results (Grades 1 to 6) | 71.6 (n=47,098) | 66.3 (n=47,936) | 68.2 (n=47,439) | 67.4 (n=48,085) | 65.8 (n=51,014) |
| Grade 7 | 74.9 (n=7,157) | 75.0 (n=7,882) | 70.9 (n=7,692) | 74.3 (n=7,849) | 70.5 (n=8,511) |
| Grade 8 | 74.1 (n=6,864) | 73.6 (n=7,338) | 71.3 (n=7,929) | 74.3 (n=7,832) | 72.4 (n=8,294) |
| Grade 9 | n/a | 73.3 (n=6,564) | 73.7 (n=7,070) | 76.3 (n=7,777) | 71.0 (n=7,793) |
| Results (Grades 1 to 9) | 72.3 (n=61,119) (Gr.1 to 8) | 68.7 (n=69,720) | 69.8 (n=71,650) | 69.9 (n=71,543) | 67.6 (n=75,612) |

| Enrolment Grade | Percentage of Students Reading At or Above Grade Level | | | | |
|-----------------|--|-------------------|-------------------|-------------------|-------------------|
| | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
| Grade 1 | 65.8 (n=2,754) | 55.8 (n=2,622) | 62.2 (n=2,453) | 59.7 (n=1,897) | 57.1 (n=2,525) |
| Grade 2 | 69.3 | 63.6 | 66.0 | 63.9 | 61.7 |

Appendix F: Local Literacy and Numeracy Results

| | | | | | |
|------------------------------|-----------------------------|--------------------|--------------------|--------------------|--------------------|
| | (n=2,681) | (n=2,944) | (n=2,683) | (n=2,710) | (n=2,445) |
| Grade 3 | 71.6 (n=2,760) | 64.2 (n=2,843) | 68.4 (n=2,992) | 66.1 (n=2,789) | 63.2 (n=3,132) |
| Grade 4 | 67.8 (n=2,534) | 64.0 (n=2,760) | 64.7 (n=2,757) | 61.4 (n=2,821) | 59.8 (n=3,015) |
| Grade 5 | 64.8 (n=2,255) | 60.4 (n=2,318) | 63.1 (n=2,412) | 63.1 (n=2,360) | 58.5 (n=2,997) |
| Grade 6 | 64.2 (n=2,197) | 58.8 (n=2,064) | 61.3 (n=2,129) | 60.1 (n=2,075) | 58.5 (n=2,527) |
| Total (Grades 1 to 6) | 67.4 (n=15,181) | 61.4 (n=15,551) | 64.6 (n=15,426) | 62.6 (n=14,652) | 59.9 (n=16,641) |
| | | | | | |
| Grade 7 | 64.0 (n=1,842) | 64.9 (n=2,007) | 60.2 (n=1,864) | 62.5 (n=1,821) | 59.0 (n=2,070) |
| Grade 8 | 61.1 (n=1,736) | 59.7 (n=1,701) | 59.8 (n=1,891) | 62.0 (n=1,640) | 59.9 (n=1,922) |
| Grade 9 | n/a | 57.3 (n=1,577) | 61.6 (n=1,578) | 61.7 (n=1,712) | 57.6 (n=1,707) |
| Total (Grade 1 to 9) | 66.5 (n=18,759) (Gr 1–8) | 61.3 (n=20,836) | 63.5 (n=20,759) | 62.5 (n=19,825) | 59.6 (n=22,340) |

Table F3. Local Reading Results: Self-identified First Nations, Métis and Inuit Students reading AT or ABOVE Grade Level

| Enrolment Grade | Percentage of Students Reading At or Above Grade Level | | | | |
|------------------------------|--|-------------------|-------------------|-------------------|-------------------|
| | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
| Grade 1 | 38.0 (n=666) | 27.6 (n=682) | 28.6 (n=559) | 32.2 (n=621) | 32.3 (n=710) |
| Grade 2 | 47.0 (n=655) | 40.3 (n=678) | 38.1 (n=649) | 38.9 (n=615) | 38.3 (n=637) |
| Grade 3 | 47.6 (733) | 44.6 (n=686) | 43.7 (n=625) | 42.9 (n=666) | 45.9 (n=653) |
| Grade 4 | 50.8 (n=706) | 43.9 (n=765) | 45.9 (n=645) | 43.1 (n=659) | 40.2 (n=674) |
| Grade 5 | 47.0 (n=704) | 46.7 (n=722) | 45.1 (n=718) | 47.3 (n=668) | 46.2 (n=689) |
| Grade 6 | 55.1 (n=719) | 46.1 (n=718) | 47.5 (n=707) | 49.2 (n=732) | 48.1 (n=765) |
| Total (Grades 1 to 6) | 47.7 (n=4,183) | 41.7 (n=4,251) | 41.9 (n=3,903) | 42.5 (n=3,961) | 41.8 (n=4,045) |
| | | | | | |
| Grade 7 | 52.7 (n=640) | 51.0 (n=737) | 46.1 (n=684) | 52.4 (n=716) | 49.6 (n=765) |
| Grade 8 | 52.9 (n=645) | 48.8 (n=664) | 45.1 (n=718) | 51.0 (n=702) | 50.2 (n=749) |

Appendix F: Local Literacy and Numeracy Results

| | | | | | |
|-----------------------------|-----------------------------------|-------------------|-------------------|-------------------|-------------------|
| Grade 9 | | 51.1 (n=655) | 47.2 (n=633) | 53.6 (n=704) | 44.4 (n=711) |
| Total (Grade 1 to 9) | 48.9 (n=5,468) (Gr. 1 to 8) | 44.5 (n=6,307) | 43.3 (n=5,938) | 45.9 (n=6,083) | 43.7 (n=6,270) |

HLATs (writing)

Please note, when interpreting HLAT results that in 2020–21, approximately 30 per cent of Division students were online (see Tables F4–F6).

| Enrolment Grade | Students Writing At or Above Grade Level | | | | |
|---------------------------|--|--|-------------------|--------------------|--------------------|
| | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
| Grade 1 | 80.7 (n=7,525) | HLATs were not administered due to the COVID-19 Pandemic | 74.0 (n=7,227) | 74.9 (n=6,814) | 75.8 (n=8,123) |
| Grade 2 | 76.5 (n=7,822) | | 68.2 (n=7,486) | 69.5 (n=8,006) | 68.7 (n=7,626) |
| Grade 3 | 70.0 (n=7,818) | | 65.5 (n=7,622) | 65.8 (n=7,740) | 62.7 (n=8,430) |
| Grade 4 | 69.9 (n=7,586) | | 65.4 (n=7,586) | 64.4 (n=7,837) | 59.4 (n=8,122) |
| Grade 5 | 68.0 (n=7,635) | | 66.4 (n=7,615) | 66.2 (n=7,789) | 62.1 (n=8,256) |
| Grade 6 | 70.9 (n=7,604) | | 70.1 (n=7,479) | 67.6 (n=7,823) | 65.5 (n=8,105) |
| Grade 7 | 73.5 (n=7,026) | | 70.4 (n=7,205) | 70.5 (n=7,466) | 67.2 (n=8,009) |
| Grade 8 | 73.6 (n=6,730) | | 69.1 (n=7,253) | 69.3 (n=7,323) | 69.0 (n=7,718) |
| Grade 9 | 76.2 (n=6,585) | | 70.7 (n=6,725) | 71.6 (n=7,519) | 67.9 (n=7,612) |
| Total (Grades 1–9) | 73.2 (n=66,331) | | | 68.8 (n=66,198) | 68.8 (n=68,317) |

| Enrolment Grade | Percentage of Students Writing At or Above Grade Level | | | | |
|-----------------|--|--|-------------------|-------------------|-------------------|
| | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
| Grade 1 | 80.3 (n=2,674) | HLATs were not administered due to the COVID-19 Pandemic | 73.5 (n=2,336) | 75.0 (n=1,804) | 73.3 (n=2,394) |
| Grade 2 | 76.0 (n=2,640) | | 67.6 (n=2,583) | 68.6 (n=2,622) | 67.2 (n=2,348) |
| Grade 3 | 70.9 (n=2,721) | | 64.5 (n=2,868) | 66.8 (n=2,711) | 59.9 (n=3,018) |
| Grade 4 | 67.1 (n=2,501) | | 61.8 (n=2,681) | 61.1 (n=2,732) | 56.0 (n=2,927) |

Appendix F: Local Literacy and Numeracy Results

| | | | | | |
|------------------------------|--------------------|--|--------------------|--------------------|--------------------|
| Grade 5 | 64.1 (n=2,235) | | 60.2 (n=2,362) | 61.3 (n=2,301) | 57.2 (n=2,905) |
| Grade 6 | 64.0 (n=2,158) | | 61.4 (n=2,086) | 60.2 (n=2,023) | 56.6 (n=2,440) |
| Grade 7 | 65.1 (n=1,812) | | 63.7 (n=1,768) | 60.6 (n=1,784) | 57.7 (n=1,986) |
| Grade 8 | 63.3 (n=1,726) | | 59.8 (n=1,770) | 60.6 (n=1,569) | 56.6 (n=1,836) |
| Grade 9 | 63.7 (n=1,505) | | 61.1 (n=1,537) | 61.7 (n=1,711) | 55.5 (n=1,658) |
| Total (Grades 1 to 9) | 69.1 (n=19,972) | | 64.0 (n=19,991) | 64.1 (n=19,257) | 60.1 (n=21,512) |

Table F6. Local HLAT Results: First Nations Métis and Inuit Students writing AT or ABOVE Grade Level

| Enrolment Grade | Percentage of Students Writing At or Above Grade Level | | | | |
|------------------------------|--|--|-----------------|-------------------|-------------------|
| | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
| Grade 1 | 57.2 (n=626) | HLATs were not administered due to the COVID-19 Pandemic | 41.7 (n=458) | 49.8 (n=544) | 51.5 (n=635) |
| Grade 2 | 56.6 (n=627) | | 42.5 (n=553) | 40.7 (n=567) | 41.9 (n=590) |
| Grade 3 | 42.5 (n=701) | | 36.1 (n=535) | 34.7 (n=603) | 34.7 (n=605) |
| Grade 4 | 45.4 (n=687) | | 38.3 (n=540) | 38.7 (n=607) | 34.5 (n=620) |
| Grade 5 | 42.9 (n=679) | | 40.0 (n=617) | 39.3 (n=608) | 36.4 (n=626) |
| Grade 6 | 48.9 (n=675) | | 49.0 (n=602) | 44.5 (n=647) | 44.5 (n=633) |
| Grade 7 | 46.9 (n=591) | | 40.3 (n=544) | 47.7 (n=600) | 42.2 (n=635) |
| Grade 8 | 51.5 (n=575) | | 42.4 (n=521) | 43.2 (n=546) | 50.1 (n=607) |
| Grade 9 | 51.1 (n=542) | | 42.0 (n=450) | 42.7 (n=576) | 43.2 (n=560) |
| Total (Grades 1 to 9) | 49.0 (n=5,703) | | | 41.4 (n=4,820) | 42.3 (n=5,298) |

Appendix F: Local Literacy and Numeracy Results

CAT4 Cohort Sizes

Table F7. Fall 2021 and fall 2022 cohort size for all Division students

| Enrolment Grade | Reading | | Mathematics | | Computation & Estimation | |
|-----------------|---------|-------|-------------|-------|--------------------------|-------|
| | 2021 | 2022 | 2021 | 2022 | 2021 | 2022 |
| Grade 4 | 6,954 | 7,042 | 6,997 | 7,180 | 6,821 | 7,113 |
| Grade 5 | 6,942 | 7,148 | 6,993 | 7,304 | 6,862 | 7,203 |
| Grade 6 | 6,920 | 6,995 | 6,996 | 7,107 | 6,817 | 7,071 |
| Grade 7 | 6,847 | 7,005 | 6,742 | 7,149 | 6,818 | 7,189 |
| Grade 8 | 6,709 | 6,707 | 6,841 | 6,831 | 6,842 | 6,818 |
| Grade 9 | 6,898 | 6,766 | 6,968 | 6,779 | 6,977 | 6,807 |

Table F8. Fall 2021 and fall 2022 cohort size for English as an additional language students

| Enrolment Grade | Reading | | Mathematics | | Computation & Estimation | |
|-----------------|---------|-------|-------------|-------|--------------------------|-------|
| | 2021 | 2022 | 2021 | 2022 | 2021 | 2022 |
| Grade 4 | 2,539 | 2,393 | 2,575 | 2,439 | 2,506 | 2,430 |
| Grade 5 | 2,343 | 2,390 | 2,375 | 2,470 | 2,353 | 2,430 |
| Grade 6 | 2,042 | 1,907 | 2,083 | 1,969 | 2,054 | 1,978 |
| Grade 7 | 1,769 | 1,703 | 1,784 | 1,782 | 1,797 | 1,784 |
| Grade 8 | 1,601 | 1,469 | 1,631 | 1,575 | 1,636 | 1,588 |
| Grade 9 | 1,616 | 1,319 | 1,651 | 1,418 | 1,660 | 1,436 |

Table F9. Fall and spring cohort size for self-identified First Nations, Métis, and Inuit students

| Enrolment Grade | Reading | | Mathematics | | Computation & Estimation | |
|-----------------|---------|------|-------------|------|--------------------------|------|
| | 2021 | 2022 | 2021 | 2022 | 2021 | 2022 |
| Grade 4 | 437 | 450 | 447 | 463 | 427 | 451 |
| Grade 5 | 464 | 467 | 468 | 483 | 449 | 464 |
| Grade 6 | 505 | 477 | 510 | 488 | 476 | 480 |
| Grade 7 | 511 | 498 | 501 | 508 | 487 | 515 |
| Grade 8 | 448 | 485 | 463 | 478 | 465 | 480 |
| Grade 9 | 463 | 478 | 480 | 482 | 467 | 458 |

Appendix G: Summary Review of Research on Literacy, Numeracy and Student Development in a Post-COVID Era

Impact of Literacy and Numeracy on Life Outcomes

- Researchers found a significant connection between the ability to read and write and how much money you make, especially for newcomers to Canada ([Green & Riddell, 2001](#)).
- Formal education increases literacy and numeracy skills, which leads to higher pay; improving these skills alone can increase income by as much as an additional year of education ([Green & Riddell, 2012](#)).
- People with more education and better skills, especially in technology, tend to earn more; strong technology skills can sometimes balance out having less formal education when it comes to income ([Lane & Conlon, 2016](#)).
- By age five in the United States, there are already clear cognitive and social-emotional gaps between children from advantaged and disadvantaged backgrounds; additionally, attending early childhood education helps boost literacy and numeracy skills for all students ([OECD, 2020](#)).

Addressing Student Needs in a Post-COVID Era

- American students are bouncing back from COVID-19 school disruptions, but younger students, especially in Grades K to 2, and particularly Black and Hispanic students, are still struggling more with reading than before the pandemic; while upper elementary grades (3 to 5) have seen good progress, the overall risk of students not learning to read is still higher than pre-pandemic levels ([University of Oregon: Amplify Education, 2022](#)).
- In 2021–22 in the US, academic progress started to rebound, particularly in math and among younger students, with all school poverty levels showing recovery; however, low-poverty schools are on track for a quicker recovery. Despite these improvements, overall student achievement remains below typical levels, especially in math, with elementary students showing slight improvements and middle school levels mostly unchanged; Black, Hispanic and American Indian/Alaska Native students¹⁵ continue to be disproportionately affected ([Kuhfeld & Lewis, 2022](#)).
- In California, younger students have faced notable setbacks in English and Math, with low-income and English language learners being particularly hard-hit compared to their peers ([Pier, Hough, Christian, Bookman, Wilkenfeld, Miller & 2021](#)).
- Similarly, in England, younger children are roughly two months behind in grammar, punctuation and spelling and about one month behind in math and reading than older children; additionally, there is a growing academic gap based on socio-economic status ([Blainey & Hannay, 2021](#)).
- In the United Kingdom, the pandemic impacted the academic achievements of primary students (Years 1–6), with the youngest experiencing the most notable decline; students from lower socioeconomic families and those with special education needs suffered particularly significant setbacks in their learning ([Juniper Education, 2022](#); [Twist, Jones, & Treleaven, 2022](#)).
- In Australia, younger students tended to face greater learning setbacks than older ones. Students from less educated families or those attending schools with a lower socio-educational ranking¹⁶ experienced learning gaps that were 60 per cent bigger than other students ([Donnelly & Patrinos, 2022](#)).
- In Ontario, school closures due to COVID-19 have significantly impacted students' academic progress, especially among vulnerable groups; these closures also carry broad economic implications, with potential long-term reductions in individual earnings and substantial national economic losses for Canada ([Gallagher-Mackay, Srivastava, Underwood, et al., 2021](#)).

¹⁵ The terminology used in U.S. Census classifications informs American research contexts. It is important to note that while such terms are used for the purpose of leveraging research, they may not align with the language typically utilized by Edmonton Public Schools to represent their student populations. This use is not indicative of an endorsement of these terms but rather a reflection of the research terminology that is prevalent in American academic discourse.

¹⁶ ICSEA (Index of Community Socio-Educational Advantage) is an Australian scale which allows for fair and reasonable comparisons among schools with similar students. It is calculated by parents' occupation and education, geographical location and proportion of Indigenous students ([Australian Education, 2014](#)).

Appendix H: Mental Health Capacity Building (MHCB): Wellness Coach Partnership

Table H1. Mental Health Capacity Building (MHCB): Wellness Coach Work

| Students | Staff ¹⁷ |
|--|---|
| <ul style="list-style-type: none"> ● Facilitated online, interactive presentations to students, which were followed with resource tool kits for teachers to expand on the lessons with additional activities and stories, on the following topics: <ul style="list-style-type: none"> ○ Understanding the Brain: 10,385 attendees. ○ Mental Health Literacy: 21,729 attendees. ○ Emotional Literacy: 14,838 attendees. ○ Regulation: 20,138 attendees. ● Following these sessions, teachers could sign their classroom up for capacity building workshops to extend these learnings through skill introduction and development. Many teachers chose to further participate with their classrooms: <ul style="list-style-type: none"> ○ Understanding the Brain Workshops: 88 classrooms. ○ Mental Health Literacy: 196 classrooms. ○ Emotional Literacy: 117 classrooms. ○ Regulation: 95 classrooms. ● Regulation skill development group targeted at Grades 2 to 3 students <ul style="list-style-type: none"> ○ A four-week after school program focused on social emotional development, where a new social skill was taught and then practiced in social play situations, topics included: <ul style="list-style-type: none"> ■ Friendships and Positive Relationships ■ Stress and Worry ■ Regulation ■ Social Thinking ○ Information on skills practiced was also shared with teachers and families. | <ul style="list-style-type: none"> ● Wellness coaches provided 23 PL sessions on capacity focused topics, such as: <ul style="list-style-type: none"> ○ Go-To Educators Mental Health Literacy. ○ Psychological First Aid. ○ Understanding Stress. ○ Brain Architecture. ○ Promoting Wellness in Your School. ○ “Kimochis Kollege.” ○ “Worry Woos Wisdom Academy.” ● These coach-lead sessions trained teachers in the delivery of both social-emotional learning programs and included lending the materials and resources to teachers to offer the program in their classrooms. |

¹⁷ over 630 staff



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