

DATE: November 26, 2024

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Annual Education Results Report 2023–24 School Year

ORIGINATOR: Nancy Petersen, Managing Director, Strategic Division Supports

RESOURCE

STAFF: Danette Andersen, Angela Anderson, Clarice Anderson, Zainab Azhar, Amanda Barrett, Catherine Bay, Marnie Beaudoin, Dave Bennell, Todd Burnstad, Andrea Colling, Grace Cooke, Linda Derksen, Kim Diggle, Kelsey Duebel, Blythe Evans, Erin Faught, Husna Foda, Thomas Gillard, Kim Holowatuk, Sean Jones, Andre Joseph Terry Korte, Willa Kung-Sutton, Trish Kolotyluk, Terry Korte, Christie Ladouceur, Sean Lafferty, Seanna Lawrence, Owen Livermore, Marilyn Manning, Tracy Mastrangelo, Karen Mills, Coreen Moccia, Ann Parker, Cynthia Pharis, Madonna Proulx, Wanas Radwan, Felicia Roque, Carrie Rosa, Andrea Sands, Sunita Sas, Elizabeth Shen, Christine Simmons, Soleil Surette, Anne Szczesny, Carol Van Kuppeveld, Amanda Wong, Greg Wongda, Christopher Wright, Jon Yin.

REFERENCE: Funding Manual for School Authorities 2023/24 School Year (Sections B and L)

ISSUE

Alberta Education requires school jurisdictions to submit an Annual Education Results Report (AERR) by November 29, 2024. This year's AERR reports on the Division's progress for the 2023-24 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; *Sustainable Fiscal Planning and Reporting Act*, Section 10; *Education Act, School Councils Regulation (94/2019)*, Section 12; and *Ministerial Grants Regulation (AR215/2022)*, as amended, Sections 3 and 8.

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 [2022-26 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 2023–24 as set out in year two 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' 2023–24 AERR be approved.

CONSIDERATIONS and ANALYSIS

- The Division is required to submit an approved version of the AERR to Alberta Education by November 29, 2024.

OPTIONS

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

1. Approve the 2023–24 AERR as written.
2. Provide feedback and request changes be made to the 2023–24 AERR prior to submission to the province by November 29, 2024.

NEXT STEPS

- Upon approval, the final AERR will be submitted to the province and posted for public awareness on the Division website by November 29, 2024.

ATTACHMENTS and APPENDICES

ATTACHMENT I Annual Education Results Report 2023–24 School Year

NP:ss



Annual Education Results Report (AERR) 2023–24 School Year

3020 The Edmonton School Division
Submitted to Alberta Education
November 2024

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Message from the Board Chair and Superintendent

Edmonton Public Schools is honoured to have served over 115,000 students and their families in the 2023–24 school year. Schools play an integral role in the community and have a profound impact on the life and development of children and youth. We believe that an investment in children is the best investment we can make as a society. Public education is a fundamental good, positively impacting productivity, income, crime and health¹. Our work in support of student success is guided by these beliefs, which are reflected in 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 unfolds every day across our school communities as we work together in support of student success.

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 2023–24 as set out in year two 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

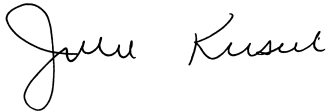


Darrel Robertson
Superintendent of Schools

¹ [Moretti, 2005](#); [Lochner, 2011](#); [Machin et al., 2012](#); [Deming, 2022](#).

Accountability Statement

The Annual Education Results Report for the Edmonton School Division for the 2023–24 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2023–24 was approved by the Board of Trustees on XXX, 2024.



Julie Kusiek
Board Chair





Vision

Enhancing pathways for student success

Mission

Our commitment to high-quality public education serves the community and empowers each student to live a life of dignity, fulfilment, empathy and possibility.

Values

Accountability, collaboration, equity and integrity

2022–26

Division Priorities

- 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.



EDMONTON PUBLIC SCHOOLS



2022–26 Division Strategic Plan

Priority 1

Build on outstanding learning opportunities for all students.

Goal 1

Recognize and support the diverse learning needs of all students.

Goal 2

Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes.

Goal 3

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

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.

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.

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.

Goal 2

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



EDMONTON PUBLIC SCHOOLS

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 second year of the [2022–26 Four-Year Education Plan](#), this report has been intentionally organized and designed 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 [2024–25 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 the [Division Strategic Plan 2022-26](#) and the [Ministry Business Plan: Education 2023–26](#).

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 Measures (AEAMs) 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 2022-26 Four-Year Education 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:



In presenting our *Required Alberta Education Assurance Measures—Overall Summary* table (e.g. Table 2, page 12), 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 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 [Alberta Education Assurance \(AEA\) 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 115,000 students in the 2023–24 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: Dawn Hancock (*Ward E*), Sherri O’Keefe (*Ward A*), Marcia Hole (*Ward C*), Julie Kusiek (*Ward F*), Marsha Nelson (*Ward B*), Jan Sawyer (*Ward H & I*), Saadiq Sumar (*Ward G*), Trisha Estabrooks (*Ward D*).

Division Leadership

The Superintendent, with the support of the Division Support Team (DST), provides advice and support to the Board, ensures the Division meets expectations set out in board policy, administrative regulations and Alberta Education legislation and works toward the goals and outcomes of the Division Strategic Plan 2022-26. The 2023–24 Division Support Team was comprised of:

Darrel Robertson—Superintendent of Schools

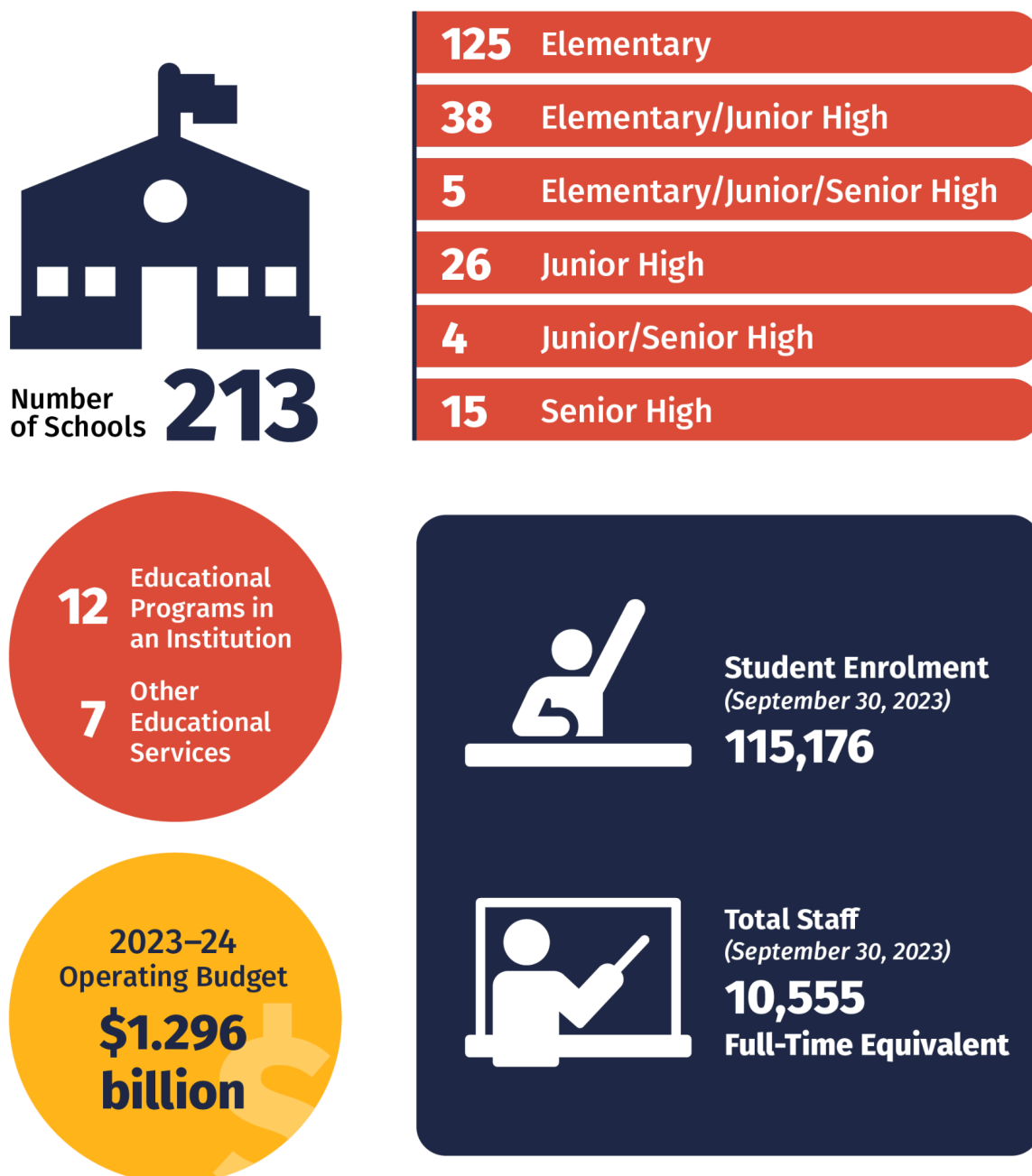
Angela Anderson	Chief Human Resources Officer	Nancy Petersen	Managing Director, Strategic Division Supports
Todd Burnstad	Chief Financial Officer	Kent Pharis	Assistant Superintendent of Schools
Grace Cooke	General Counsel	Cliff Richard	Chief Infrastructure and Technology Officer
Andrea Cooper	Assistant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

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 Kindergarten to Grade 12, more than 30 alternative programs and 13 specialized programming options, including Pre-Kindergarten. A comprehensive list of all programming from Edmonton Public Schools can be found on epsb.ca.

Figure 1. Edmonton Public Schools' Educational Infrastructure and Demographic Overview for the 2023–24 School Year



Student Profile

In September 2023, the Division welcomed over 115,000 students into our schools, an increase of 5.5 per cent over the previous year, slightly surpassing the City of Edmonton’s population growth of 5.13 per cent.² Between September 2011 and September 2023, the Division has experienced a 43.0 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 students (EAL³) population increased by 105.3 per cent.
- The Division’s self-identified First Nations, Métis, and Inuit student population increased by 31.5 per cent.
- The number of students meeting provincial special education coding requirements increased by 34.4 per cent.

Table 1 showcases these four elements of enrolment data for the past 12 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 (4.36 per cent population growth between July 1, 2023, and July 1, 2024, as per Government of Alberta [population data](#)).

Table 1. Student Profile—September	2011-12	2023-24	Net Change Over 12 Years (%)
Total students	80,569	115,176	43.0
English as an Additional Language students	14,206	29,159	105.3
Self-Identified First Nations, Métis, and Inuit students	7,072	9,299	31.5
Special Education-Coded students	10,880	14,621	34.4



² [Regionaldashboard.alberta.ca](#)—Last updated—August 1, 2024.

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 2023–24 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 also 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 current Ministry Business Plan: Education, which are brought to life through the shared leadership and responsibility of the Board of Trustees and 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 are the budget planning and Results Review processes where central units 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 Four-Year 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 (AEAM)

This year's AEAMs serve as one point of reference, guiding us in our efforts towards continuous improvement. The following four tables (see *Tables 2–5*) provide a 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 AEAM 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:

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than six. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 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 Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam 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.

⁴ [Alberta Education Funding Manual](#) 2024–25, p.26.

Overall Summary

In general, we have much to celebrate, while also recognizing the opportunities for continuous improvement. These results affirm the focus of the 2022–26 Strategic Plan and the 2022–26 Four-Year Education Plan (Year Two), which EPSB continues to support through intentional efforts that promote welcoming school environments and high quality teaching and learning experiences.

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	83.7	84.4	84.8	n/a	Declined Significantly	n/a	83.7	84.4	84.8	n/a	Declined Significantly	n/a
Citizenship	79.0	79.6	80.5	High	Declined Significantly	Issue	79.4	80.3	80.9	High	Declined Significantly	Issue
3-year High School Completion	76.5	78.2	79.2	Intermediate	Declined Significantly	Issue	80.4	80.7	82.4	Intermediate	Declined Significantly	Issue
5-year High School Completion	86.6	85.8	85.0	Intermediate	Improved Significantly	Good	88.1	88.6	87.3	Intermediate	Improved Significantly	Good
PAT6: Acceptable	71.6	68.1	68.1	Intermediate	Improved Significantly	Good	68.5	66.2	66.2	Intermediate	Improved Significantly	Good
PAT6: Excellence	25.5	22.0	22.0	High	Improved Significantly	Good	19.8	18.0	18.0	High	Improved Significantly	Good
PAT9: Acceptable	63.2	62.0	62.0	Low	Improved	Acceptable	62.5	62.6	62.6	Low	Maintained	Issue
PAT9: Excellence	19.1	18.9	18.9	High	Maintained	Good	15.4	15.5	15.5	Intermediate	Maintained	Acceptable
Diploma: Acceptable	81.5	80.2	80.2	Intermediate	Improved Significantly	Good	81.5	80.3	80.3	Intermediate	Improved Significantly	Good
Diploma: Excellence	25.5	24.0	24.0	Very High	Improved Significantly	Excellent	22.6	21.2	21.2	High	Improved Significantly	Good
Teaching & Leading												
Education Quality	87.2	87.5	88.2	Intermediate	Declined Significantly	Issue	87.6	88.1	88.6	High	Declined Significantly	Issue
Learning Supports												
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.6	83.2	84.3	n/a	Declined Significantly	n/a	84.0	84.7	85.4	n/a	Declined Significantly	n/a
Access to Supports and Services	76.8	78.2	79.1	n/a	Declined Significantly	n/a	79.9	80.6	81.1	n/a	Declined Significantly	n/a
Governance												
Parental Involvement	77.9	77.5	77.1	Intermediate	Improved	Good	79.5	79.1	78.9	High	Improved Significantly	Good

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	83.2	84.7	83.6	Intermediate	Maintained	Acceptable	85.1	86.5	86.2	Intermediate	Declined Significantly	Issue
Drop Out Rate	2.1	2.2	2.2	Very High	Improved	Excellent	2.5	2.5	2.4	Very High	Declined	Good
Rutherford Scholarship Eligibility Rate	71.0	71.7	70.0	High	Improved	Good	70.7	71.9	70.0	High	Improved Significantly	Good
Transition Rate (6 yr)	65.2	65.2	65.1	High	Maintained	Good	60.1	59.7	60.0	Intermediate	Maintained	Acceptable

[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.

In 2023-24, as part of the annual review of students coded EAL, schools reviewed academic information to see if students still required support. As a result of this work, significantly fewer students were identified for coding as EAL learners for the 2023-24 school year, which may have affected the Division results (*see details in [Appendix C, Tables C9 and C15](#)*).

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	68.8	71.2	73.0	Low	Declined Significantly	Concern	72.0	72.8	76.7	Low	Declined Significantly	Concern
4-year High School Completion	79.6	82.5	82.7	Intermediate	Declined	Issue	82.2	85.0	84.8	Intermediate	Declined Significantly	Issue
5-year High School Completion	87.3	84.3	85.7	Intermediate	Maintained	Acceptable	88.1	88.7	87.2	Intermediate	Improved	Good
PAT6: Acceptable	63.0	65.3	65.3	Low	Declined	Issue	64.6	65.4	65.4	Low	Declined	Issue
PAT6: Excellence	19.1	20.1	20.1	High	Maintained	Good	16.5	15.7	15.7	Intermediate	Improved	Good
PAT9: Acceptable	49.3	57.8	57.8	Very Low	Declined Significantly	Concern	52.7	55.3	55.3	Very Low	Declined Significantly	Concern
PAT9: Excellence	10.5	15.5	15.5	Low	Declined Significantly	Concern	10.1	11.0	11.0	Low	Declined	Issue
Diploma: Acceptable	60.8	68.7	68.7	Very Low	Declined Significantly	Concern	66.3	67.1	67.1	Very Low	Maintained	Concern
Diploma: Excellence	14.4	17.2	17.2	Intermediate	Declined	Issue	14.0	13.8	13.8	Intermediate	Maintained	Acceptable

Accountability and Assurance

Supplemental Measures												
Drop Out Rate	1.8	1.9	1.9	Very High	Maintained	Excellent	2.6	2.5	2.4	Very High	Declined	Good
Rutherford Scholarship Eligibility Rate	56.4	57.5	57.7	Intermediate	Maintained	Acceptable	56.8	60.3	60	Intermediate	Declined Significantly	Issue
Transition Rate (6 yr)	67.9	70.3	70.9	High	Declined	Acceptable	65.2	62.7	64.7	High	Maintained	Good

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	49.0	44.2	47.3	Very Low	Maintained	Concern	58.6	57.0	59.5	Very Low	Maintained	Concern
4-year High School Completion	54.2	55.9	55.0	Very Low	Maintained	Concern	65.3	65.8	66.0	Very Low	Maintained	Concern
5-year High School Completion	60.0	62.3	59.1	Very Low	Maintained	Concern	69.4	71.3	69.1	Very Low	Maintained	Concern
PAT6: Acceptable	45.6	42.1	42.1	Very Low	Improved	Issue	48.7	45.3	45.3	Very Low	Improved Significantly	Acceptable
PAT6: Excellence	7.0	5.3	5.3	Very Low	Improved	Issue	7.3	6.5	6.5	Very Low	Improved	Issue
PAT9: Acceptable	34.7	31.3	31.3	Very Low	Improved	Issue	41.4	39.4	39.4	Very Low	Improved Significantly	Acceptable
PAT9: Excellence	5.7	4.0	4.0	Very Low	Improved	Issue	6.1	5.3	5.3	Very Low	Improved	Issue
Diploma: Acceptable	77.2	74.0	74.0	Low	Improved	Acceptable	76.9	74.8	74.8	Low	Improved Significantly	Good
Diploma: Excellence	11.0	11.1	11.1	Low	Maintained	Issue	11.8	11.3	11.3	Low	Maintained	Issue
Supplemental Measures												
Drop Out Rate	6.4	5.7	6.0	Intermediate	Maintained	Acceptable	5.2	5.1	5.0	Intermediate	Maintained	Acceptable
Rutherford Scholarship Eligibility Rate	42.7	44.2	41.6	Very Low	Maintained	Concern	43.7	43.9	41.5	Very Low	Improved Significantly	Acceptable
Transition Rate (6 yr)	34.4	32.7	31.9	Very Low	Maintained	Concern	36.8	35.5	36.3	Low	Maintained	Issue

Engagement

Engaging with our stakeholders—staff, families, 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 Leadership 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 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 survey monitors progress towards the 2022–26 Strategic and Four-Year 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 65,000 responses to the DFS. The 2023–24 DFS was the second year of the survey aligned to the 2022–26 Strategic Plan, and at the request of the Board of Trustees, included a unique set of questions focussed on perceptions of school safety. A [summary](#) of the 2023-24 DFS quantitative results was presented to the Board of Trustees on October 8, 2024.
- Extended Student Demographic Survey:** In the fall of 2022, students in Grades 4 to 12 were invited to participate in this survey to help gain insights into the self-described identities of students served by the Division. There was the opportunity to opt out of the survey, and participation students were encouraged to respond only to questions that they felt comfortable with. Over 55,000 students (73 per cent) participated in the survey. [Preliminary findings](#) from the extended student demographic survey results were presented at the June 6, 2023, Board of Trustees meeting. Preparation and analysis of this data continues, with the most recent work exploring students' sense of belonging and safety. A report highlighting these findings is expected in December 2024.
- Inclusive Education Parent and Community Advisory Committee:** Supported by Division staff and composed of 10 family and community members as well as three members from Division Administration, this committee meets three times per year and provides ongoing feedback to help inform the delivery of inclusive education in the Division.
- First Nations, Métis, and Inuit External Advisory Council:** Composed 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 First Nations, Métis, and Inuit education. The committee met formally in December 2023 and members provided feedback informally throughout the year.
- Equity Advisory Committee:** Composed of eight parents of EPSB students, four members of the broader community, four community partners, two Trustees and supported by staff, the committee meets three times per year to help support progress towards the three priority areas of the Division's [Anti-racism, Reconciliation and Equity Action Plan](#).
- Student Senate:** Student senators from across Division high schools represent their fellow high school students to provide student voice to the Board of Trustees and Administration. The Student Senate serves as a youth

engagement model to promote active student participation in youth governance within education. The work of Student Senate is profiled on the [Student Senate website](#).

- **Community Consultations:** The Division and Board of Trustees bring members of the community together around a variety of key topics responsive to high quality teacher and learning environments and the public education system. Through these opportunities staff, students, families and members of the community have provided feedback around such topics as school space and programming, board policy, as well as emergent topics.
 - In 2023-24, the Board of Trustees initiated social innovation labs on the topic of school safety. Held over several days and evenings, these labs were an opportunity for students, staff, families and community members to share their experiences and perspectives around school safety. This [feedback](#) was provided to the Board of Trustees and an overview from these conversations was made public at the April 30, 2024, Board of Trustees meeting.
- **Staff Advisory Committee to Support Anti-racism:** This committee, which meets three times a year and is composed of 77 staff members, met for the first time in fall 2023. Its purpose is to support progress towards the Division's [Anti-racism, Reconciliation and Equity Action Plan](#) through feedback from a wide range of staff, representing multiple staffing groups, roles, work locations and personal identities and experiences.
- **Principal Committees:** Central leaders host committees around key areas of Division operations such as Budget, Human Resources, Instructional Supports, Infrastructure and Anti-Racism, Reconciliation and Equity. Principals from across a diverse range of school communities sit on these committees to provide school perspective to these key areas of work. Committee work can include feedback that supports the implementation of an initiative, the development of tools or resources or to inform system efficiency and improvement. These committees meet between four and eight times a year and membership is reviewed annually through an expression of interest from school leaders.
- **Superintendent's Community Of Practice in Education:** The Superintendent annually establishes a group of leaders from schools and central decision units to come together to discuss key 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.
- **School and Central Results Review:** These are yearly evidence-based discussions between Division leaders and Trustees. Schools invite students, families and community members to be part of these conversations. Through results reviews, Trustees are able to gather information, notice trends and bring back their observations to Administration. These conversations help to inform future planning at the school and Division levels.
- **Catchment Conversations:** Division schools are organized in Kindergarten to Grade 12 catchment groupings that work together around common goals in support of student success. Catchment conversations provide school and central leaders with the opportunity to reflect on their results and share and learn from each other. Trustees often attend these events; the feedback from catchment conversations complements and enhances information gathered through Trustee-hosted results review conversations.
- **Teacher/Staff Collaborative Conversations:** These conversations bring together staff from across the Division around a strategic topic. Feedback from these conversations help to inform next steps in support of students. Some examples of topics addressed through a collaborative conversation include: literacy learning, mental health supports for students, numeracy learning, school safety and staff experiences of belonging through an anti-racism lens.

School-Level Engagement

- **School Councils:** One way schools engage with families is through school councils, which provide opportunities for dialogue around school operations, school plans and budget and annual results reports as well as ongoing conversation regarding student success and well-being. Trustees often attend school council meetings as a means of connection and engagement with families and school leadership.
 - 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.

- **Student Voice:** Many schools across the Division intentionally sought to engage with students through inquiry-led approaches around issues of importance to their school community, including school goals, initiatives and plans. These ranged from school-formed groups, optional engagement sessions around a topic of focus, as well as school survey opportunities. A number of school-level conversations that centered

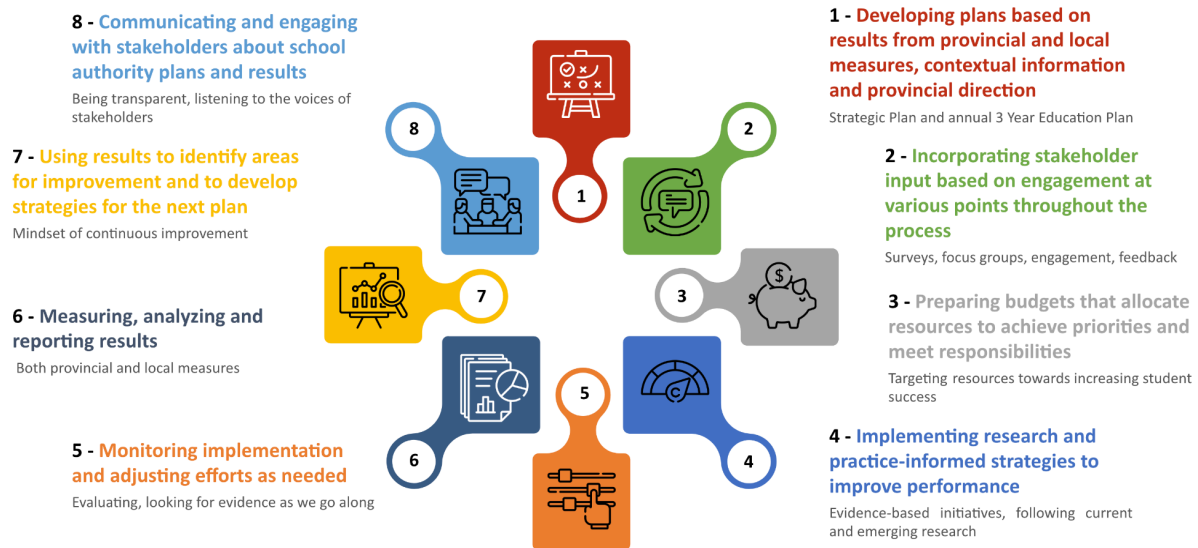


around student voice took place across the Division in various formats anchored in engagement activities such as summits and social innovation labs and approaches such as *Creating Schools that Listen* (see [2022-26 Four-Year Education Plan](#), p.6). Working collectively with students, staff and community, school leaders develop responsive frameworks to advance equity, belonging 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 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.

2023-24 DFS results indicate that:

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

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

- The Division has a formal evaluation process for new teachers, beginning principals and assistant principals who have been identified for evaluation.
- 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 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.

Priority 1: Build on outstanding learning opportunities for all students

As we welcomed students back in the fall of 2023, the Division was focused on well-being and meeting each student where they were at on their learning journey. Students and families continued to express confidence in students' learning opportunities for the 2023–24 school year as evidenced in feedback from the DFS.

2023-24 DFS results indicate that:

83 per cent of students agreed that "school staff have high expectations for me to be successful in my learning."

81 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 PL. These were provided to support implementation of new subjects across the following grades for the 2023–24 school year:
 - Grades 4-6 English Language Arts and Literature
 - Grades 4-6 Math
 - Kindergarten to Grade 3 Science
 - Kindergarten to Grade 3 French Immersion Language Arts and Literature
- CLS continued to offer a range of flexible PL opportunities for Division schools, including brief, targeted “spotlight sessions”. The convenience of this format has been popular with schools; 1,600 teachers and administrators participated in sessions targeted at both English and French implementation of the new curriculum during the 2023-24 school year.
- CLS also provided monthly curriculum implementation PL targeted at specific subjects and grade levels.
 - 370 teachers attended these targeted English sessions and 208 teachers attended targeted French sessions.
- Centrally-created science resources (Snippets) in English and French were provided in June 2024 to support teachers in getting started with implementing the Grade 4 to Grade 6 Science curriculum for September 2024.
- Through targeted provincial funding, the Division provided leadership to the development of science resources for Kindergarten to Grade 6. This project is a collaborative project with Calgary Board of Education, Calgary Catholic Schools and Edmonton Catholic Schools and led by Edmonton Public Schools. Twelve teacher writers were onboarded into the science resource development team in CLS for the year to support the development of Kindergarten to Grade 3 science resources. These comprehensive resources were field tested across all four metro boards, including in 24 Division schools, and revised based on teacher feedback.
 - The completed resources for Kindergarten to Grade 3 were submitted to Alberta Education and posted to the provincial resource platform New Learn Alberta, as well as to the Division's internal website.

2023-24 DFS results indicate that:
84 per cent of staff⁶ thought “the Division resources for teaching the new curriculum have been helpful.”

⁶ Staff who reported using new curriculum resources in a prior DFS question.

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 who have a special education code or who are identified as potentially benefiting from an IPP. 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. Using one of six Division templates, 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. As part of a two-year initiative to work with stakeholders to refine IPPs, the following improvements were made in 2023-24:

School Story

As one example of how schools and families work together in the development of the IPP, one school shared how they begin working with new and returning families to support the development of IPPs in the spring for the upcoming school year. This helps ensure continuity of support, which is critical for student success, and helps students, families, and staff build on the supports and strategies from the previous year.

On the DFS, 100 per cent of families at that school feel that their child's IPP is appropriate.

- IPP templates A (Grades 1 to 9 mild, moderate or severe) and E (Grades 10 to 12 mild, moderate or severe) now have goal boxes similar to templates B (severe) and D (early years to Kindergarten). These goal boxes include three progress indicators (not yet evident, developing, independent) that teachers will use for each goal at each review period.

2023-24 DFS results indicate that:

81 per cent of families who have a child with an IPP agreed that "my child's IPP goals are appropriate for their development."

- In 2024-25, collaboration with stakeholders will continue to look at improvements for IPPs that address the needs of Pre-Kindergarten, Gifted and Talented and the combined IPP/IBSP⁸ templates. Continuous refinement of IPP templates ensures that students' needs are being supported through achievable goals and strategies, as well as providing evidence around student progress towards their goals.

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.
 - 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 student enrolment, parent choice and

⁷The IPP delineates the specific instructional strategies and resources provided by a school to cater to the unique needs of each student.

⁸ Individual Behaviour Support Plan

Priority 1: Build on outstanding learning opportunities for all students

school space.

- There are over 30 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](#)).
- Responsive to student interest and anticipated labour market and industry demands, a Business and Innovation alternative program was approved by the Board of Trustees to begin at McNally High School in September 2024. This new program provides students with the opportunity to explore the Business and Information Technology Career Pathway. Students in this program benefit from cross-curricular learning opportunities that blend business and entrepreneurship CTS courses with a focus on innovation. Through entrepreneurial thinking, students focus on building competencies that will serve them in life beyond high school.

Additional Actions Taken in Support of Priority 1 Goal 1

Educational Assistant Internship (EAI) Pilot

- In 2023-24, Edmonton Public Schools led the transition of the EAI project from prototype to pilot, expanding from three school divisions and 22 interns to 14 school divisions and 278 interns. Please see the [2022-23 AERR](#) for a summary of the EAI prototype.
- Participating divisions included urban and rural authorities representing public, separate and charter schools.
- The participating divisions agreed to complete the full EAI pilot, designate a staff member to be an EAI coach, allocate time for their interns to participate in the community of practice (CoP) sessions, provide the means and time for the interns to access the online modules and provide school placements.
- School authorities could offer the internship to prospective Educational Assistants (EAs) or to established EAs working within their systems. EPSB's 59 interns were all new recruits with no prior EA experience with the Division.
- The 16-week program included orientations for the interns and coaches. EPSB supported the other divisions by providing an orientation package and coordinating the coaching orientation.
- In June 2024, 56 interns who completed the pilot through the Division were hired as supply EAs with Edmonton Public Schools. Subsequently for the 56, 24 were hired into permanent positions, 27 are working in long-term assignments and five are picking up day-to-day assignments.

P1G1: Summary of Results and Analysis

Edmonton Public Schools uses a variety of performance indicators to track efforts for continuous improvement. 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

Early Years Evaluation-Teacher Assessment (EYE-TA)

Kindergarten is the beginning of a school learning journey for most children. Division Kindergarten programming is informed by provincial Kindergarten curriculum and the provincial Kindergarten Program Statement, with many

Priority 1: Build on outstanding learning opportunities for all students

concepts delivered through a play-based approach to learning. With 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.

At the Division, recognizing and supporting the diverse learning needs of each child begins in Kindergarten. One way that teachers assess children in Kindergarten is the EYE-TA, which along with other indicators, provides educators with data to inform planning, targeted classroom programming and appropriate interventions responsive to the development and learning needs of the children they teach. The EYE-TA measures five key areas of development closely linked with school readiness and emergent literacy skills. Detailed results for the five key areas of development are available in [Appendix D](#).

EYE-TA: Change in percentage of students meeting developmental milestones from fall 2023 to spring 2024

1. **Awareness of Self and Environment:** 74 per cent → 87 per cent
2. **Social Skills and Approaches to Learning:** 76 per cent → 87 per cent
3. **Cognitive Skills:** 67 per cent → 87 per cent
4. **Language and Communication:** 71 per cent → 83 per cent
5. **Physical Development:**
 - a. **Fine motor skills:** 70 per cent → 89 per cent
 - b. **Gross motor skills:** 82 per cent → 92 per cent
6. **Overall Readiness:** 58 per cent → 75 per cent

To help facilitate high quality learning experiences, Kindergarten teachers collaborated around best practices through a Kindergarten CoP and across their catchments.

Provincial Measures

Alberta Education Assurance Measures

Education Quality: Responses to the Alberta Education Assurance (AEA) survey indicated that the Education Quality in Edmonton Public Schools is perceived by different respondents as High and Intermediate, similar to provincial results (see Table 6). While the decline in improvement is notable, parent perception of achievement results were maintained and remain good overall. The Division remains committed to implementing actions that support continuous improvement.

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
Overall	87.2 (n= 29,182)	87.5 (n= 31,216)	88.2 (n= 30,366)	Intermediate	Declined Significantly	Issue	87.6 (n= 265,643)	88.1 (n= 257,584)	88.6 (n= 253,558)	High	Declined Significantly	Issue
Parent	83.6 (n= 3,916)	83.5 (n= 3,894)	84.3 (n= 4,026)	High	Maintained	Good	83.8 (n= 33,250)	84.4 (n= 31,890)	85.2 (n= 31,809)	High	Declined Significantly	Issue
Student	84.6 (n= 21,495)	85.4 (n= 23,077)	85.9 (n= 22,132)	Intermediate	Declined Significantly	Issue	84.9 (n= 200,322)	85.7 (n= 193,343)	85.8 (n= 190,089)	Intermediate	Declined Significantly	Issue
Teacher	93.3 (n= 3,771)	93.7(n= 4,245)	94.4 (n= 4,208)	Intermediate	Declined Significantly	Issue	93.9 (n= 32,071)	94.4 (n= 32,351)	94.7 (n= 31,661)	Intermediate	Declined Significantly	Issue

Priority 1: Build on outstanding learning opportunities for all students

Parental Involvement: Parental Involvement has been evaluated at Intermediate with improvement by the provincial achievement measure, where parents feel highly involved in their children's education (*see Table 7*). Parents feel more involved than they have over the previous three-year average. Family feedback from the 2023-24 DFS show more encouraging 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. These results are either similar to or an improvement over the 2022-23 DFS results. Teacher perception around parent involvement remains low on the AEAM. 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 work toward finding creative ways to support engagement and invite parents back into the school community post-pandemic.

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
Overall	77.9 (n= 7,620)	77.5 (n= 8,083)	77.1 (n= 8,170)	Intermediate	Improved	Good	79.5 (n= 64,949)	79.1 (n= 63,935)	78.9 (n= 63,174)	High	Improved Significantly	Good
Parent	73.9 (n= 3,888)	72.6 (n= 3,873)	72.1 (n= 4,008)	Very High	Improved	Excellent	74.4 (n= 33,070)	72.5 (n= 31,720)	72.4 (n= 31,659)	Very High	Improved Significantly	Excellent
Teacher	81.9 (n= 3,732)	82.4 (n= 4,210)	82.1 (n= 4,162)	Low	Maintained	Issue	84.6 (n= 31,879)	85.7 (n= 32,215)	85.5 (n= 31,515)	Low	Declined Significantly	Concern

Engaging 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 and their connection to the school community (*see Table 8 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. The intentional work being done by schools to hear student voices is a key strategy to support improvement across this area.

The percentage of teachers, parents and students who agree that:										
Measure & Evaluation	Edmonton School Division					Alberta				
	2021	2022	2023	2024	Improvement*	2021	2022	2023	2024	Improvement*
Students are engaged in their learning at school	85.8 (n= 25,633)	85.1 (n= 29,562)	84.4 (n= 31,178)	83.7 (n= 29,106)	Declined Significantly	85.6 (n= 230,956)	85.1 (n= 249,740)	84.4 (n= 257,214)	83.7 (n= 265,079)	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)	76.8 (n= 29,064)	Declined Significantly	82.6 (n= 230,761)	81.6 (n= 249,570)	80.6 (n= 256,994)	79.9 (n= 264,733)	Declined Significantly

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

Priority 1: Build on outstanding learning opportunities for all students

Division Specialized Supports: The satisfaction of parents of students who qualify for specialized supports remained constant to the prior year. Results were relatively high and, historically, have been similar to the province. In this same area, satisfaction of teachers decreased again, which also follows a provincial pattern (*see Table 9*). This may be connected to the ongoing challenge of staffing to support this work and the increasing complexity of classrooms.

Table 9. Alberta Education Assurance Measures—Division Specialized Supports

a. Parent satisfaction the specialized supports their child receives enables them to be successful learners

Measure & Evaluation	Edmonton School Division					Alberta					
	2020	2021	2022	2023	2024		2020	2021	2022	2023	2024
Parents	85 (n=933)	83 (n=532)	83 (n=690)	80 (n=709)	80 (n=695)	Parents	85 (n=9,893)	84 (n=5,500)	82 (n=5,954)	81 (n=6,562)	78 (n=6,871)

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

Teachers	82 (n=4,716)	78 (n=3,560)	75 (n=4,055)	69 (n=4,177)	66 (n=3,690)	Teachers	81 (n=33,506)	79 (n=29,312)	78 (n=30,162)	75 (n=31,575)	73 (n=31,191)
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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.⁹ 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 use fall assessments to inform programming and interventions for students. They continue to use data to monitor for progress throughout the year. Assessments at the end of the school year help to confirm growth achieved for the school year.
- To build upon existing staff capacity in the areas of literacy and numeracy, Curriculum and Learning Supports (CLS) provided a total of 839 PL opportunities (in-servicing, consultations and/or coaching) for 5,936 participants.
 - To offer PL that is responsive to the needs of teachers and supports the learning needs of students, feedback from staff and current research in the areas of literacy and numeracy learning was used to shape the development of PL throughout the year.
- In 2023, the Division initiated the Literacy and Numeracy Achievement Project (LNAP) to provide access across Division schools to the foundational learnings and successes from the Equity Achievement Project. Participation in LNAP was offered as an "opt-in" opportunity and 20 Division schools with Kindergarten to Grade 6 programming chose to join the project. Through LNAP, schools had an opportunity to participate in ongoing PL in support of evidence-based literacy and/or numeracy strategies that built upon the good work already happening in their school communities.
 - Participating schools identified a 0.25 FTE lead teacher to support their area of focus.
 - These teachers participated in four CoP sessions offered by CLS and worked collaboratively with teachers within their school.
 - Teachers in participating schools were supported through online PL sessions in literacy or mathematics.
 - CLS also supported four CoP sessions for LNAP school leaders; these sessions were focused on instructional leadership in support of literacy or numeracy.
- The Division continued 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 June 2024, the dashboard was updated to report the Diploma exam marks alongside the teacher awarded marks and the blended marks. To support new school leaders, timely professional development was provided to first and second year principals.

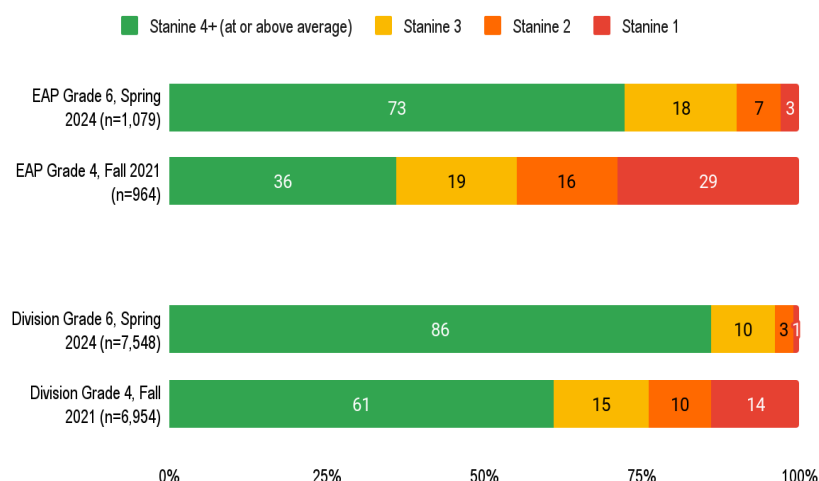
⁹ [Green & Riddell, 2001](#); [Green & Riddell, 2012](#); [Lane & Conlon, 2016](#). For further referenced research on Impact of Literacy and Numeracy on Life Outcomes or Addressing Student Needs in a Post-COVID Era, please see [Appendix G](#).

P1G2 Strategic Action: Implement Year 3 of the Equity Achievement Project, including an analysis of findings from Year 2 of the project.

Informed by research, the Equity Achievement Project (EAP) is a strategic Division project to ensure children in some of Edmonton's most socially vulnerable communities are set up for success in school, and ultimately in life. The overarching goal of this project is the ***intentional support of student learning, leading to improved academic outcomes for our most vulnerable students.***

- The [Year 2 Update Report](#) provided an overview of the intentional work undertaken to strengthen and build capacity in high impact, research-informed instructional practices and school leadership. Students who had been achieving below average in their first year of assessment showed growth over three years, indicating the impact of this work. Other highlights from the report include:
 - Increased collaboration in support of learning.
 - Continued deepening of teacher practice.
 - Growth in students' identities as readers, writers and mathematicians.
- For Year 3 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 (0.25 FTE for literacy and 0.25 FTE for mathematics).
 - Targeted funding for the CLS literacy and numeracy supports (4.0 FTE).
 - CoP for lead teachers and project leadership to support ongoing collaboration, communication, monitoring and implementation of the work.
 - Central leadership for facilitation and evaluation.
- Year 3 continued to build on the foundation of research and evidence-based practices established in the first and second years, with schools selecting an area of focus from each of the Literacy and Mathematics Frameworks. Supported by CLS consultants, these areas of focus enabled schools to delve more deeply into PL that was responsive to the context of their school community and the students they serve.
- The data in Figure 3 below demonstrates the positive impact of the Equity Achievement Project based on CAT4 (Canadian Achievement Tests) reading results. The data follows students in their learning from fall of 2021 to spring 2024.
 - Students in EAP schools needing the most support (stanines 1 and 2¹⁰) experienced substantial growth as they progressed from Grade 4 through to Grade 6. Additionally, EAP students narrowed the difference with the Division from 25 per cent to 13 per cent more students at or above CAT4 grade level expectations. *(Results for mathematics and computation & estimation can be found in [Appendix E.](#))*

Figure 3. Reading: Growth for the EAP cohort from Grade 4 to Grade 6



¹⁰ Please see p.32 for a brief explanation of stanines.

P1G2: Summary of Results and Analysis

Division leaders collaborate to analyze various 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; the number of students expressing confidence in their academic growth is encouraging; however, DFS data also demonstrates the opportunity to support more students to experience this confidence.

2023-24 DFS results indicate that:

80 per cent of students agreed that "I think I am getting better at **reading** this year."

78 per cent of students agreed that "I think I am getting better at **writing** this year."

73 per cent of students agreed that "I think I am getting better at **math** this year."

Overall Reading Levels and HLAT Writing

Table 10 provides a summary of local measures in the areas of reading and writing for students in Grades 1 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 E](#).

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Table 10. Local Reading and Writing Results

	2019–20*		2020–21**		2021–22		2022–23		2023–24	
Students At or Above Grade Level for Reading (Gr. 1–9)	% At or Above	N size	% At or Above	N size	% At or Above	N size	% At or Above	N size	% At or Above	N size
All Division students	68.7	69,720	69.4	70,130	69.9	71,543	67.6	75,612	68.0	78,212
EAL students	61.3	20,836	63.5	20,759	62.5	19,825	59.6	22,340	54.5	22,567
Self-identified First Nations, Métis, and Inuit students	44.5	6,307	43.3	5,938	45.9	6,083	43.7	6,270	47.9	5,901
Students At or Above Grade Level for Writing (HLAT) (Gr. 1–9)	% At or Above	N size	% At or Above	N size	% At or Above	N size	% At or Above	N size	% At or Above	N size
All Division students	HLATs were not administered due to the COVID-19 Pandemic		68.8	66,198	68.8	68,317	66.4	72,001	64.1	75,359
EAL students			64.0	19,991	64.1	19,257	60.1	21,512	53.6	21,983
Self-identified First Nations, Métis, and Inuit students			41.4	4,820	42.3	5,298	42.1	5,511	41.3	5,481

*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.

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.

2023–24 DFS results indicate that:

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

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

CAT4

In 2023–24, students in Grades 4 to 9 completed the CAT4 in reading, mathematics, and computation and estimation for the third year. One way schools can use their CAT4 results to capture progress over the school year is to compare fall results to spring results. For the AERR, Division level results have been investigated to show student learning trajectories between fall and spring for students in Grades 4 to 9¹¹. In fall, the CAT4 assesses students on end of year grade-level expectations for their prior grade, and in the spring students are assessed against end of year expectations for their current grade (prorated to eight months). In the fall, teachers triangulate this data with other sources (e.g., other classroom assessments and their own professional observations) to plan for instruction to support student learning and inform the need for intervention, and in the spring the CAT4 assessments can be used again in support of assessing students’ growth. At a Division level, these CAT4 results are illustrated through stanines.

¹¹ The CAT4 data represents the cohort of students who wrote at their enrolled grade level.

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The stanine scores present data on a nine-point scale, where:

- Stanine scores of 1, 2 and 3 are considered below average.
- Stanine scores of 4, 5 and 6 are considered average.
- Stanine scores of 7, 8 and 9 are considered above average.

Table 11 illustrates how Division students have progressed from the fall of 2023 to the spring of 2024, in reading as assessed by the CAT4, and generally indicates improvement as evidenced by the upward movement of students across the stanines. In Grades 4-7, overall there are fewer students in stanines 1 through 3 and more students achieving at stanine 4 or higher. For students not yet achieving at stanine 4 there is evidence of growth upwards, as the data for spring 2024 shows fewer students achieving at stanines 1 or 2 within these grades. There is more variability for students in Grades 8 to 9, which is an opportunity for further analysis. Division CAT4 results for mathematics, and computation and estimation, as well as disaggregated results for English as an additional language and self-identified First Nations, Métis, and Inuit students are available in [Appendix E](#).

	Stanine 4+ (Green)	Stanine 3 (Yellow)	Stanine 2 (Orange)	Stanine 1 (Red)
Grade 4, Spring 2024	73	14	10	4
Grade 4, Fall 2023	58	15	12	16
Grade 5, Spring 2024	84	11	4	1
Grade 5, Fall 2023	74	14	8	4
Grade 6, Spring 2024	86	10	3	1
Grade 6, Fall 2023	78	12	7	3
Grade 7, Spring 2024	87	6	4	3
Grade 7, Fall 2023	86	7	5	3
Grade 8, Spring 2024	78	9	5	8
Grade 8, Fall 2023	83	7	6	4
Grade 9, Spring 2024	75	10	7	8
Grade 9, Fall 2023	78	10	5	7

Provincial Measures

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 fluctuations over the years at both the Division and provincial level. For Grades 4 and 7, there is a decrease in this confidence from 2019–20 to 2023–24, dropping by six and seven percentage points respectively (*see Table 12*). After a sharp decline between 2019-20 and 2020-21 for Grade 10 students (where student perceptions were likely impacted by the quarter system, online learning and general social distancing requirements), results improved in 2022 and remained similar in 2023 and 2024.

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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.

EPSB						Alberta					
Grade	2020	2021	2022	2023	2024		2020	2021	2022	2023	2024
Grade 4	88 (n=10,382)	85 (n=8,931)	85 (n=9,478)	82 (n=9,859)	82 (n=9,193)	Grade 4	88 (n=79,269)	86 (n=72,003)	86 (n=76,408)	86 (n=76,795)	84 (n=79,653)
Grade 7	88 (n=7,005)	85 (n=5,462)	85 (n=6,232)	83 (n=6,834)	81 (n=6,394)	Grade 7	86 (n=63,269)	85 (n=55,194)	84 (n=60,972)	83 (n=62,369)	82 (n=64,441)
Grade 10	80 (n=6,003)	71 (n=3,553)	74 (n=5,168)	76 (n=6,066)	75 (n=5,503)	Grade 10	83 (n=49,426)	78 (n=39,142)	78 (n=45,983)	78 (n=51,147)	79 (n=52,565)

On the DFS students were asked to respond to, “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.

Provincial Early Years Literacy and Numeracy Assessments

Early Years Literacy and Numeracy Screener and Assessments: In the 2023–24 academic year, the Division continued to administer 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 were administered 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 numeracy¹². 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. Table 13 indicates 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. In the fall, at each grade level 18 - 26 per cent of students assessed met criteria for intervention, while in the spring, at each grade level 15 - 21 per cent of students assessed were identified as at-risk. The final row of the table shows the positive impact of intervention for students. Take Grade 2 as an example, where in numeracy of the 2,157 students who were identified for intervention, approximately 16.5 per cent (or 356) transitioned out of the at-risk category by the end of the year.

Table 13. Early Years Literacy & Numeracy Assessments—At-Risk student count	Castles & Coltheart 3			Numeracy Assessments		
	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3
Total students assessed (Fall - January for Grade 1)	7,978	8,250	7,598	8,266	8,453	7,471
Students identified as at-risk (Fall)	1,839 (23.0%)	1,716 (20.8%)	1,642 (21.6%)	1,920 (23.2%)	2,157 (25.5%)	1,361 (18.2%)
Students identified as at-risk (End of Year)	1,599 (20.0%)	1,443 (17.5%)	1,376 (18.1%)	1,631 (19.7%)	1,801 (21.3%)	1,137 (15.2%)
Students who were at-risk in the fall, who now meet the end-of-year benchmark	240	273	266	289	356	224

¹²Schools 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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To address 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 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.

Numeracy

- Teachers implemented research-based instructional process across a range of aspects of mathematical learning including, but not limited to:
 - Mathematical Representations, which includes
 - Visuals, such as pictorial representations.
 - Concrete or “hands-on” materials.
 - Mathematical or symbolic notations.
 - Mathematical Dialogue, which includes:
 - Sharing ideas and clarifying understanding verbally.
 - Number talks and mental math activities.
 - Vocabulary development to express mathematical ideas.
 - Mathematical Writing, which includes:
 - Graphic organizers and charts.
 - Using pictures, numbers and symbols.

Table 14 shows the average number of months behind grade level at-risk students were assessed at in fall 2023 for reading and numeracy. The table further shows the average number of months of improvement and growth by at-risk students assessed at the end of the year (approximately nine months later).

Table 14. Early Years Literacy & Numeracy Assessments—Average months of growth for at-risk students	Castles & Coltheart 3			Numeracy Assessments		
	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3
Average months behind grade level (Fall)	5.35	8.46	14.35	8.28	9.82	10.48
Average months gained towards grade level (End of Year)	-1.99	-4.38	-2.81	1.30	1.18	-0.07
Average months of growth (End of Year)	7	5	6	10	10	9

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

These results indicate 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. The provincial assessment tools serve as one indicator of students’ growth or progress. Teachers triangulate this data with other sources of information supporting student learning and growth to inform programming and reporting.

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Provincial Achievement Results

PAT Results for All Division Students, EAL students, and Self-Identified First Nations, Métis, and Inuit students: Tables 15, 16 and 17 detail the aggregate PAT results for the percentage of students who achieved the acceptable standard or the standard of excellence in 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, results for all Division students in 2024 (see Table 15) show significant improvement from 2022 for Grade 6 students and improvement and maintained results for Grade 9 students, with higher percentages of Division students achieving acceptable or excellent results compared to the province across both grades. It should be noted that all Grade 6 results have been updated to represent social studies only across all years (see Note 3 on page 11 for further explanation).

Results in 2024 for EAL students (see Table 16) in Grade 6 show a decline from 2022 in the percentage of students achieving the acceptable standard and maintained the percentage of students achieving the standard of excellence, which generally aligns with provincial results. Grade 9 results declined significantly from 2022 to 2024; there was a 12.8 per cent decrease in EAL students who achieved the acceptable standard and a 7.8 per cent decrease in standard of excellence achievement. Provincial results also show significant decreases but not to the same degree (2.1 per cent and 1.2 per cent respectively). One factor for this significant decrease in Grade 9 may be related to a smaller cohort, which is as a result of the annual review of students coded EAL, as discussed above on page 13. The Division will continue to explore these results and to provide programming and interventions to support EAL students in their learning.

Results in 2024 for self-identified First Nations, Métis, and Inuit students (see Table 17) showed improvement since 2022 across both Grades 6 and 9. This is an encouraging trend in improvement for self-identified First Nations, Métis, and Inuit student PAT results and is a testament to the collaborative work of students, their families, community members and staff to support student success.

Overall cohort results	Edmonton School Division							Alberta						
	2020-2021	2022	2023	2024	Achievement	Improvement	Overall	2020-2021	2022	2023	2024	Achievement	Improvement	Overall
Grade 6 Enrolment	n/a	8,095	8,357	8,969				n/a	56,482	57,655	60,804			
Overall percentage of students in Grade 6 who achieved the acceptable standard on PATs.	n/a	69.7	68.1	71.6	Intermediate	Improved Significantly	Good	n/a	67.8	66.2	68.5	Intermediate	Improved Significantly	Good
Overall percentage of students in Grade 6 who achieved the standard of excellence on PATs.	n/a	24.7	22	25.5	High	Improved Significantly	Good	n/a	20.1	18.0	19.8	High	Improved Significantly	Good
Grade 9 Enrolment	n/a	8,151	8,297	8,710				n/a	53,039	57,925	60,682			
Overall percentage of students in Grade 9 who achieved the acceptable standard on PATs.	n/a	64.3	62.0	63.2	Low	Improved	Acceptable	n/a	62.9	62.6	62.5	Low	Maintained	Issue
Overall percentage of students in Grade 9 who achieved the standard of excellence on PATs.	n/a	21.2	18.9	19.1	High	Maintained	Good	n/a	16.8	15.5	15.4	Intermediate	Maintained	Acceptable

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Table 16. Overall PAT Acceptable/Excellence Results for English as an Additional Language Students

EAL cohort results	Edmonton School Division							Alberta						
	2020-2021	2022	2023	2024	Achievement	Improvement	Overall	2020-2021	2022	2023	2024	Achievement	Improvement	Overall
Grade 6 Enrolment	n/a	1,976	2,315	2,300				n/a	9,376	10,098	11,278			
Overall percentage of students in Grade 6 who achieved the acceptable standard on PATs.	n/a	68.7	65.3	63.0	Low	Declined	Issue	n/a	68.4	65.4	64.6	Low	Declined	Issue
Overall percentage of students in Grade 6 who achieved the standard of excellence on PATs.	n/a	23.3	20.1	19.1	High	Maintained	Good	n/a	17.9	15.7	16.5	Intermediate	Improved	Good
Grade 9 Enrolment	n/a	1,703	1,613	1,303				n/a	6,575	7,162	7,405			
Overall percentage of students in Grade 9 who achieved the acceptable standard on PATs.	n/a	62.1	57.8	49.3	Very Low	Declined Significantly	Concern	n/a	54.8	55.3	52.7	Very Low	Declined Significantly	Concern
Overall percentage of students in Grade 9 who achieved the standard of excellence on PATs.	n/a	17.8	15.5	10.5	Low	Declined Significantly	Concern	n/a	11.3	11.0	10.1	Low	Declined	Issue

Table 17. Overall PAT Acceptable/Excellence Results for Self-Identified First Nations, Métis, and Inuit Students

	Edmonton School Division							Alberta						
	2020-2021	2022	2023	2024	Achievement	Improvement	Overall	2020-2021	2022	2023	2024	Achievement	Improvement	Overall
Grade 6 Enrolment	n/a	719	663	667				n/a	4,396	4,332	4,556			
Overall percentage of students in Grade 6 who achieved the acceptable standard on PATs.	n/a	42.6	42.1	45.6	Very Low	Improved	Issue	n/a	46.8	45.3	48.7	Very Low	Improved Significantly	Acceptable
Overall percentage of students in Grade 6 who achieved the standard of excellence on PATs.	n/a	7.2	5.3	7.0	Very Low	Improved	Issue	n/a	7.3	6.5	7.3	Very Low	Improved	Issue
Grade 9 Enrolment	n/a	719	740	768				n/a	4188	4717	4868			
Overall percentage of students in Grade 9 who achieved the acceptable standard on PATs.	n/a	31.1	31.3	34.7	Very Low	Improved	Issue	n/a	41.9	39.4	41.4	Very Low	Improved Significantly	Acceptable
Overall percentage of students in Grade 9 who achieved the standard of excellence on PATs.	n/a	4.0	4.0	5.7	Very Low	Improved	Issue	n/a	5.4	5.3	6.1	Very Low	Improved	Issue

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Diploma Exams

Overall Diploma Exam Course Results: Tables 18, 19 and 20 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. Overall, results for all Division students showed significant improvement from 2022. This result largely aligns with the province, although a higher percentage of Division students achieved the standard of excellence compared to the province. EAL student results declined significantly compared to the previous three-year average. The significantly smaller cohort is likely a factor in this result; please refer to page 13 for further details. Self-identified First Nations, Métis, and Inuit student results show an improvement in the percentage of students achieving the acceptable standard, with Division results slightly higher than provincial result for this cohort. The Division will continue to provide meaningful learning experiences that meet high school students where they are at in their learning and in their interest towards life after high school.

Table 18. Overall Diploma Exam Course Acceptable/Excellence Results for All Division Students

Overall cohort results	Edmonton School Division							Alberta						
	2020-2021	2022	2023	2024	Achievement	Improvement	Overall	2020-2021	2022	2023	2024	Achievement	Improvement	Overall
Writers	n/a	10,317	12,163	12,876				n/a	58,444	67,294	72,444			
Overall percentage of students who achieved the acceptable standard on diploma examinations.	n/a	73.8	80.2	81.5	Intermediate	Improved Significantly	Good	n/a	75.2	80.3	81.5	Intermediate	Improved Significantly	Good
Overall percentage of students who achieved the standard of excellence on diploma examinations.	n/a	21.1	24	25.5	Very High	Improved Significantly	Excellent	n/a	18.2	21.2	22.6	High	Improved Significantly	Good

Table 19. Overall Diploma Exam Course Acceptable/Excellence Results for English as an Additional Language Students

EAL cohort results	Edmonton School Division							Alberta						
	2020-2021	2022	2023	2024	Achievement	Improvement	Overall	2020-2021	2022	2023	2024	Achievement	Improvement	Overall
Writers	n/a	1,624	1,911	940				n/a	5,396	6,167	5,610			
Overall percentage of students who achieved the acceptable standard on diploma examinations.	n/a	58.8	68.7	60.8	Very Low	Declined Significantly	Concern	n/a	59	67.1	66.3	Very Low	Maintained	Concern
Overall percentage of students who achieved the standard of excellence on diploma examinations.	n/a	13.6	17.2	14.4	Intermediate	Declined	Issue	n/a	10.8	13.8	14.0	Intermediate	Maintained	Acceptable

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Table 20. Overall Diploma Exam Course Acceptable/Excellence Results Self-Identified First Nations, Métis, and Inuit Student

	Edmonton School Division							Alberta						
	2020-2021	2022	2023	2024	Achievement	Improvement	Overall	2020-2021	2022	2023	2024	Achievement	Improvement	Overall
Writers	n/a	469	615	611					3,107	3,949	4,258			
Overall percentage of students who achieved the acceptable standard on diploma examinations.	n/a	67.7	74.0	77.2	Low	Improved	Acceptable	n/a	68.7	74.8	76.9	Low	Improved Significantly	Good
Overall percentage of students who achieved the standard of excellence on diploma examinations.	n/a	8.2	11.1	11.0	Low	Maintained	Issue	n/a	8.5	11.3	11.8	Low	Maintained	Issue



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.

- The Division's work in support of career pathways seeks to connect students to authentic, hands-on learning opportunities grounded in curriculum and supporting competency-focused experiences. The Division's Career Pathways initiative supports career exploration from Awareness (Kindergarten to Grade 4), to Understanding (Grades 5 to 9), to Readiness (Grades 10 to 12). Some examples of the work occurring across the Division, includes:
 - MakerWeek, a cross-curricular design challenge for students that emphasized creative problem solving. Over 1,600 students from Kindergarten to Grade 12 participated. Participating schools were provided with resources and PL.
 - Inquiring Minds, immersive off-campus learning experiences for Kindergarten to Grade 12 students, including some of the following themes: Museum School, Zoo School, Aviation School, Science School, City Hall School, USchool and Edmonton Oilers Ice School.
 - The Career Pathways' Community Marketplace, where over 7,300 students and professionals from more than 50 organizations explored careers together. Through the Marketplace, volunteer professionals visited classrooms to share information with students and lead the class in authentic, hands-on, career pathways-focused learning activities.
 - The Student Spaceflight Experiments Program (SSEP) is a Division opportunity (in partnership with the National Center for Earth and Space Science Education) for Grade 6 to Grade 9 students to research Science, Technology, Engineering and Mathematics (STEM) topics in microgravity. Students compete to send their experiment to the International Space Station (ISS).
 - In the 2023-24 school year, 10 schools and 651 student researchers from across the Division participated in the Mission 18 competition. In conjunction with this competition, a cross-curricular Mission Patch Art and Design competition was also held. Two mission patch designs were chosen from entries from approximately 600 Division students Kindergarten to Grade 9. The flight experiment and winning mission patches will launch to the ISS in November 2024.
 - Through collaboration with the online learning tool Callysto, students from three high schools and eight junior high schools took part in hackathons about data science. Students took part in full-day hackathons where they learned about coding, computer literacy, computational thinking and data science. Callysto is an online learning tool that aims to support teachers and students to learn and apply in-demand data science skills.
 - Over 1,000 students from two elementary schools participated in an event focused on artificial intelligence (AI). In collaboration with the Alberta Machine Intelligence Institute (Amii), the event aimed to ignite student curiosity and foster a deeper understanding of AI and its real-world applications, including robotics.
 - Through continued support from the Edmonton Construction Association Tools for Schools initiative from 2022-23, eight additional Division junior high schools each received donated equipment, tools and materials in 2023-24, bringing the total to 28 schools. The goal of the initiative is to increase interest and provide

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positive experiences for students in construction classes.

- Design Thinking is an instructional approach that 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 enable 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 provided to 300 Division staff.

School Story

As an example of how students are engaged in real world learning initiatives, one school implemented an inquiry process to engage students in real world design thinking and skill development in response to the prompt, “create a product that brings you joy”. Students had to explore and figure out the characteristics of their product that enabled it to be functional.

Using 3D printing, students explored and experienced the iterative nature of the design process. This included students engaging in the cycle of feedback to identify and incorporate incremental changes, where needed, to support design functionality. Through this process, student resilience was positively impacted.

- The Career Pathways team engages staff through PL opportunities, curriculum planning and facilitating connections to community partners. This work also included support for the launch of the Business and Innovation Alternative Program at McNally High School and STEM programming at multiple schools.
- 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 2023–24, six Campus EPSB semestered courses were offered at six Division high schools across the city. Additionally, three semestered courses were offered at six industry training sites and eight summer Campus EPSB courses were offered at eight industry training sites. Training and experience at industry sites is supported in partnership with The Educational Partnership Foundation (TEPF). Sixty-eight students chose this path of learning through one of these opportunities.

Semester in school courses	Semester industry training sites	Summer industry training sites
<ul style="list-style-type: none"> ● Automotive Service Technician ● Community Care ● Cosmetology ● Culinary Arts ● Exploring Aviation ● Green Lighting and Renewable Electrical Technology 	<ul style="list-style-type: none"> ● Carpentry and Painters and Allied Trades ● Electrical and Pipes Trades ● Iron Working and Millwrighting 	<ul style="list-style-type: none"> ● Boilermaker ● Carpentry ● Electrician ● Finishing Trades ● Industrial Millwright ● Insulator Heat and Frost ● Ironworker ● Pipe Trades

Priority 1: Build on outstanding learning opportunities for all students

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.

- A key step to high school completion and readiness for life beyond Grade 12 is mapping out a path to high school completion focused on a students' goals and interests. This work happens across Division schools in a variety of ways, with staff engaging in conversations with students and supporting them in documenting their plan. myBlueprint, an online tool, is one example of a resource schools can use to support students in this planning for their futures.
 - myBlueprint is designed to support students' awareness of various career pathways and 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 2023–24 school year, myBlueprint was accessed by students across Kindergarten to Grade 12. While high school students are the most likely to use myBlueprint, Grade 9 students also have the opportunity to create a high school plan. Table 21 highlights the percentage of students in Grade 9 with a high school plan and students in Grades 10 to 12 accessing their myBlueprint account.

Table 21. myBlueprint account use among high school students	2020–21	2021–22	2022–23	2023–24
Percentage of Grade 9 students with a high school plan	45	30	30	35
Percentage of high school students accessing their account	55	53	60	60
Percentage of self-identified First Nations, Métis and/or Inuit high school student accessing their account	40	47	51	48

- The fourth annual EPSB Virtual Career Day was organized by Division high schools and supported by the central Career Pathways team. This event provided 126 sessions, including 26 sessions in French. In total, over 5,000 students from junior high and high schools across the Division took part.
 - Evaluations from students, speakers and moderators indicated high satisfaction, with an average rating of 4.3 out of 5.

Student Voice

“My favorite session was my first block session titled ‘What can you do with an arts degree from the University of Alberta?’ I learned some valuable information about university and how to prepare for it.”

- Student Participant, EPSB Virtual Career Day

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 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. An [update](#) was presented to the Board of Trustees on October 22, 2024. In support of environmental initiatives in schools, the Division conducted a range of activities, including the following:
 - Launched the Environmental Dashboard, which provides a Division- and school-level summary of utility consumption and solar generation (where applicable), with some data going back to 2019. The Dashboard provides data that can be used by teachers in class projects.
 - Communicated emissions reduction targets and solar news stories on the Division website, highlighting the program and the Division's Energy and Environment Strategy.
 - Supported 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 45 Division schools registered to participate in the EcoSchools in Alberta program, which is more than double the number from the prior year.
 - In June, the Division signed up to pilot the new [EcoSchools Board Program](#), which will offer a suite of supports and resources for school jurisdictions across Canada.
 - Engaged with the Student Senate to raise awareness of how students can participate in activities that promote environmental stewardship.
 - Engaged with principals through various committees including the formation of an Energy and Environment Principal Advisory Committee for ongoing feedback on initiatives and school resources.
- 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:
 - The Stepping Into Science Alberta Kindergarten to Grade 3 resource project included the development of lessons where students build an awareness and understanding of humans' impact on the environment. This includes but is not limited to:
 - A Kindergarten lesson where students explore how environments should be protected and respected.
 - A Grade 1 lesson where students learn that First Nations, Métis, and Inuit traditional teachings show a sense of responsibility to care for nature.
 - A Grade 3 lesson where students relate stewardship to changes in the Earth's surface.
 - 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 or writing for environmental grants.

Additional Actions Taken in Support of Priority 1 Goal 3

Dual Credit Courses

- During the 2023–24 school year, the Division increased its dual credit offerings from five courses to seven courses, across seven Division high schools. These courses were offered through Memorandums of Understanding (MOU) with MacEwan University, Norquest College and Athabasca University. In total, 157 students participated in dual-enrolled, dual credit courses that included Sustainable Business, Introduction to Psychology, Introduction to

Priority 1: Build on outstanding learning opportunities for all students

Early Learning Childcare, Individual Health and Wellness and Sociology.

German Career Fair

- In partnership with Goethe-Institut, the Central Agency for German Schools Abroad, and Alberta Education, the Institute for Innovation in Second Language Education (IISLE) coordinated a German Career Fair for approximately 180 secondary students in the German bilingual program. This event runs every two years with the purpose of encouraging students to continue studies in German in high school and university, promoting the advantages of learning German, and highlighting career and academic opportunities related to the German language.

Official Languages in Education Programs (OLEP) Hub Project

- The Hub Project is a new provincial model for supporting French language learning that requires active collaboration among school jurisdictions. The Institute for Innovation in Second Language Education (IISLE) was one of seven projects approved for this funding. The Hub Project involves collaboration with eight other school divisions to address specific needs in French Immersion (FIM) education. The project's goal is to support student oral language development in FIM as well as new curriculum implementation by creating a collection of lessons that incorporate Kindergarten to Grade 6 Curriculum for French Immersion Language Arts and Literature (FILAL), Mathematics, Science and Physical Education and Wellness.

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 actions described above 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 2–5, 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 increase despite some of the challenges of these past few years (*see Table 22*).

Table 22. Credits Attempted* for Students with Passing High School Awarded Marks							
	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
Sum of Credits Attempted for Students with Passing High School Awarded Marks	773,249	791,750	811,504	779,073	812,377	866,694	927,853
Total Students in Division with Passing High School Courses	24,785	25,393	25,884	25,152	25,865	27,231	29,178
Average Credits per Student	31.2	31.2	31.4	31	31.4	31.8	31.8

* Credits Attempted as reported in PASI¹³. Summer school or evaluated courses not included.

¹³ 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

Provincial Measures

High School Completion Rates: These rates are a 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. Tables 23 and 24 highlight three-, four- and five-year high school completion rates for all students and for EAL students at the Division. A caution regarding interpreting high school completion rates over time was provided by Alberta Education (*see note 2 on page 11*), as participation in the 2019-20 and 2021-22 Diploma Exams was impacted by the pandemic. This impact included exams being cancelled at different times and their weighting being reduced from 30 per cent to 10 per cent in 2021-22 and 20 per cent in 2022-23.

These factors likely impacted graduation rates, hence the caution in interpreting results over time. Tables 25 and 26 show the diploma exam participation rate compared to the three-year high school completion rate each year from 2015 to 2023 for all students and for EAL students at the Division. The three-year high school completion rate is consistently higher in the years 2020, 2021 and 2022, when the pandemic affected the writing of diploma exams. The diploma exam participation rates and high school completion rates in 2023 more closely maintain the rates from 2015 to 2019.

This year's five-year completion rate of 86.6 per cent continues to show a pattern of growth and our dropout (2.1 per cent) and Rutherford Scholarship Eligibility (71.0 per cent) rates also demonstrate the commitment and success of Division high school students (*see Table 23*). The five-year completion rate, drop-out rate and Rutherford eligibility data for EAL students are also positive indicators of success, despite a decline in the three- and four-year completion rates for this group of students (*see Table 24*; results for self-identified First Nations, Métis, and Inuit students are addressed in Priority 2 of this report).

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	76.5	78.2	79.2	Intermediate	Declined Significantly	Issue	80.4	80.7	82.4	Intermediate	Declined Significantly	Issue
4-year High School Completion	83.2	84.7	83.6	Intermediate	Maintained	Acceptable	85.1	86.5	86.2	Intermediate	Declined Significantly	Issue
5-year High School Completion	86.6	85.8	85.0	Intermediate	Improved Significantly	Good	88.1	88.6	87.3	Intermediate	Improved Significantly	Good
Drop Out Rate	2.1	2.2	2.2	Very High	Improved	Excellent	2.5	2.5	2.4	Very High	Declined	Good
Rutherford Scholarship Eligibility Rate	71.0	71.7	70.0	High	Improved	Good	70.7	71.9	70.0	High	Improved Significantly	Good
Transition Rate (6 yr)	65.2	65.2	65.1	High	Maintained	Good	60.1	59.7	60.0	Intermediate	Maintained	Acceptable

Priority 1: Build on outstanding learning opportunities for all students

Table 24. 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	68.8	71.2	73.0	Low	Declined Significantly	Concern	72.0	72.8	76.7	Low	Declined Significantly	Concern
4-year High School Completion	79.6	82.5	82.7	Intermediate	Declined	Issue	82.2	85.0	84.8	Intermediate	Declined Significantly	Issue
5-year High School Completion	87.3	84.3	85.7	Intermediate	Maintained	Acceptable	88.1	88.7	87.2	Intermediate	Improved	Good
Drop Out Rate	1.8	1.9	1.9	Very High	Maintained	Excellent	2.6	2.5	2.4	Very High	Declined	Good
Rutherford Scholarship Eligibility Rate	56.4	57.5	57.7	Intermediate	Maintained	Acceptable	56.8	60.3	60	Intermediate	Declined Significantly	Issue
Transition Rate (6 yr)	67.9	70.3	70.9	High	Declined	Acceptable	65.2	62.7	64.7	High	Maintained	Good

Table 25. All Students - Division: Historical Diploma Exam Participation Rate (4+ Exams) and 3-Year High School Completion Rate

	2015	2016	2017	2018	2019	2020	2021	2022	2023
Diploma Exam Participation Rate (4+Exams)	60.1	60.7	60.2	60.2	61.3	0.0	0.0	4.9	56.3
3-year High School Completion	72.3	75.4	73.8	75.1	76.4	78.7	80.6	78.2	76.5
n size	6,199	6,308	6,271	6,567	6,589	6,772	6,973	7,107	7,235

Table 26. English as an Additional Language Students - Division: Historical Diploma Exam Participation Rate (4+ Exams) and 3-Year High School Completion Rate

	2015	2016	2017	2018	2019	2020	2021	2022	2023
Diploma Exam Participation Rate (4+Exams)	59.2	63.2	65.0	59.7	54.0	0.0	0.0	5.1	52.7
3-year High School Completion	65.9	76.1	78.0	68.1	71.0	71.0	76.7	71.2	68.8
n size	470	631	765	763	691	776	841	937	1,091

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 27); however, it reflects the overall downward trend seen at the provincial level. A more in-depth review of this measure, which comprises five sub questions, found the following:

- The sub questions regarding students following rules and respecting each other, which were identified last year as areas of concern, remain the areas with the greatest opportunity for improvement in student and teacher perception.
- An overall area of strength, for students, parents and teachers, continues to be positive agreement with the questions regarding student citizenship or helping their community.

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
Overall	79.0 (n= 29,106)	79.6 (n= 31,187)	82.2 (n= 31,002)	High	Declined Significantly	Issue	79.4 (n= 265,100)	80.3 (n= 257,231)	82.3 (n= 257,092)	High	Declined Significantly	Issue
Parent	78.8 (n= 3,906)	78.9 (n= 3,894)	80.3 (n= 4,132)	High	Maintained	Good	78.7 (n= 33,217)	79.4 (n= 31,869)	81.4 (n= 34,290)	High	Declined Significantly	Issue
Student	68.7 (n= 21,432)	70.2 (n= 23,047)	73.4 (n= 22,398)	High	Declined Significantly	Issue	69.6 (n= 199,816)	71.3 (n= 193,015)	73.0 (n= 190,349)	High	Declined Significantly	Issue
Teacher	89.4 (n= 3,768)	89.8 (n= 4,246)	92.9 (n= 4,472)	Intermediate	Declined Significantly	Issue	89.8 (n= 32,067)	90.3 (n= 32,347)	92.6 (n= 32,453)	Intermediate	Declined Significantly	Issue

Lifelong Learning and Work Readiness: 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 28). Teachers and parents remain satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning, but results declined compared to the prior three-year average. Division result trends are similar to those of the province.

	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
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	82.4 (n= 7,276)	82.5 (n= 7,692)	83.4 (n= 7,796)	High	Declined	Acceptable	82.8 (n= 61,407)	83.1 (n= 60,705)	84.0 (n= 60,097)	High	Declined Significantly	Issue
b. Teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.												
Overall	78.6 (n= 7,431)	79.4 (n= 7,860)	79.7 (n= 7,958)	High	Declined	Acceptable	79.9 (n= 62,712)	80.4 (n= 62,032)	80.7 (n= 61,427)	High	Declined Significantly	Issue

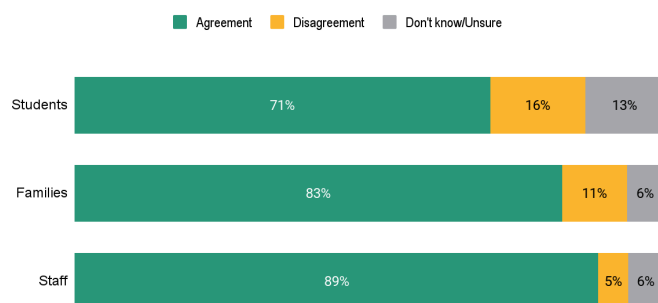
Priority 1: Build on outstanding learning opportunities for all students

Career Planning: Grades 7 and 10 students' perception that they get the help they need planning for a career decreased somewhat in 2024, indicating continued opportunities to build relationships with students and engage them in post-secondary planning (see *Table 29*). Detailed stakeholder results can be found in [Appendix C](#).

	Edmonton School Division					Alberta				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Grades 7	58 (n=6,983)	53 (n=5,206)	56 (n=6,063)	56 (n=6,680)	52 (n=6,242)	52 (n=62,466)	52 (n=51,598)	53 (n=57,068)	53 (n=58,836)	52 (n=60,928)
Grades 10	77 (n=5,997)	73 (n=3,611)	77 (n=5,193)	78 (n=6,054)	75 (n=5,508)	78 (n=49,335)	76 (n=39,431)	76 (n=46,267)	77 (n=51,168)	76 (n=52,587)

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 4 and 5, 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 4. What students are learning in school will help prepare them for the future.

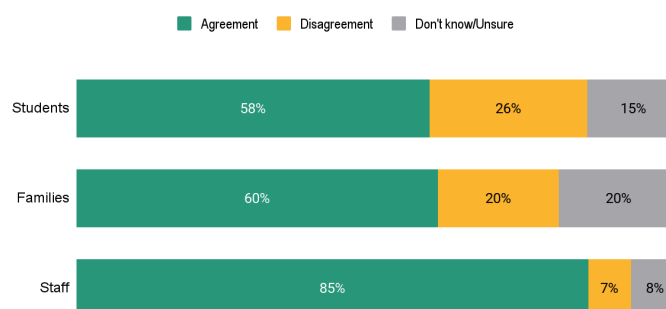


Students: What I learn in school will help me in my future (n=51,795)

Families: What my child learns in school will help prepare them for their future (n=7,483)

Staff: I feel confident connecting curricular outcomes to the development of competencies students will need for their futures (n=4,526)

Figure 5. School is supporting students to prepare for life after high school



Students: I feel supported to prepare for life after I finish high school (Grades 10–12; n=12,581)

Families: My child's school supports them to transition to life after high school (Grades 10–12; n=756)

Staff: I feel confident that the work I am doing is preparing students to transition to life after high school (n=4,776)



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.

2023-24 DFS results indicate that:

82 per cent of students agreed that “my school takes actions that support truth and reconciliation.”

71 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.

Public reporting on progress toward anti-racism, reconciliation, and equity

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 2 Anti-racism, Reconciliation and Equity Action Plan—Year Two Update](#) was brought to public Board on March 5, 2024. The report provided an update around actions taken and progress made during the 2022–23 school year. The report highlighted the Division's work to support the three key action areas of the action plan.

In 2023–24 work in support of the three key areas of the action plan continued, building off of progress made in the previous years. A comprehensive summary of the Division's work in support of anti-racism, reconciliation and equity will be provided in a report at Public Board in early 2025, updating work carried out in support of the Anti-Racism, Reconciliation and Equity Action Plan. Initial highlights from the 2023-2024 school year include:

Support for schools and enhancing school capacity:

- The Division continued to offer a range of learning opportunities for staff focused on key topics intended to support and enhance staff capacity, awareness and knowledge. Details of this work includes:
 - CLS, Diversity and First, Nations, Métis and Inuit consultants offered 81 PL sessions around a range of topics, reaching over 1,770 staff members.
 - Support was also provided to other PL opportunities including before and after school sessions at schools, catchment leadership groups, central units and Human Resources leadership groups.
- First Nations, Métis, and Inuit consultants from CLS and Specialized Learning Supports (SLS) responded to 344 requests for supports, building capacity with students and staff, by providing consultations and Indigenous learning opportunities like the Blanket Exercise, Land Acknowledgement teachings, River Walks, Seven Grandfather teachings, Smudge teachings and building connections between schools and Elders and Knowledge Keepers.
- Anti-racism and Equity and Sexual Orientation and Gender Identity and Expression (SOGIE) consultants responded to 445 requests for support, building capacity with staff by providing consultations and PL opportunities. In collaboration with Mental Health Capacity Building (MHCB) Wellness Coaches, the team introduced a three-part series supporting Priorities 2 and 3 of the Strategic Plan through a capacity building framework that assisted schools to address issues around anti-racism, reconciliation and equity and mental health in tandem.
- The Anti-racism Critical Support (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 19 requests from schools in the 2023–24 school year. This compares to 26 requests in the 2022-2023 school year and 9 requests from the previous year, the year the team was first established as a support for schools.

Priority 2: Advance action towards anti-racism and reconciliation

- Diversity Education staff also noted that there has been an increase in school personnel calling to have conversations around how to address issues before engaging with students, parents and/or community. School staff indicated they felt more prepared and confident to solve the issue after having these consultative meetings.
- The Specialized Learning Supports team, consisting of over 300 staff members, participated in multiple PL opportunities that examined how mental health and neurodiversity are perceived from varying cultural perspectives including Arabic, Caribbean, Hispanic, Indigenous, Nigerian, Somali, SOGIE and Southeast Asian perspectives. The Intercultural Consultants shared how SLS consultants can work in culturally responsive ways to support newcomer families.
- A PL opportunity, entitled Integrative Anti-racism: Culturally Responsive Practices, was created and presented to varying staff groupings including first and second year principals. Diversity staff included conversation and slides on culturally responsive practices in multiple PLs that reached in excess of 2000 staff members. In addition to this PL, all PL opportunities offered by First Nations, Métis, an Inuit Cultural Consultants and Intercultural Consultants also promote culturally responsive practices.
- Further enhanced the information available around days of significance in the 2023-24 edition of the Division's Multifaith Calendar by including the addition of brief descriptors for each date.

Human Resource practices:

- Ongoing engagement with staff to inform the implementation of the anti-racism, reconciliation and equity competency within the Division's Leadership Development Framework; the competency was introduced in August 2024.
 - This work also included the development of materials to support staff in working with the new anti-racism, reconciliation and equity competency.
- Supported the launch of the updated Leadership Development Framework site with increased functionality and usability for all staffing groups.
- Continued to offer PL for leadership staff focused on equitable hiring practices.
- The Division's newly developed Diversity and Inclusivity Statement was introduced to support various HR processes. See Box 2.
- Established a working group and developed a project plan to support exploring the potential collection of staff demographic data.

Box 1. Edmonton Public Schools' Diversity and Inclusivity Statement¹⁴.

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.

Student Demographic Data:

- The 2023-24 school year was spent working with staff and community members to guide the next phases of analysis as data coding and linking proceeded. Through their guidance, students' sense of belonging and safety were identified as the first areas for more in-depth analysis. This analysis has been conducted and a report is scheduled for release in December 2024. This report will serve as the catalyst for further engagement with

¹⁴ Anti-racism and Equity Action Plan - Year One Update ([Edmonton Public Schools, 2023](#))

Priority 2: Advance action towards anti-racism and reconciliation

students to better understand actions the Division can take to enhance students' feelings of belonging and safety.

- The Division was recognized by the Canadian Association for Communicators in Education for its work on the communications plan supporting the extended student demographic survey and preliminary findings from the survey reported in June 2023. This recognition reflects the Division's commitment to transparency and ongoing communication with staff, students, families and the broader community.

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.

- To support authentic engagement and accessible communication, work was initiated on two resources: a guide to courageous conversations and a document supporting guiding principles on inclusive language.
- The Superintendent's Equity Advisory Committee, comprised of members of the community and parents representing a diverse range of backgrounds and lived experiences, met three times over the course of the year. The work they focused on included:
 - Feedback around next steps in the analysis of the extended student demographic data.
 - Input for consideration to the collection of staff demographic data.
 - Things to consider when engaging with students in conversations around complex topics.
- The Anti-Racism, Reconciliation, and Equity Staff Advisory Committee was launched and members were engaged in the development or implementation of key activities, including:
 - Formation of a staff demographic data project committee to explore best practices around the collecting of staff demographic data.
 - Engagement with staff on a mentoring program pilot.
- To support ongoing engagement that informs this work, the Division also continues to have in place, an Anti-racism, Reconciliation and Equity Steering Committee, made up of staff leaders from across multiple central units, and a principal committee with representation from 24 schools and central leaders.
- A number of school-level conversations that centered student voice took place across the Division in various formats including *Creating Schools that Listen*, student summits and social innovation labs, with a focus on sense of belonging and safety.
- Schools are intentional in learning about and celebrating the identities of the students and families they serve. This includes special celebrations, experiencing food and culture from across the school community and supporting learning resources where students see themselves and learn about others.

Catchment Story

One catchment focussed on engaging with students to support a culture of anti-racism, reconciliation and equity. This work included student symposiums, student-led cultural celebrations, engagement with parents and a variety of opportunities across the catchment to learn and build a shared understanding together. Additionally, staff from the catchment participated in monthly PL around a range of topics (e.g., bias, microaggressions, and sexual orientation and gender identity) as part of this initiative. Through this work,

Students felt empowered celebrating their culture and identity.

Additional Actions Taken in Support of Priority 2 Goal 1

- The Policy Review Committee of the Board of Trustees initiated the work to review Board Policy FA.BP Human Resources Framework through an anti-racism and equity lens.
- Board Policy [GCA.BP Approval of the School Year Calendar](#) was passed on May 28, 2024. This work reflected the Board of Trustees’ commitment to the prioritization of days of significance in the calendar when possible.
- Edmonton Public Schools recognized the third National Day for Truth and Reconciliation through a live streamed event showcasing and learning alongside Indigenous artists and students. Schools had access to a series of teaching and learning resources to support them in acknowledging and recognizing the National Day for Truth and Reconciliation.
- A collection of resources intended to support schools in honouring National Indigenous History Month and National Indigenous Peoples Day in June was also made available.

P2G1: Summary of Results and Analysis

Results from the 2023-24 DFS are one source of evidence that the Division is making progress in support of Priority Two. The results also confirm the importance of the Division’s ongoing work and commitment towards anti-racism and equity (see the [DFS summary](#) for details).

2023-24 DFS results indicate that:	
78 per cent of students agreed or strongly agreed that “many diverse cultures (i.e., languages, traditions, worldviews, histories, current realities) are represented in the books and materials at my school.”	75 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.”
86 per cent of families agreed that “many diverse cultures ¹⁵ are represented in the events, activities and environment of my child's school.”	95 per cent of staff agreed “I am aware of the work Edmonton Public Schools is doing to support anti-racism and belonging in schools.”

¹⁵ 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' success 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



Sken-nen Kowa (Keith Callihoo), a Kanienkehaka/Welsh Treaty 6 artist and educator, created this artwork to honour the 2023-24 First Nations, Métis, and Inuit high school graduates at EPSB.

research highlights the importance of relationships, working with families, engaging with the community, early learning, high quality teaching and learning and school leadership 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 2023–24 school year.

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.

- During the 2023–24 school year, 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.
 - Identifying and developing First Nations, Métis, and Inuit resources that support the learning outcomes in Science and English Language Arts and Literature new curriculum.

Priority 2: Advance action towards anti-racism and reconciliation

- Facilitating PL opportunities to increase foundational knowledge of First Nations, Métis, and Inuit cultures, languages, histories, perspectives and current realities.
- Facilitating a staff river valley walk to help build foundational knowledge and reconciliation by learning about Edmonton's history from a First Nations and Métis perspective.
- Developing 94 Truth and Reconciliation travelling book club kits to support book clubs and teaching First Nations, Métis, and Inuit content in English Language Arts and English Language and Literature curriculums across Grades 1 through 12.
- In support of high quality teaching and learning with Indigenous perspectives, schools continued to look at their resources and ensure that books and learning materials included Indigenous examples, stories, characters and world views.
 - Additionally, to support this work, the Division acquired two locally developed courses, Beading (Elder Chronicles) 15 and Treaties and Sovereignty 15, for use in schools to support embedding First Nations, Métis, and Inuit knowledge and history into teaching and learning.
- Across the Division, schools took intentional steps to create welcoming environments 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, Indigenous Games Day, Métis Week.
 - Working with community partners, Elders and Knowledge Keepers to support students.
 - Inviting First Nations, Métis, and Inuit 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) and National Indigenous History Month (June).
- To support the ongoing monitoring of progress for each student, schools assess where students are at in their learning in the fall to inform programming. Schools then monitor for evidence of growth throughout the year to ensure progress or identify students in need of additional support or intervention. In the spring, learning is assessed to inform achievement over the course of the school year.
 - Schools use 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), At, Above or Below grade level reading achievement and HLAT writing.
 - 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.

School Story

To support students learning about Indigenous people and their history in Canada, one school purchased a large Indigenous map of Turtle Island (Canada). For the past three years, the map has been put up in the gymnasium for a month. Supported by activity stations and a tipi, the map invites experiential learning and supports a sense of belonging and engagement across the school community. Staff, students and families come together to participate in activities centered around the map. Recently, this experience has been extended to students from across the catchment.

The school has noted that when the map is displayed, families like to come and learn from it along with students.

Priority 2: Advance action towards anti-racism and reconciliation

- Through the EAP, approximately 41 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.

High Impact Priorities

(OECD *Promising Practices in Supporting Success for Indigenous Students*)

- 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 provided a range of cultural supports and connections for students including: land based field trips, daily smudging, ribbon skirt/shirt creation, classroom and whole school presentations.
- Ten High School Completion Coaches served self-identified First Nations, Métis, and Inuit students at four Division high schools in 2023-24. Through this work the Coaches built relationships with students and their families and provided a range of supports, including:
 - 4,348 individual coaching sessions.
 - 75 post-secondary and/or career transition sessions, including presentations by post-secondary institutions and partner organizations.
 - 600 connections with self-identified First Nations, Métis, and Inuit students and their families, including emails, phone calls, conferences and school family nights.
- Since the High School Completion Coach teams have been established, there has been a continued increase in the number of credits earned on average per self-identified First Nations, Métis, and Inuit student at participating high schools. The greatest impact has been at schools where coaches have been in place for a longer amount of time. Specifically:
 - 23 per cent increase in average credits earned from 2019-20 to 2023-24 at Queen Elizabeth High School.
 - 26 per cent increase in average credits earned from 2020-21 to 2023-24 at Eastglen High School.
 - 12 per cent increase in average credits earned from 2021-22 to 2023-24 at Jasper Place High School.
 - Students have maintained average credits earned from 2021-22 to 2023-24 at Dr. Anne Anderson High School.
- For the fourth year, feedback from students regarding the High School Completion Coach Model was initiated through a survey (*see Table 30*). Note that the questions were refined slightly to further reflect the work of the coaches in 2022-23. These results demonstrate the importance of this model and the impact it has for students.

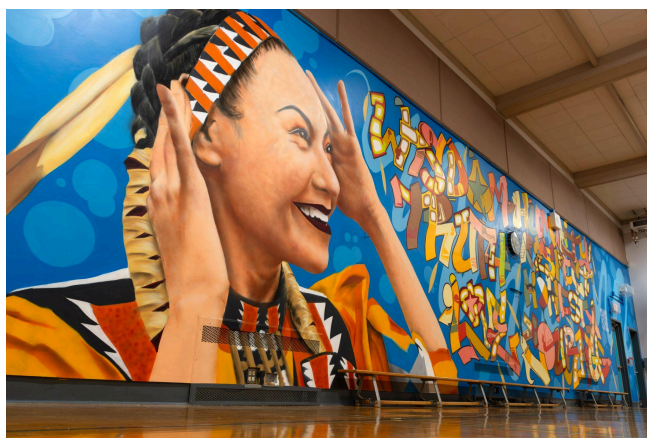
Priority 2: Advance action towards anti-racism and reconciliation

Table 30. Student feedback on High School Completion Coach Model	2020-21	2021-22	2022-23	2023-24
	n=24 (2 schools)	n=71 (3 schools)	n=70 (3 schools)	n= 160 (4 schools)
Having high school completion coaches helps me have a sense of belonging at school.	87	91	99	98
Having high school completion coaches creates opportunities for me to participate in cultural teachings and experiences.	-	-	97	98
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	98
Having high school completion coaches helps me with my academic achievement.	-	-	99	98
In general, it is helpful having high school completion coaches at my school.	91	99	100	100

Additional Actions Taken in Support of Priority 2

- The Board of Trustees passed a [motion](#) at a public Board meeting on September 7, 2021, recognizing that renaming schools is an important part of becoming a more anti-racist and equitable school Division and initiating the work to develop a policy and process for renaming schools in collaboration with students, staff, families and community. As the Board of Trustees continues this work, two schools underwent the renaming process in 2023-24.
 - At the April 9, 2024, Board meeting, Oliver School was renamed Wîkhwêntôwin School.
 - The Wîkhwêntôwin community league led a neighbourhood renaming process with the City, which included engagement with students, staff and families to rename the community from Oliver. The school community felt the new name reflected the values of the school community. Wîkhwêntôwin translates into English as ‘circle of friends’.
 - Prince Charles School was renamed awâsis waciston School.
 - In 2021, the Board approved a motion to initiate a process to consider a new name for Prince Charles School, acknowledging the significance of the awâsis (Cree) program at the school and the Truth and Reconciliation Commission of Canada’s commitment to Indigenous languages and action in education. In June 2024, the name, awâsis waciston, was gifted to Lloyd Martin, Cree Language Keeper, during a Sundance Lodge and can be translated into English as ‘child nest’. The new name was officially announced on September 24, 2024, at a public Board meeting.

Mural at awâsis waciston School created by artist Branden “BusyRawk” Cha and Anishnaabe Cultural Educator and artist Que Rock - Quenten Commanda.



P2G2: Summary of Results and Analysis

The achievement data and actions presented as part of Priority 1 Goal 2 (see Tables 10, 17, 20, 21) reflect Division results for self-identified First Nations, Métis, and Inuit students, demonstrating 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 work.

High School Completion Self-identified First Nations, Métis, and Inuit Students: Division results indicate the importance of our commitment and evidence-informed practices in support of student success and high school completion for self-identified First Nations, Métis, and Inuit students. In 2023-24 we maintained our results in the areas of high school completion, dropout rate, the number of students eligible for the Rutherford Scholarship, and the six-year transition rate (see Table 31). These results confirm the need to remain focused and intentional in this work to ensure a greater number of students experience success.

Similarly to Tables 25 and 26 (see page 45), Table 32 illustrates the possible impact the disruption to diploma exams had on three-year graduation rates. However, the pattern is not quite as noticeable, particularly given the most recent high school completion rate of 49 per cent, which is almost as high as the 2020 rate of 50.5 per cent when there were no diploma exams.

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	49.0	44.2	47.3	Very Low	Maintained	Concern	58.6	57.0	59.5	Very Low	Maintained	Concern
4-year High School Completion	54.2	55.9	55.0	Very Low	Maintained	Concern	65.3	65.8	66.0	Very Low	Maintained	Concern
5-year High School Completion	60.0	62.3	59.1	Very Low	Maintained	Concern	69.4	71.3	69.1	Very Low	Maintained	Concern
Drop Out Rate	6.4	5.7	6.0	Intermediate	Maintained	Acceptable	5.2	5.1	5.0	Intermediate	Maintained	Acceptable
Rutherford Scholarship Eligibility Rate	42.7	44.2	41.6	Very Low	Maintained	Concern	43.7	43.9	41.5	Very Low	Improved Significantly	Acceptable
Transition Rate (6 yr)	34.4	32.7	31.9	Very Low	Maintained	Concern	36.8	35.5	36.3	Low	Maintained	Issue

	2015	2016	2017	2018	2019	2020	2021	2022	2023
Diploma Exam Participation Rate (4+Exams)	20.3	20.5	21.6	18.9	18.4	0.0	0.0	0.8	16.3
3-year High School Completion	38.3	45.6	41.3	40.9	42.8	50.5	47.1	44.2	49.0
n size	560	587	633	607	584	601	622	613	628

Priority 2: Advance action towards anti-racism and reconciliation

Local Measures

Results from the 2023–24 DFS confirm that the majority of students are learning about indigenous perspectives and contributions in school and also reinforce 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 the [DFS summary](#) for details).

2023-24 DFS results indicate that:

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

86 per cent of families agreed or strongly agreed that “many diverse cultures (i.e., languages, traditions, worldviews, histories, current realities) are represented in the events, activities and environment of my child’s school”

79 per cent of staff¹⁶ agreed that “I have the knowledge and skills to program for/support students who are First Nations, Métis, and Inuit.”

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



This artwork is by Linus Woods from Long Plain First Nation in Southern Manitoba. This art was gifted to Edmonton Public Schools. Linus has worked closely with students in our Division and we very much appreciate this gift.

¹⁶ Staff here includes principals, assistant principals and teachers.



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 a pyramid of intervention model (Figure 6) and grounded in the internationally recognized Comprehensive School Health (CSH) framework, which is a whole school approach as it touches on all aspects of school life. The Division works in partnership with Alberta Health Services (AHS) around this approach; AHS hosts a virtual hub of health promotion related resources through [Healthier Together Schools](#). The work of AHS in support of well-being is paralleled alongside the work of schools in Figure 6.

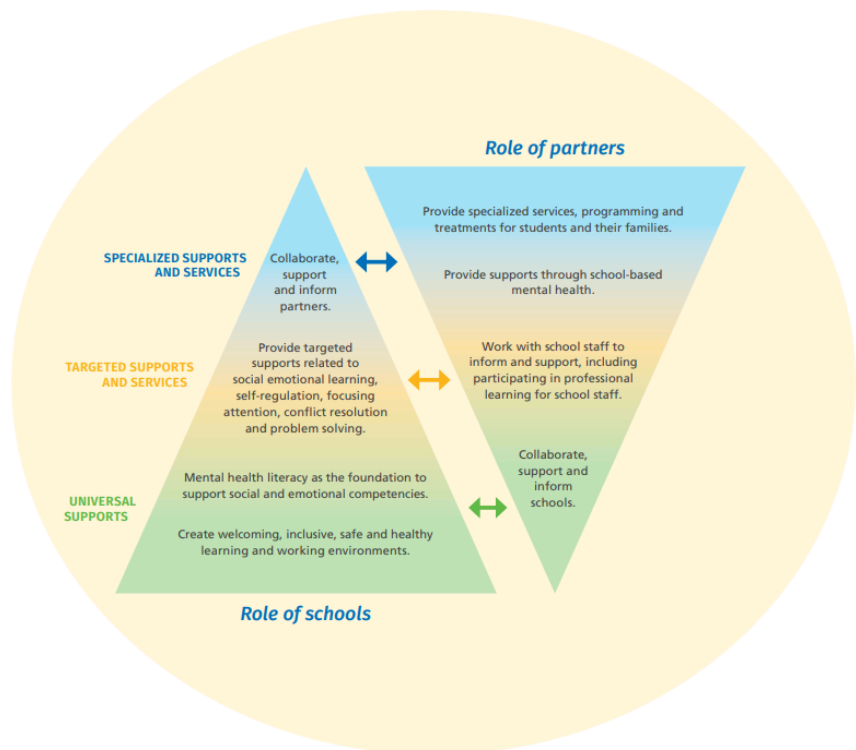


Figure 6. Pyramid of Intervention demonstrating the interplay between the role of schools and the role of health partners ([Edmonton Public Schools, 2023](#))

The following results provide insight into how the Division is doing in addressing Goals 1 and 2 of this priority, encompassing staff and student mental health, well-being and sense of belonging in working and learning environments.

Provincial Measures

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE): To support divisions in monitoring their responsibilities for well-being, the province introduced the WCRSLE measure in the AEAM in 2020–21 as highlighted in Table 33. In 2023–24, parent results were maintained at the Division, though there continued to be an overall decline

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

both provincially and locally for this measure. Some observations from a deeper look at the sub questions that make up this measure include the following:

- Parent and teacher perceptions around teachers caring about and treating students fairly are strong; student results related to these concepts are lower, reflecting an opportunity to reinforce the importance of building relationships with students.
- Student, parent and teacher perceptions that students respect and care for one another, and treat each other well are areas with opportunities for improvement within the Division.

The WCRSLE results closely align with the DFS across all three stakeholder groups in questions relating to safety and belonging (see the [2023-24 DFS summary report for details](#)). 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 in partnership with families and community. The [Strategic Plan Update Report: Well-being and Mental Health](#) highlighting the collective efforts to support Priority 3 of the 2022-2026 Strategic Plan was presented to the Board of Trustees on November 5, 2024. This report shares information about the Division's work to support students through active engagement to build and maintain a welcoming school culture where students feel a sense of belonging and connection; co-create expectations and nurture relationships to support feelings of safety and citizenship; and build staff capacity to support student resilience and engagement as key contributors to mental health and well-being.

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.										
	Edmonton School Division					Alberta				
	2021	2022	2023	2024	Improvement*	2021	2022	2023	2024	Improvement*
Overall	87 (n= 25,660)	85.4 (n= 29,582)	83.2 (n= 31,197)	82.6 (n= 29,133)	Declined Significantly	87.8 (n= 231,091)	86.1 (n= 249,941)	84.7 (n= 257,391)	84.0 (n= 265,321)	Declined Significantly
Parent	86.8 (n= 3,613)	85.7 (n= 4,157)	84.2 (n= 3,896)	84.5 (n= 3,908)	Maintained	88.2 (n= 30,980)	86.9 (n= 31,715)	85.6 (n= 31,885)	85.3 (n= 33,232)	Declined Significantly
Student	79.4 (n= 18,379)	77.6 (n= 21,254)	75.0 (n= 23,056)	73.2 (n= 21,456)	Declined Significantly	79.8 (n= 169,900)	77.7 (n= 187,258)	76.6 (n= 193,156)	75.2 (n= 200,020)	Declined Significantly
Teacher	94.9 (n= 3,668)	93 (n= 4,171)	90.4 (n= 4,245)	90.1 (n= 3,769)	Declined Significantly	95.3 (n= 30,211)	93.6 (n= 30,968)	92.0 (n= 32,350)	91.6 (n= 32,069)	Declined Significantly

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

Local Measures

Local DFS data around individual perception of well-being also provides another snapshot of how people are doing. These multi-year results indicate that students and staff perceive that their well-being has been 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 7–8](#)). Unsurprisingly, only around half of both groups were doing *Very Well/Well* when asked in May 2021. However, more students and staff have signaled a greater sense of well-being in each of the three following years, with 67 per cent of students and 65 per cent of staff indicating they felt well or very well in 2023-24.

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

Figure 7. DFS: Student responses to question, “How are you doing this school year?” *

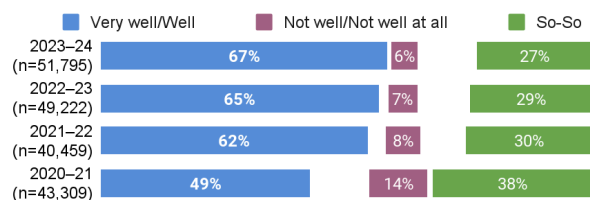
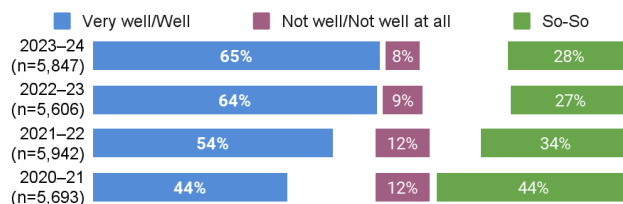


Figure 8. DFS: Staff responses to question, “How are you doing this year?” *



* 2020–21 DFS student and staff question: How are you doing during the pandemic?

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.

2023-24 DFS results indicate that:

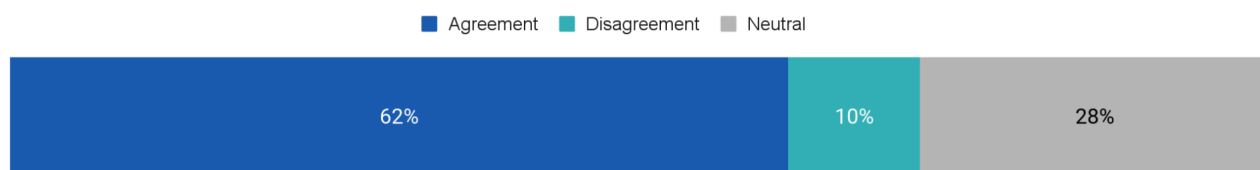
63 per cent of students agreed that “my school is a place where all students feel like they belong,”
80 per cent agreed that “at my school, I have opportunities to be involved in activities that support my sense of belonging.”

88 per cent of staff agreed that “I feel a sense of belonging at my workplace.”

86 per cent of families agreed that “my child feels like they belong at school,” and
77 per cent also agreed that “I feel connected to my child’s school.”

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 2023 (see Figure 9). 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 9. YRS 2023–24 Division Results—I feel like I belong at school (n=59,354).



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.

2023-24 DFS results indicate that:

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

- The following three initiatives are part of the Division’s *Navigating Mental Health: A Coordinated Approach*:

Key Ideas from *Navigating Mental Health: A Coordinated Approach*

- Emphasizes a shared language around mental health in our school communities.
- Assists school staff awareness around pathways through mental health services and supports for students.
- 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.

- The Critical Incident Support Services (CISS) team continues to be a collaborative effort between Specialized Learning Supports (SLS) and Hospital School Campuses (HSC), supporting students and school staff in distress following critical incidents at schools. In the 2023–24 school year, the CISS team expanded to eight teams who supported 30 critical incidents at 25 schools and one central decision unit.
- The Mental Health Team (a collaboration between SLS and HSC) continued to ensure effective and efficient use of resources, connections to AHS and a streamlined approach for schools. This team, consisting of cross-disciplinary support (such as mental health therapists, psychiatric nurses, registered social workers, registered psychologists), provides schools and families with access to cross-disciplinary support and consultations.
 - Members of this team support students during calendar breaks (e.g. winter, spring and summer breaks) as well as during school time, providing crucial access to support for students during key periods of out of school time.
 - The collaborative team of Mental Health Therapists and MHCB Wellness Coaches works closely together to provide a seamless continuum of support and reduce barriers to accessing mental health services. This team prioritizes universal support, before transitioning to targeted or specialized interventions as needed. They collaborate on delivering group sessions, professional learning sessions, and parent information sessions to ensure accessibility and effectiveness.

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

- The Division Mental Health Classrooms at Aldergrove and Keheewin Schools: Initiated in 2022-23, CARE (Confidence, Academics, Relationships and Emotional Regulation) classrooms consist of a Teacher, EA, Mental Health Therapist, Consulting Registered Psychologist and are administered through HSC. This 12-week program is designed as an early intervention for students in Grades 4 to 6 that focuses on mental health and well-being. Students learn new social and problem-solving skills and strategies that help them gain confidence and manage their thoughts and feelings, with the intent that they come away from the classrooms with practical strategies to help them in school, at home and in the community. A classroom cohort serves 10 students and each classroom can support three cohorts per year.
 - The program 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 school-home partnerships.
 - At the completion of their 12 weeks in the CARE classroom, students are supported in their transition by the Mental Health Therapist.
 - To date, 100 per cent of parents whose children participated in the CARE classroom indicated that they have seen positive changes in their children.
 - There has been markedly improved attendance for all students served in this classroom model (average is 90+ per cent).
 - Many students and families have navigated pathways to additional internal and community supports.
- 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.
- To support well-being, most central staff have access to a hybrid work arrangement or an earned day off program. Schools are also able to support flexible work arrangements for staff on PL days.
- The ESPB Multifaith Calendar highlights many days of significance celebrated by students, families and staff across the Division. It promotes awareness for all around various days of significance. It also serves as a tool to assist schools in planning and has supported staff in feeling more comfortable to honour and celebrate days that are important to them. The Division has reported the following data in relationship to days of significance for Division staff:
 - 574 employees observed days of significance - an increase of 34 per cent from 2018-19.
 - 42 distinct days of significance were observed - an increase of 83 per cent from 2018-19.

2023-24 DFS results indicate that:

82 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."

School Story

A school initiated a *whole school values mapping* project in support of well-being, collecting data from students and staff on what matters most in their school community. This work resulted in the emerging of shared language and its meaning in support of a school culture that values well-being:

Success through connection, support and learning

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 PL for staff, the 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 2023–24 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 that nurture student resilience and a sense of belonging at school. Overall, 59,354 students completed the survey. The [2023-24 Youth Resilience Survey Summary Report](#) was included as part of the [Strategic Plan Update Report: Well-being and Mental Health](#) presented to the Board of Trustees on November 5, 2024.
- The Division continued to work with Dr. Ungar in capacity building to support student resilience through the second year of the [R2 Resilience Program©](#) and ongoing PL opportunities. The 12 R2 modules of lessons are aligned with the Alberta curriculum and 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. 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. Seventy-two schools participated in the R2 program last year, an increase of 31 schools from year one. This work included:

School Story

Staff at a junior high participated in the R2 CoP and did a book study. They chose to focus on communication with each other and within the school community. They practiced and modeled how to have a conversation and how to listen, creating a learning opportunity for students to see these communication skills in action.

Both staff and students have reported using what they learned not just at school, but also at home, with peers and in the workplace.

- A support menu to provide staff with access to a range of resilience related materials that inform teaching and learning and the development of a resilience promoting school culture. The menu includes resources, curriculum connections, school-specific stories and research-based materials to expand practices that build student resilience. These tools were designed to promote a shared understanding of resilience research among students, staff and families.
- 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.
- R2 school teams participated in a CoP that included the opportunity to work directly with Dr. Ungar, learn from each other and participate in PL. The CoP met four times throughout the school year.

P3G1: Summary of Results and Analysis

With results similar to 2022-23, the 2023-24 DFS summary report highlighted the impact of 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 [2023-24 Division Feedback Survey for details](#)). This work in schools is often supported through partnerships or connections with community agencies, health professionals or AHS.

2023-24 DFS results indicate that:
70 per cent of students agreed that “my school helps me keep trying when things are hard.”

Additionally, through the DFS and the YRS, students were asked about the connections made in school with trusted teachers and other school staff. These results demonstrate the importance of the role that school staff play in the lives of students.

2023-24 DFS results indicate that:	2023-24 YRS results indicate that:
80 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 [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 2023–24 school year, Student Senators decided to pursue four projects, including: a Club Summit one-day conference; a podcast discussing mental health, media coverage and body image issues youth face; a brochure to highlight digital learning tools; and a workshop to ignite students' passion for education. A [summary](#) of the work they accomplished was presented to the Board of Trustees on May 28, 2024. Supporting materials, information and resources developed in support of students are available on the [Student Senate Website](#).
- Extended Student Demographic Survey: To gain a better understanding of student identity, 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. In 2023–24, to support further analysis of this data, coding of the responses was completed. Feedback from community members, students, families and staff identified belonging and safety as critical to school success. Given this, the student demographic data was linked to responses to questions pertaining to belonging and safety collected through the YRS. A disaggregated analysis of students' sense of belonging and safety was completed in Fall 2024 and a summary report sharing these results is scheduled to come to Public Board December 2024.
- 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. The DFS includes questions specific to Priority 3 and was completed by 51,795 Grade 4 to 12 students, 7,483 families and 5,847 staff.
- 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 2023–24, the following engagement took place in support of policy development:
 - Following the first reading of Board Policy AB.BP Dispute Resolution and Appeals at the October 10, 2023, Board meeting, public engagement occurred through a survey that was open for four weeks from October 16

School Story

Relationships and connections between students and school staff are critical to students experiencing success in school.

To support students in getting to know the adults in their school community, one school created a bulletin board with agency partners and school staff names and photos. This helped build relationships sooner between staff and students and enhanced the students' overall sense of belonging.

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

to November 12, 2023. There were 65 respondents to the online survey.

- Following the first reading of Board Policy GCA.BP Approval of the School Year Calendar at the February 6, 2024, Board meeting, public engagement occurred through a survey that was open for four weeks from February 12 to March 11, 2024. There were 972 respondents to the online survey.
- Following the first reading of Board Policy HFA.BP Sexual Orientation, Gender Identity and Gender Expression, public engagement occurred through a survey that was open for four weeks from May 15 to June 12, 2024. There were 1,137 respondents to the online survey.
- In the fall of 2023, the Board of Trustees hosted social innovation labs on the topic of school safety. Held over several days and evenings, these labs were an opportunity for students, staff, families and community members to share their experiences and perspectives around school safety. This feedback was provided to the Board of Trustees and an overview from these conversations was made public at the [April 30, 2024](#), Board of Trustees meeting.

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 together in support of students and families.

- Through the completion of school plan documents, schools have the opportunity to recognize community members, agencies or individuals who have supported 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: sport activities, student leadership opportunities, nutrition support, cultural activities, tutoring, field trip opportunities, out of school time activities and donations.

School Story

Established in 2016, the evidence-based *All in for Youth (AIFY)* wrap-around initiative has been supporting students in socially complex schools for the past seven years. A review of three-year high school graduation rates for students who attended an *All in for Youth* school for a portion of time on their path to high school completion found the following:

- The three-year graduation rate for students who spent **one year** in an AIFY school was **34.1** per cent.
- The three-year graduation rate for students who spent **two years** in an AIFY school was **42.1** per cent.
- The three-year graduation rate for students who spent **three years** in an AIFY school was **61.1** per cent.

- In response to rising food insecurity across Edmonton¹⁷, schools seek collaborations with community partners to be responsive to student nutritional needs throughout the day. Beyond the Alberta School Nutrition Program, the Division is engaged in partnerships across a range of local and national organizations. Additionally many schools are supported by the local community who wish to be responsive to student nutritional needs.

¹⁷ In 2022, [Statistics Canada](#) reported that 21 per cent of Edmontonians were experiencing some level of food insecurity, the highest rate across census metropolitan areas.

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

- In partnership with AHS, the [Community Helpers Program](#) (CHP) provides opportunities for youth, ages 12 to 25, who are already acting as support to their peers to strengthen their support skills and learn more about mental health. The program's primary goals are to identify and support students who are considered 'natural helpers' to create mental health awareness, reduce stigma and encourage healthy communication, problem solving and help-seeking behaviours. As a universal support for mental health, the CHP helps to create a school environment that is welcoming, inclusive, safe and healthy, and improves the mental health literacy of students and staff. This past year, 20 junior and senior high schools facilitated the program for over 400 student helpers.
- In fall 2023, through provincial funding, a mental health classroom was opened in partnership with CASA Mental Health at J.A Fife school.
 - The CASA Classroom, serving up to 12 students from Grades 4 to 6, addresses the need for services closer to students by bridging a child's mental health and school needs, through a partnership that sees both mental health and educational professionals working together in the classroom.
 - At the J.A. Fife CASA Classroom, average attendance increased from 74 per cent to 87 per cent; students were also able to engage in extracurricular activities such as choir and intramural sports signaling increased connection to the school community.
 - Work was also completed to open another CASA mental health classroom for 2024-25 at Rosslyn School.
- A second three-year contract for the MHCB partnership with AHS began in 2023-24, with six wellness coaches and a program coordinator. Four additional wellness coaches were temporarily hired until the end of August 2024 as a result of one-time additional funds being made available.
 - The wellness coaches promoted positive mental health for children, youth and families through programming that builds capacity of knowledge and skills through universal supports and services. (See a comprehensive list of services offered [here](#).)
 - Through this programming, staff were able to make approximately 74,000 connections with students, 5,500 connections with staff and 2,500 connections with families¹⁸.
- The Division partnered with United Way, the Family Centre and Edmonton Catholic Schools around an application for Provincial Mental Health in Schools Pilot Program funding. The application, focused around wrap-around mental health supports and building resilient school culture, was accepted, with the provincial grant being administered through United Way. For the 2023-24 school year, the funding supported a mental health therapist position and the opportunity to work collaboratively with Dr. Michael Ungar to build staff capacity and support student mental health and well-being in a responsive and sustainable manner. The province recently announced the extension of this program from December 2024 to June of 2025.
- 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, 538 devices were distributed across 76 Division schools.
 - Fresh Hoops continues to make an impact on Edmonton Public Schools outdoor courts across the city. Thanks to a partnership with the Edmonton Stingers and a generous donation from Go Auto, six more outdoor courts were given a refresh, bringing the total to nine, and more are in the works.
 - The Foundation continues to support six full-day Kindergarten programs at Beacon Heights, Calder, Lauderdale, Mee-Yah-Noh, Princeton and Tipaskan schools, supporting 138 students during the 2023-24 school year.

¹⁸ Connections refers to the number of times sessions were attended and not individual program attendees as many participated in multiple sessions.

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

- EPCOR made a significant commitment of \$104,000 (\$52,000/year over two years) to support our youngest learners in a new way - supporting early literacy in all 25 full-day Kindergarten classrooms.
- The Foundation received a Community Grant from the Edmonton Community Foundation for \$50,000 to support School Nutrition in Edmonton Public Schools.

P3G2: Summary of Results and Analysis

The [2023–24 DFS results](#) and the November 5, 2024, [Strategic Plan Update Report: Well-being and Mental Health](#) 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 from students, parents and staff in the WCRSLE measure (*see Table 33*) broadly mirror DFS results for questions that address 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. The congruence 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 around what they need in order to feel connected to and experience success within their school community.

2023-24 DFS results indicate that:

72 per cent of students agreed that “my school helps me develop skills that support my wellness.”

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



Summary of 2023–24 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 2023–24 were \$1,307.8 million, a variance of \$9.9 million or 0.7 per cent, when compared to the spring approved budget total of \$1,297.9 million. Figures 10–12 illustrate expenses by type and program.

Figure 10. Expenses by Type (in \$ millions)

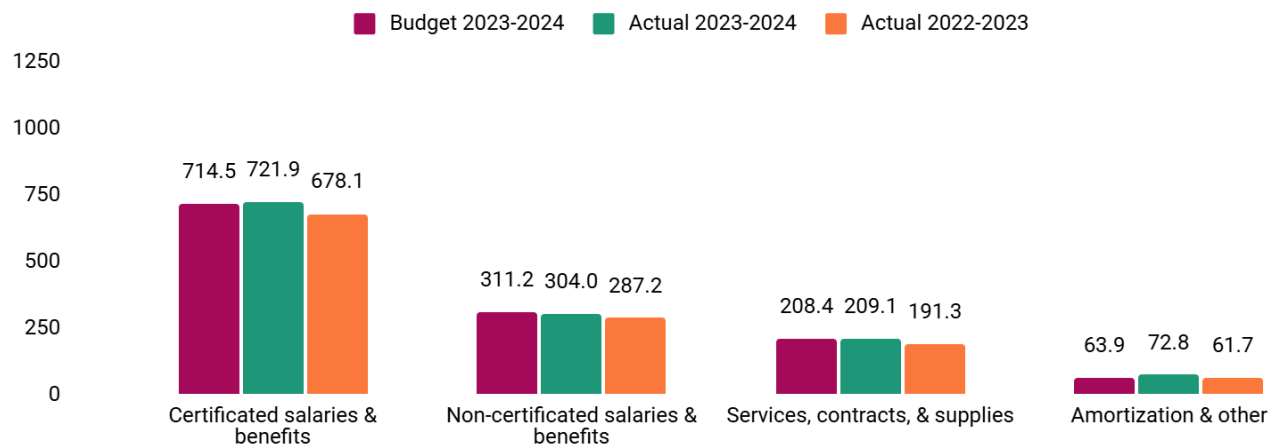
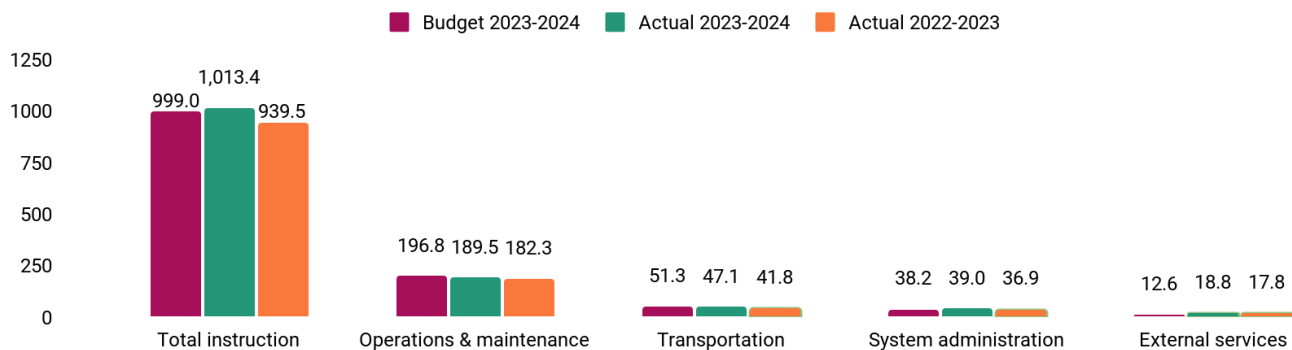


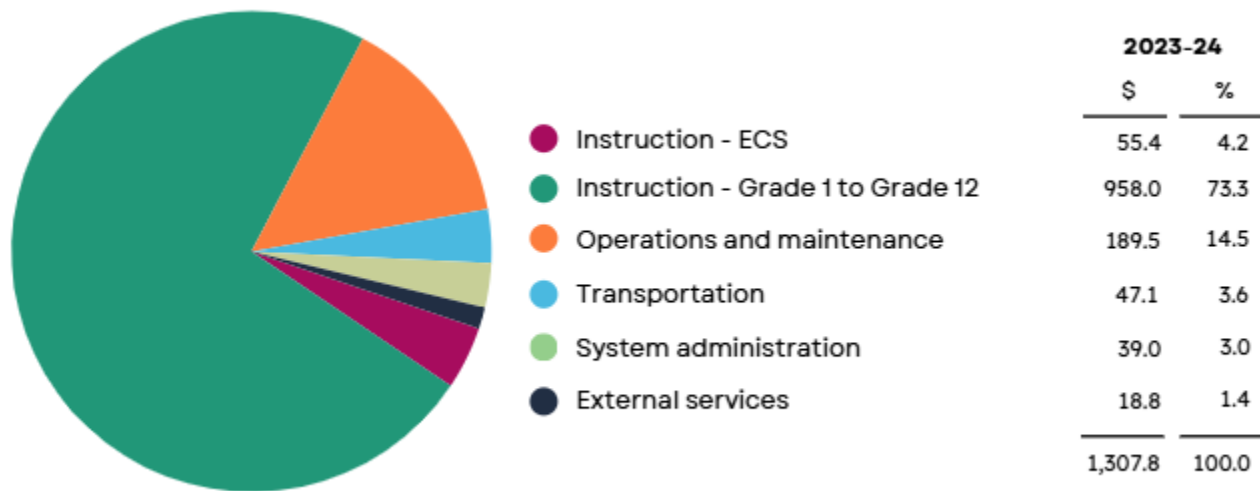
Figure 11. Expenses by Program (in \$ millions)



- Operational expenses do not include capital expenditures.
- Total revenues exceed expenses by \$4.9 million, resulting in an operating surplus.
- 78.4 per cent of total expenses represent staffing, 16.0 per cent represent goods and services and the remaining balance represents amortization and other.

Summary of 2023–24 Financial Results

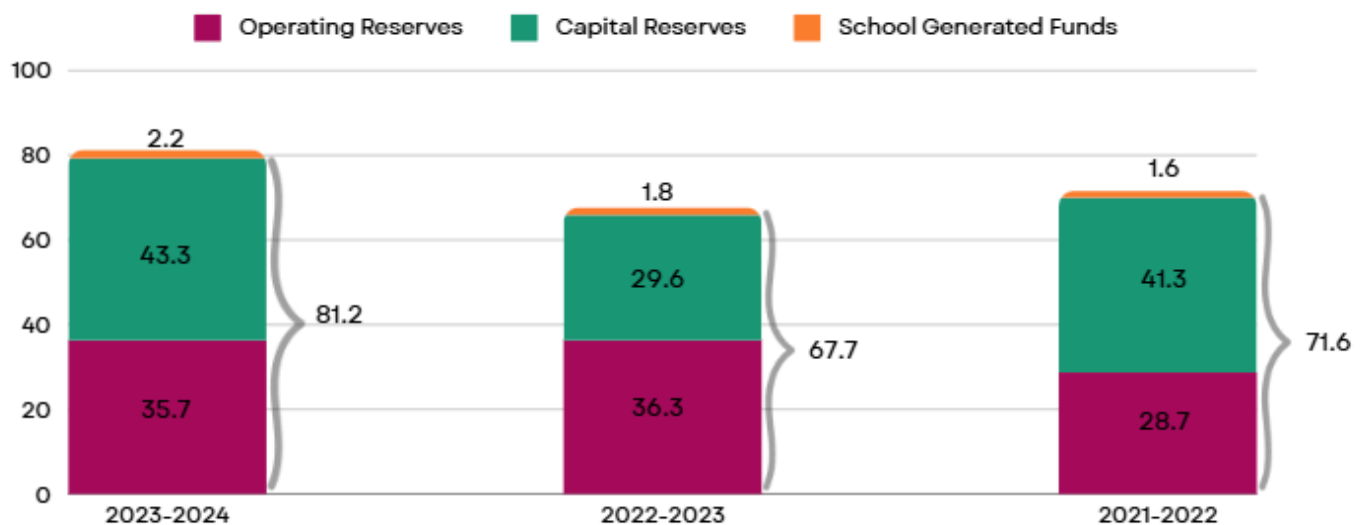
Figure 12. 2023–2024 Expenses by Program (in \$ millions)



- The Division's total operational expenses for 2023–24 were \$1,307.8 million as compared to \$1,218.3 million in 2022–23.
- Average per student spending for 2023–24 was \$11,510 (for 2022–2023 it was \$11,304). This figure does not include gross receipts of School Generated Funds or the cost for External Services. Calculation is based on 2023–24 actual enrolment of 110,044 full-time equivalent (FTE) students (compared to 104,522 in 2022–23).

Figure 13 illustrates reserves and funds.

Figure 13. Reserves (in \$ millions)



Summary of 2023–24 Financial Results

2023–24 changes in accumulated surplus from the prior year include:

- Net increase in SGF operating reserves of \$0.4 million
- Net decrease in operating reserves of \$0.6 million
- Net increase in capital reserves by \$13.7 million.

The increase in capital reserves of \$13.7 million can be attributed to:

- \$4.5 million received for the sale of Sherwood School (school and site).
- \$12.0 million from a targeted transfer from Operating Reserves for Division identified Capital needs.

Offset by \$2.8 million used to fund previously Board approved capital projects including:

- Growth and Student Accommodation Programs (includes modular and relocation projects) and to further the Division's Energy and Environmental Strategy.

School Generated Funds (SGF)

- Unexpended SGF at August 31, 2024 was \$4.9 million, increased from the amount at the beginning of the school year of \$3.9 million.
 - \$1.4 million of the current year unexpended funds is included in Deferred Revenue.
 - \$1.3 million in Unearned Revenue.
 - \$2.2 million included in Accumulated Surplus.
- Gross receipts in SGF is comprised of:

Table 34. School generated funds gross receipt breakdown		
School Funds	Budget (\$ millions)	Actual (\$ millions)
Fees	13.9	14.7
Fundraising	2.2	1.6
Gifts and donations	6.2	6.4
Other sales and services	4.4	6.4
Total	26.7	29.1

- Uses of SGF totaled \$21.5 million and related primarily to extra-curricular activities and School Council funded activities and initiatives.
- Additional SGF expenses of \$6.6 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/2023-24-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 2023–24 school year.

Appendix A: School Plan and Results Review

School Plan Template and Planning Guide

PLANNING FOR THE 2023–24 SCHOOL YEAR

- **Five Reflective Questions Template:** To support schools in the completion of their 2023–24 school plan, a template framed around five reflective questions that help support continuous improvement has been created. Principals are invited to work through these questions with their school community to help inform the development of this year’s goals for your school plan. Each school will develop a **minimum of two goals**, with one goal related to Priority 1 of the [Strategic Plan](#). Exemplars are provided in this document on pages 3-12.
- Working Five Reflective Questions Template
- Exemplar 1: Elementary (Grades 1–6) Literacy
- Exemplar 2: Junior High (Grades 7–9) Numeracy
- Exemplar 3: Priority 3 ‘Sense of Belonging’
- Exemplar 4: High School (Grades 10–12) Literacy

WHEN COMPLETING PLANS, NOTE THE FOLLOWING:

- All schools will complete a 2023–24 Plans document.
- Principals with Pre-Kindergarten programming are to consolidate their plans for both cost centres in a single document.
- BPS is restricted to a two page limit in the Plans module.
 - Each goal has a minimum requirement of 20 characters for each text box. An error message will appear if a box is under the minimum requirement or if the plan exceeds the two page limit.
 - The box at the bottom of each goal titled “What data will you use to track continuous improvement?” has a limit of 400 characters. This section is intended to be a sentence format of the data you will be using for evidence of continuous improvement. This box has structured limitations, please use a sentence separated by commas and not a bulleted list. Exceeding this limit will result in an error in your upload.
- Student academic growth is a priority for the Division. As such, all schools will develop at least one goal in support of Priority 1 of the Strategic Plan, *Build on outstanding learning opportunities for all students*. This includes the Division’s responsibility and 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](#).
 - Please see the OECD Promising Practices-Abridged report as a reference resource.
- 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 community in the development of school goals. The five reflective questions may support you in these conversations.
- The [2022–26 Four-Year Education Plan](#) may also provide additional information helpful in developing goals.
- Review and update the SCHOOL COMMUNITY RELATIONSHIPS section of the Plans document. For more information see here.
- Spell check—the spell check function is no longer available on BPS. Please review your spelling carefully.
- Ward Trustee names—The trustee names found in BPS are current. These will be updated centrally following each municipal election.
- User Manuals for BPS Modules can be accessed under the HELP menu on Budget Planning System (BPS).

Appendix A: School Plan and Results Review

- The 2023–2024 BUDGET PLANNING GUIDE FOR CREATING SCHOOL PLANS can be accessed under the Plans menu, Instructions and Info submenu on Budget Planning System (BPS).

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.

Five Reflective Questions to Support the Development of Goals

1. What area of focus does our data tell us is important?

2. What specific data informed the identification of this focus?

3. Where are we starting from?

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

5. What are the actions that will be taken to support improvement in this area of focus (2–5 actions)?

After working through the above five questions, use this information to develop a school plan goal to be entered in BPS:

Goal __

Division Priority __

What data will you use to track continuous improvement?

Results Review Template

Reporting on the 2023–24 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 2023–24, 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 2023–24 Plans*

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

SMART Goal #2: *goal will be imported from the 2023–24 Plans*

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

SMART Goal #3: *goal will be imported from the 2023–24 Plans*

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

Challenges:

What were the biggest challenges encountered in 2023–24?

Improvement Opportunities:

What are the opportunities for improvement from 2023–24 that will inform your plan for 2024–25?

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
PAT6: Acceptable	0.00–58.97	58.91–68.15	68.15–76.62	76.62–83.55	83.55–100.00
PAT6: Excellence	0.00–7.30	7.30–12.45	12.45–19.08	19.08–30.09	30.09–100.00
PAT9: Acceptable	0.00–62.37	62.37–67.35	67.35–76.70	76.70–81.94	81.94–100.00
PAT9: Excellence	0.00–9.69	9.69–13.44	13.44–18.38	18.38–23.38	23.38–100.00
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)	0.00–35.49	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.

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

Category Evaluation

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

Appendix 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					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Overall	84.2 (n= 19,785)	84.5 (n= 21,204)	84.5 (n= 20,577)	Very High	Maintained	Excellent	82.8 (n= 184,554)	82.9 (n= 179,589)	82.9 (n= 175,964)	Very High	Declined	Good
Parent	83.8 (n= 3,896)	83.5 (n= 3,870)	83.5 (n= 4,006)	Very High	Maintained	Excellent	82.3 (n= 33,145)	82.2 (n= 31,780)	82.3 (n= 31,703)	Very High	Maintained	Excellent
Student	78.2 (n= 12,132)	79.4 (n= 13,092)	79.0 (n= 12,369)	Very High	Declined	Good	76.7 (n= 119,382)	77.4 (n= 115,487)	77.1 (n= 112,632)	Very High	Declined Significantly	Acceptable
Teacher	90.7 (n= 3,767)	90.5 (n= 4,242)	90.9 (n= 4,203)	Very High	Maintained	Excellent	89.2 (n= 32,027)	89.3 (n= 32,322)	89.3 (n= 31,630)	High	Maintained	Good

Learning Engagement

Table C2 Alberta Education Assurance Measures—4-Year Historical Division Engaging Students

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

Measure & Evaluation	Edmonton School Division					Evaluation	Alberta					Evaluation
	2020	2021	2022	2023	2024	Improvement*	2020	2021	2022	2023	2024	Improvement*
Overall	n/a	85.8 (n= 25,633)	85.1 (n= 29,562)	84.4 (n= 31,178)	83.7 (n= 29,106)	Declined Significantly	n/a	85.6 (n= 230,956)	85.1 (n= 249,740)	84.4 (n= 257,214)	83.7 (n= 265,079)	Declined Significantly
Parent	n/a	89.4 (n= 3,612)	88.5 (n= 4,156)	87.6 (n= 3,888)	87.1 (n= 3,906)	Declined	n/a	89.0 (n= 30,994)	88.7 (n= 31,694)	87.3 (n= 31,862)	86.7 (n= 33,209)	Declined Significantly
Student	n/a	71.9 (n= 18,365)	71.9 (n= 21,239)	71.2 (n= 23,047)	69.6 (n= 21,436)	Declined Significantly	n/a	71.8 (n= 169,789)	71.3 (n= 187,102)	70.9 (n= 193,029)	69.3 (n= 199,823)	Declined Significantly
Teacher	n/a	96.0 (n= 3,656)	95.1 (n= 4,167)	94.4 (n= 4,243)	94.4 (n= 3,764)	Maintained	n/a	96.0 (n= 30,173)	95.5 (n= 30,944)	95.1 (n= 32,323)	95.1 (n= 32,047)	Declined

*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—4-Year Historical Division Supports and Service

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

Measure & Evaluation						Evaluation	Alberta					Evaluation
	2020	2021	2022	2023	2024	Improvement*	2020	2021	2022	2023	2024	Improvement*
Overall	n/a	80.6 (n= 25,607)	80 (n= 29,533)	78.2 (n= 31,153)	76.8 (n= 29,064)	Declined Significantly	n/a	82.6 (n= 230,761)	81.6 (n= 249,570)	80.6 (n= 256,994)	79.9 (n= 264,733)	Declined Significantly
Parent	n/a	76.1 (n= 3,601)	74.9 (n= 4,148)	73.7 (n= 3,891)	72.3 (n= 3,896)	Declined Significantly	n/a	78.9 (n= 30,936)	77.4 (n= 31,684)	75.7 (n= 31,847)	75.4 (n= 33,177)	Declined Significantly
Student	n/a	78.6 (n= 18,342)	79.7 (n= 21,216)	78.9 (n= 23,018)	77.0 (n= 21,405)	Declined Significantly	n/a	80.2 (n= 169,631)	80.1 (n= 186,935)	79.9 (n= 192,805)	78.7 (n= 199,516)	Declined Significantly
Teacher	n/a	87.2 (n= 3,664)	85.2 (n= 4,169)	81.9 (n= 4,244)	81.1 (n= 3,763)	Declined Significantly	n/a	88.7 (n= 30,194)	87.3 (n= 30,951)	86.2 (n= 32,342)	85.6 (n= 32,040)	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

Teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

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
Overall	82.4 (n= 7,276)	82.5 (n= 7,692)	83.4 (n= 7,796)	High	Declined	Acceptable	82.8 (n= 61,407)	83.1 (n= 60,705)	84.0 (n= 60,097)	High	Declined Significantly	Issue
Parent	74.7 (n= 3,628)	75.4 (n= 3,592)	75.9 (n= 3,720)	Very High	Declined	Good	74.8 (n= 30,731)	75.0 (n= 29,674)	76.1 (n= 29,614)	Very High	Declined Significantly	Acceptable
Teacher	90.2 (n= 3,648)	89.7 (n= 4,100)	90.8 (n= 4,076)	Intermediate	Maintained	Acceptable	90.7 (n= 30,676)	91.3 (n= 31,031)	91.9 (n= 30,483)	Intermediate	Declined Significantly	Issue

Table C5. Alberta Education Assurance Measures

Teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

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
Overall	78.6 (n= 7,431)	79.4 (n= 7,860)	79.7 (n= 7,958)	High	Declined	Acceptable	79.9 (n= 62,712)	80.4 (n= 62,032)	80.7 (n= 61,427)	High	Declined Significantly	Issue
Parent	72.8 (n= 3,726)	73.7 (n= 3,680)	74.1 (n= 3,811)	High	Declined	Acceptable	73.3 (n= 31,458)	73.4 (n= 30,381)	74.0 (n= 30,348)	High	Declined Significantly	Issue
Teacher	84.4 (n= 3,705)	85.0 (n= 4,180)	85.3 (n= 4,148)	Intermediate	Declined	Issue	86.6 (n= 31,254)	87.3 (n= 31,651)	87.4 (n= 31,080)	High	Declined Significantly	Issue

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.

Table C6. Alberta Education Assurance Measures Division and Province—PAT Grades 6 & 9—All Students

Course	Standard	Edmonton School Division							Alberta						
		2020-2021	2022	2023	2024	Achievement	Improvement	Overall	2020-2021	2022	2023	2024	Achievement	Improvement	Overall
English Language Arts 6	Acceptable	n/a	77.2	76.8	n/a	n/a	n/a	n/a	n/a	76.1	76.2	n/a	n/a	n/a	n/a
	Excellence	n/a	21.6	20.6	n/a	n/a	n/a	n/a	n/a	18.9	18.4	n/a	n/a	n/a	n/a
French Language Arts 6 année	Acceptable	n/a	80.1	83.3	86.5	Intermediate	Improved	Good	n/a	76.9	77.6	69.9	Low	Declined Significantly	Concern
	Excellence	n/a	12	15.5	15.0	Intermediate	Maintained	Acceptable	n/a	10.6	12.5	9.3	Intermediate	Declined Significantly	Issue
Mathematics 6	Acceptable	n/a	65.9	67.1	n/a	n/a	n/a	n/a	n/a	64.1	65.4	n/a	n/a	n/a	n/a
	Excellence	n/a	15.6	18.4	n/a	n/a	n/a	n/a	n/a	12.6	15.9	n/a	n/a	n/a	n/a
Science 6	Acceptable	n/a	74	67.4	71.6	Low	Improved Significantly	Good	n/a	71.5	66.7	68.8	Low	Improved Significantly	Good
	Excellence	n/a	27.7	24.3	29.2	High	Improved Significantly	Good	n/a	23.7	21.8	24.8	Intermediate	Improved Significantly	Good
Social Studies 6	Acceptable	n/a	69.7	68.1	71.6	Intermediate	Improved Significantly	Good	n/a	67.8	66.2	68.5	Intermediate	Improved Significantly	Good
	Excellence	n/a	24.7	22	25.5	High	Improved Significantly	Good	n/a	20.1	18	19.8	High	Improved Significantly	Good
English Language Arts 9	Acceptable	n/a	69.2	69.3	69.1	Low	Maintained	Issue	n/a	69.6	71.4	69.5	Low	Declined Significantly	Concern
	Excellence	n/a	15.6	15.1	13.7	Intermediate	Declined Significantly	Issue	n/a	12.9	13.4	11.8	Intermediate	Declined Significantly	Issue
K&E English Language Arts 9	Acceptable	n/a	50	45	33.1	Low	Declined Significantly	Concern	n/a	50.5	50.2	49.6	Low	Maintained	Issue
	Excellence	n/a	3.8	1.5	4.4	Intermediate	Improved	Good	n/a	5.0	5.7	5.6	Intermediate	Maintained	Acceptable
French Language Arts 9 année	Acceptable	n/a	82.9	79.6	84.3	Intermediate	Improved	Good	n/a	73.5	76.1	76.6	Low	Maintained	Issue
	Excellence	n/a	12.5	15.1	14.9	Intermediate	Maintained	Acceptable	n/a	9.9	10.9	10.6	Intermediate	Maintained	Acceptable
Mathematics 9	Acceptable	n/a	55.9	54	54.4	Low	Maintained	Issue	n/a	53.0	54.4	52.7	Low	Declined Significantly	Concern
	Excellence	n/a	21	16.8	17.7	Intermediate	Improved	Good	n/a	16.7	13.5	14.0	Intermediate	Improved Significantly	Good
K&E Mathematics 9	Acceptable	n/a	49.6	50	40.2	Low	Declined	Issue	n/a	55.3	52.7	52.2	Low	Maintained	Issue
	Excellence	n/a	5.4	8.4	7.7	Intermediate	Maintained	Acceptable	n/a	11.1	11.3	9.9	Intermediate	Declined	Issue
Science 9	Acceptable	n/a	69.5	65.5	68.0	Intermediate	Improved Significantly	Good	n/a	68.0	66.3	67.6	Intermediate	Improved Significantly	Improved Significantly
	Excellence	n/a	28.6	24.3	25.8	Very High	Improved Significantly	Excellent	n/a	22.6	20.1	20.8	Very High	Improved Significantly	Excellent
K&E Science 9	Acceptable	n/a	48.9	57.3	38.1	Very Low	Declined Significantly	Concern	n/a	57.8	52.9	52.3	Low	Maintained	Issue
	Excellence	n/a	10.2	9.7	4.8	Low	Declined	Issue	n/a	11.0	10.9	8.9	Intermediate	Declined	Issue

Appendix C: Detailed Assurance Measures Results

Social Studies 9	Acceptable	n/a	62.8	59.3	62.3	Intermediate	Improved Significantly	Good	n/a	60.8	58.4	60.5	Low	Improved Significantly	Improved Significantly
	Excellence	n/a	20.4	20.2	20.0	High	Maintained	Good	n/a	17.2	15.9	15.8	Intermediate	Maintained	Acceptable
K&E Social Studies 9	Acceptable	n/a	54.2	57.4	40.0	Low	Declined Significantly	Concern	n/a	53.2	49.6	50.4	Low	Maintained	Issue
	Excellence	n/a	20.5	11.5	8.2	Intermediate	Maintained	Acceptable	n/a	14.1	10.6	11.3	Intermediate	Maintained	Acceptable

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

Course	Edmonton School Division				Alberta			
	2020–21	2022	2023	2024	2020–21	2022	2023	2024
English Language Arts 6	n/a	8,098	8,364	n/a	n/a	56,095	52,106	n/a
French Language Arts 6 année	n/a	342	330	334	n/a	3,496	3,131	1,870
Mathematics 6	n/a	8,100	8,363	n/a	n/a	56,019	52,551	n/a
Science 6	n/a	8,093	7,972	8,966	n/a	56,451	54,859	53,806
Social Studies 6	n/a	8,095	8,357	8,969	n/a	56,483	57,655	60,804
English Language Arts 9	n/a	8,039	8,155	8,570	n/a	35,521	56,255	59,096
K&E English Language Arts 9	n/a	106	131	136	n/a	1,310	1,254	1,465
French Language Arts 9 année	n/a	257	279	242	n/a	3,228	3,215	3,308
Mathematics 9	n/a	8,012	8,109	8,508	n/a	32,890	55,447	58,577
K&E Mathematics 9	n/a	129	178	194	n/a	1,746	1,815	1,967
Science 9	n/a	8,051	8,155	8,573	n/a	31,215	56,311	59,072
K&E Science 9	n/a	88	124	126	n/a	1,185	1,197	1,411
Social Studies 9	n/a	8,059	8,156	8,588	n/a	30,108	56,309	59,125
K&E Social Studies 9	n/a	83	122	110	n/a	1,167	1,140	1,351

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

Course	Standard	Edmonton School Division							Alberta						
		2020–2021	2022	2023	2024	Achievement	Improvement	Overall	2020–2021	2022	2023	2024	Achievement	Improvement	Overall
English Language Arts 6	Acceptable	n/a	75.5	73.4	n/a	n/a	n/a	n/a	n/a	76.8	73.9	n/a	n/a	n/a	n/a
	Excellence	n/a	17.8	16.1	n/a	n/a	n/a	n/a	n/a	16.0	13.9	n/a	n/a	n/a	n/a
French Language Arts 6 année	Acceptable	n/a	64	77.5	86.7	Intermediate	Maintained	Acceptable	n/a	74.0	75.5	74.5	Intermediate	Maintained	Acceptable
	Excellence	n/a	8	10.0	23.3	High	Improved	Good	n/a	11.6	13.8	12.7	Intermediate	Maintained	Acceptable
Mathematics 6	Acceptable	n/a	65.8	65.9	n/a	n/a	n/a	n/a	n/a	65.3	64.9	n/a	n/a	n/a	n/a
	Excellence	n/a	16	17.3	n/a	n/a	n/a	n/a	n/a	13.1	15.2	n/a	n/a	n/a	n/a
Science 6	Acceptable	n/a	72.3	63.6	62.9	Low	Maintained	Issue	n/a	72.0	64.7	63.8	Low	Declined	Issue
	Excellence	n/a	25.9	19.3	19.9	Intermediate	Maintained	Acceptable	n/a	21.0	17.2	18.4	Intermediate	Improved Significantly	Good

Appendix C: Detailed Assurance Measures Results

Social Studies 6	Acceptable	n/a	68.7	65.3	63.0	Low	Declined	Issue	n/a	68.4	65.4	64.6	Low	Declined	Issue
	Excellence	n/a	23.3	20.1	19.1	High	Maintained	Good	n/a	17.9	15.7	16.5	Intermediate	Improved	Good
English Language Arts 9	Acceptable	n/a	65.4	62.5	52.1	Very Low	Declined Significantly	Concern	n/a	61.9	62.2	56.9	Very Low	Declined Significantly	Concern
	Excellence	n/a	9.7	9.3	4.8	Very Low	Declined Significantly	Concern	n/a	7.0	6.6	5.4	Very Low	Declined Significantly	Concern
K&E English Language Arts 9	Acceptable	n/a	30	26.1	32.3	Low	Maintained	Issue	n/a	45.7	34.9	46.7	Low	Improved Significantly	Good
	Excellence	n/a	0.0	0.0	3.2	Intermediate	Maintained	Acceptable	n/a	2.4	1.3	4.0	Intermediate	Improved	Good
French Language Arts 9 année	Acceptable	n/a	69.2	85.0	*	*	*	*	n/a	64.0	71.1	67.8	Low	Maintained	Issue
	Excellence	n/a	0	25.0	*	*	*	*	n/a	10.1	11.3	9.2	Intermediate	Maintained	Acceptable
Mathematics 9	Acceptable	n/a	56.3	53.1	45.6	Very Low	Declined Significantly	Concern	n/a	47.0	50.1	46.7	Very Low	Declined Significantly	Concern
	Excellence	n/a	19.6	15.5	11.7	Low	Declined Significantly	Concern	n/a	12.9	12.0	11.5	Low	Maintained	Issue
K&E Mathematics 9	Acceptable	n/a	38.1	38.7	31.7	Low	Maintained	Issue	n/a	54.5	39.5	49.7	Low	Improved Significantly	Good
	Excellence	n/a	0	3.2	2.4	Low	Maintained	Issue	n/a	9.8	5.6	12.2	Intermediate	Improved Significantly	Good
Science 9	Acceptable	n/a	67.6	61.5	54.5	Low	Declined Significantly	Concern	n/a	55.8	59.4	57.7	Low	Declined Significantly	Concern
	Excellence	n/a	25.7	20.8	16.5	Very High	Declined Significantly	Acceptable	n/a	13.7	15.0	14.2	High	Declined	Acceptable
K&E Science 9	Acceptable	n/a	15.4	39.1	32.1	Very Low	Maintained	Concern	n/a	52.3	33.1	41.1	Low	Improved	Acceptable
	Excellence	n/a	0	8.7	3.6	Low	Maintained	Issue	n/a	2.8	3.3	5.5	Low	Maintained	Issue
Social Studies 9	Acceptable	n/a	60.4	54.9	46.8	Very Low	Declined Significantly	Concern	n/a	54.5	50.4	49.4	Very Low	Declined	Concern
	Excellence	n/a	16.9	16.7	9.6	Very Low	Declined Significantly	Concern	n/a	12.6	11.0	9.6	Very Low	Declined Significantly	Concern
K&E Social Studies 9	Acceptable	n/a	10	57.9	25.9	Very Low	Declined Significantly	Concern	n/a	64.1	39.4	44.4	Low	Maintained	Issue
	Excellence	n/a	10	5.3	3.7	Low	Maintained	Issue	n/a	11.7	1.5	7.4	Intermediate	Improved Significantly	Good

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

Course	Edmonton School Division				Alberta			
	2020–21	2022	2023	2024	2020–21	2022	2023	2024
English Language Arts 6	n/a	1,976	2,318	n/a	n/a	9,336	9,044	n/a
French Language Arts 6 année	n/a	25	40	30	n/a	215	188	110
Mathematics 6	n/a	1,976	2,317	n/a	n/a	9,289	9,076	n/a
Science 6	n/a	1,976	2,217	2,299	n/a	9,369	9,728	10,323
Social Studies 6	n/a	1,976	2,315	2,300	n/a	9,379	10,098	11,278
English Language Arts 9	n/a	1,683	1,588	1,272	n/a	4,153	6,969	7,249
K&E English Language Arts 9	n/a	20	23	31	n/a	127	149	150
French Language Arts 9	n/a	13	20	6	n/a	189	194	174

Appendix C: Detailed Assurance Measures Results

année								
Mathematics 9	n/a	1,680	1,582	1,262	n/a	4,157	6,930	7,201
K&E Mathematics 9	n/a	21	31	41	n/a	143	177	197
Science 9	n/a	1,687	1,588	1,275	n/a	3,141	6,975	7,236
K&E Science 9	n/a	13	23	28	n/a	109	151	146
Social Studies 9	n/a	1,690	1,592	1,276	n/a	4,434	6,983	7,249
K&E Social Studies 9	n/a	10	19	27	n/a	103	137	135

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

Course	Standard	Edmonton School Division							Alberta						
		2020-2021	2022	2023	2024	Achievement	Improvement	Overall	2020-2021	2021	2023	2024	Achievement	Improvement	Overall
English Language Arts 6	Acceptable	n/a	51.9	57.1	n/a	n/a	n/a	n/a	n/a	58.2	60.6	n/a	n/a	n/a	n/a
	Excellence	n/a	7.1	5.9	n/a	n/a	n/a	n/a	n/a	7.4	7.1	n/a	n/a	n/a	n/a
French Language Arts 6 année	Acceptable	n/a	69.2	70	81.8	Intermediate	Maintained	Acceptable	n/a	63.7	65.9	56.9	Low	Declined	Issue
	Excellence	n/a	0	0	0	Very Low	Maintained	Concern	n/a	6.4	5.3	2.9	Low	Maintained	Issue
Mathematics 6	Acceptable	n/a	36	38.3	n/a	n/a	n/a	n/a	n/a	40.3	42	n/a	n/a	n/a	n/a
	Excellence	n/a	3.2	2.7	n/a	n/a	n/a	n/a	n/a	3.7	5.6	n/a	n/a	n/a	n/a
Science 6	Acceptable	n/a	47.3	41	47.7	Very Low	Improved Significantly	Acceptable	n/a	51.2	46	51.4	Very Low	Improved Significantly	Acceptable
	Excellence	n/a	9.2	6.1	13.7	Low	Improved Significantly	Good	n/a	9.7	9	12.3	Low	Improved Significantly	Good
Social Studies 6	Acceptable	n/a	42.6	42.1	45.6	Very Low	Improved	Issue	n/a	46.8	45.3	48.7	Very Low	Improved Significantly	Acceptable
	Excellence	n/a	7.2	5.3	7	Very Low	Improved	Issue	n/a	7.3	6.5	7.3	Very Low	Improved	Issue
English Language Arts 9	Acceptable	n/a	38.6	38.4	41.9	Very Low	Improved	Issue	n/a	49.4	49.2	49.5	Very Low	Maintained	Concern
	Excellence	n/a	2.8	3.5	4.7	Very Low	Improved	Issue	n/a	3.6	4.4	4.7	Very Low	Maintained	Concern
K&E English Language Arts 9	Acceptable	n/a	48	42.9	12	Very Low	Declined Significantly	Concern	n/a	46.7	43.8	42.8	Low	Maintained	Issue
	Excellence	n/a	0	0	4	Intermediate	Improved	Good	n/a	5.0	3.7	4.9	Intermediate	Maintained	Acceptable
French Language Arts 9 année	Acceptable	n/a	60	85.7	80	Low	Maintained	Issue	n/a	53.3	65.4	63.8	Very Low	Maintained	Concern
	Excellence	n/a	0	0	20	High	Improved	Good	n/a	5.2	4.4	5.6	Low	Maintained	Issue
Mathematics 9	Acceptable	n/a	18.4	19.8	22.8	Very Low	Improved	Issue	n/a	26.3	28.7	28.7	Very Low	Maintained	Concern
	Excellence	n/a	2.9	2.3	4.7	Very Low	Improved Significantly	Good	n/a	4.1	3.8	4.8	Very Low	Improved Significantly	Acceptable
K&E Mathematics 9	Acceptable	n/a	41.2	68.4	28.9	Low	Declined Significantly	Concern	n/a	48.1	48.9	43.7	Low	Declined	Issue
	Excellence	n/a	0	15.8	5.3	Low	Declined	Issue	n/a	6.0	11.1	6.2	Intermediate	Declined Significantly	Issue
Science 9	Acceptable	n/a	35.5	35	39.5	Very Low	Improved	Issue	n/a	49.3	42.1	46	Very Low	Improved Significantly	Acceptable
	Excellence	n/a	7.4	5.1	7.7	Intermediate	Improved Significantly	Good	n/a	8.5	7.1	8.5	Intermediate	Improved Significantly	Good
K&E Science 9	Acceptable	n/a	55	53.8	22.7	Very Low	Declined Significantly	Concern	n/a	53.3	48.4	46.6	Low	Maintained	Issue
	Excellence	n/a	10	3.8	0	Low	Maintained	Issue	n/a	9.7	8.2	7.2	Low	Maintained	Issue

Appendix C: Detailed Assurance Measures Results

Social Studies 9	Acceptable	n/a	28.8	26.9	34.6	Very Low	Improved Significantly	Acceptable	n/a	34.7	34.1	39	Very Low	Improved Significantly	Acceptable
	Excellence	n/a	2.9	4.2	5.9	Very Low	Improved	Issue	n/a	4.1	4.9	6.3	Very Low	Improved Significantly	Acceptable
K&E Social Studies 9	Acceptable	n/a	50	64.3	45.8	Low	Declined	Issue	n/a	41.3	45.4	46.2	Low	Maintained	Issue
	Excellence	n/a	10.0	10.7	4.2	Low	Maintained	Issue	n/a	9.1	7.3	9.4	Intermediate	Maintained	Acceptable

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

Course	Edmonton School Division				Alberta			
	2020–21	2022	2023	2024	2020–21	2022	2023	2024
English Language Arts 6	n/a	718	664	n/a	n/a	4,275	3891	n/a
French Language Arts 6 année	n/a	13	10	11	n/a	171	132	102
Mathematics 6	n/a	719	663	n/a	n/a	4,294	3907	n/a
Science 6	n/a	719	607	666	n/a	4,391	3990	3,851
Social Studies 6	n/a	719	663	667	n/a	4,396	4332	4,556
English Language Arts 9	n/a	690	711	743	n/a	2,822	4375	4,465
K&E English Language Arts 9	n/a	25	28	25	n/a	362	297	388
French Language Arts 9 année	n/a	10	7	10	n/a	135	136	160
Mathematics 9	n/a	684	698	728	n/a	2,169	4197	4,361
K&E Mathematics 9	n/a	34	38	38	n/a	451	440	485
Science 9	n/a	698	709	744	n/a	2,476	4380	4,477
K&E Science 9	n/a	20	26	22	n/a	321	281	373
Social Studies 9	n/a	698	707	742	n/a	2,073	4393	4,498
K&E Social Studies 9	n/a	20	28	24	n/a	320	262	351

Diploma Exams

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

Course	Standard	Edmonton School Division							Alberta						
		2020–2021	2022	2023	2024	Achievement	Improvement	Overall	2020–2021	2022	2023	2024	Achievement	Improvement	Overall
English Lang Arts 30-1	Acceptable	n/a	74.8	81.2	81.6	Low	Maintained	Issue	n/a	78.8	83.7	84.2	Low	Improved Significantly	Good
	Excellence	n/a	11.3	11.2	10.8	Intermediate	Maintained	Acceptable	n/a	9.4	10.5	10.1	Intermediate	Declined	Issue
English Lang Arts 30-2	Acceptable	n/a	72.2	81.5	80.3	Very Low	Declined	Concern	n/a	80.8	86.2	85.7	Low	Declined	Issue
	Excellence	n/a	9.2	11.6	12.1	Intermediate	Maintained	Acceptable	n/a	12.3	12.7	12.9	Intermediate	Maintained	Acceptable
French Language Arts 30-1	Acceptable	n/a	97.6	96.3	97.4	Intermediate	Maintained	Acceptable	n/a	91.9	93.1	95.3	Intermediate	Improved Significantly	Good
	Excellence	n/a	2.4	10.5	11.1	Intermediate	Maintained	Acceptable	n/a	6.8	6.1	8.6	Intermediate	Improved Significantly	Good

Appendix C: Detailed Assurance Measures Results

Mathematics 30-1	Acceptable	n/a	69.1	74	77.2	n/a	Improved Significantly	n/a	n/a	63.6	70.8	75.4	n/a	Improved Significantly	n/a
	Excellence	n/a	29.5	33.4	37.7	n/a	Improved Significantly	n/a	n/a	23	29	34.9	n/a	Improved Significantly	n/a
Mathematics 30-2	Acceptable	n/a	62.1	72.5	75.4	n/a	Improved Significantly	n/a	n/a	61.5	71.1	70.9	n/a	Maintained	n/a
	Excellence	n/a	13.3	18.2	18	n/a	Maintained	n/a	n/a	11.8	15.2	15.4	n/a	Maintained	n/a
Social Studies 30-1	Acceptable	n/a	80.9	83.5	85.3	Intermediate	Improved Significantly	Good	n/a	81.5	83.5	85.2	Intermediate	Improved Significantly	Good
	Excellence	n/a	17.6	16.3	20.1	Very High	Improved Significantly	Excellent	n/a	15.8	15.9	18.7	High	Improved Significantly	Good
Social Studies 30-2	Acceptable	n/a	65	73.6	72.4	Low	Maintained	Issue	n/a	72.5	78.1	77.6	Low	Declined	Issue
	Excellence	n/a	8	9.6	8.4	Low	Declined	Issue	n/a	13.2	12.3	12.7	Intermediate	Improved	Good
Biology 30	Acceptable	n/a	73.6	83.7	84.6	Intermediate	Improved	Good	n/a	74.3	82.7	83.1	Intermediate	Improved	Good
	Excellence	n/a	28.7	35.7	38	Very High	Improved Significantly	Excellent	n/a	25.2	32.8	33.7	Very High	Improved Significantly	Excellent
Chemistry 30	Acceptable	n/a	79.1	83.5	85.2	Very High	Improved	Excellent	n/a	77.1	80.5	82.9	High	Improved Significantly	Good
	Excellence	n/a	34.9	41.2	42.6	Very High	Improved	Excellent	n/a	31.1	37	38	Very High	Improved	Excellent
Physics 30	Acceptable	n/a	79.2	84.8	85.6	High	Maintained	Good	n/a	78.5	82.3	85.1	High	Improved Significantly	Good
	Excellence	n/a	41.7	46.5	47.8	Very High	Maintained	Excellent	n/a	34.6	39.9	43.1	Very High	Improved Significantly	Excellent
Science 30	Acceptable	n/a	76.5	81.7	85.3	Intermediate	Improved Significantly	Good	n/a	75.7	79.4	81.3	Intermediate	Improved Significantly	Good
	Excellence	n/a	21.2	29.2	33.3	High	Improved Significantly	Good	n/a	17.2	23.1	24.6	Intermediate	Improved Significantly	Good

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

Course	Edmonton School Division				Alberta			
	2020–21	2022	2023	2024	2020–21	2022	2023	2024
English Lang Arts 30-1	n/a	3,154	5,334	5,742	n/a	17,372	31,493	33,001
English Lang Arts 30-2	n/a	1,235	2,456	2,716	n/a	8,903	17,112	19,219
French Language Arts 30-1	n/a	85	162	190	n/a	666	1,236	1,200
Mathematics 30-1	n/a	2,116	3,777	3,980	n/a	9,102	19,763	21,035
Mathematics 30-2	n/a	1,361	2,334	2,475	n/a	7,872	14,418	15,676
Social Studies 30-1	n/a	2,266	4,233	4,524	n/a	13,811	24,023	25,167
Social Studies 30-2	n/a	1,418	2,776	3,084	n/a	11,131	21,045	23,985
Biology 30	n/a	2,512	4,091	4,237	n/a	13,449	23,270	24,414
Chemistry 30	n/a	1,856	3,149	3,363	n/a	10,196	18,364	19,955
Physics 30	n/a	1,043	1,783	1,970	n/a	5,560	9,241	9,955
Science 30	n/a	1,176	2,030	2,088	n/a	4,887	8,007	8,439

Appendix C: Detailed Assurance Measures Results

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

Course	Standard	Edmonton School Division							Alberta						
		2020-2021	2022	2023	2024	Achievement	Improvement	Overall	2020-2021	2022	2023	2024	Achievement	Improvement	Overall
English Lang Arts 30-1	Acceptable	n/a	53.5	63.7	50.3	Very Low	Declined Significantly	Concern	n/a	55.5	63.3	61.3	Very Low	Declined	Concern
	Excellence	n/a	3.1	5.8	1.7	Very Low	Declined Significantly	Concern	n/a	2.6	3.7	2.7	Low	Declined Significantly	Concern
English Lang Arts 30-2	Acceptable	n/a	56.1	65.3	58	Very Low	Declined Significantly	Concern	n/a	63.9	71.5	70	Very Low	Declined	Concern
	Excellence	n/a	4.4	3.5	4.9	Low	Improved	Acceptable	n/a	3.7	5.5	5.2	Low	Maintained	Issue
French Language Arts 30-1	Acceptable	n/a	*	85.7	*	*	*	*	n/a	93.8	85.2	85.7	Low	Maintained	Issue
	Excellence	n/a	*	0	*	*	*	*	n/a	12.5	0	19	High	Improved Significantly	Good
Mathematics 30-1	Acceptable	n/a	62	67.9	68.5	n/a	Maintained	n/a	n/a	52.2	61.1	64	n/a	Improved	n/a
	Excellence	n/a	26.9	28.7	30.6	n/a	Maintained	n/a	n/a	19.2	23.1	27.6	n/a	Improved Significantly	n/a
Mathematics 30-2	Acceptable	n/a	50.2	61.6	60.1	n/a	Maintained	n/a	n/a	46.9	58.5	57.7	n/a	Maintained	n/a
	Excellence	n/a	8.9	12.4	11.7	n/a	Maintained	n/a	n/a	6.3	9.7	9	n/a	Maintained	n/a
Social Studies 30-1	Acceptable	n/a	68.6	72.6	70.1	Low	Maintained	Issue	n/a	68.7	72.7	70.5	Low	Declined	Issue
	Excellence	n/a	9.4	11	9	Intermediate	Maintained	Acceptable	n/a	9	8.8	10.7	Intermediate	Improved	Good
Social Studies 30-2	Acceptable	n/a	49	59.2	44.2	Very Low	Declined Significantly	Concern	n/a	55.6	62.5	63.2	Very Low	Maintained	Concern
	Excellence	n/a	4.5	5.9	3.3	Very Low	Declined	Concern	n/a	7.1	7.8	8.3	Low	Maintained	Issue
Biology 30	Acceptable	n/a	58.4	77.1	67.1	Very Low	Declined Significantly	Concern	n/a	61	72.8	69.7	Low	Declined	Issue
	Excellence	n/a	17.2	29.6	24.4	Intermediate	Declined	Issue	n/a	18	24.7	23.6	Intermediate	Maintained	Acceptable
Chemistry 30	Acceptable	n/a	72.4	80	83.3	High	Maintained	Good	n/a	67.9	73.5	73.2	Intermediate	Maintained	Acceptable
	Excellence	n/a	28	35.1	32.8	High	Maintained	Good	n/a	23.5	29.9	29.6	Intermediate	Maintained	Acceptable
Physics 30	Acceptable	n/a	60.8	78.7	67.8	Low	Declined Significantly	Concern	n/a	63.1	75.7	71.3	Low	Declined	Issue
	Excellence	n/a	31.4	37.7	30.5	Intermediate	Declined	Issue	n/a	26.4	32.3	32.9	High	Maintained	Good
Science 30	Acceptable	n/a	64.3	69.9	69.5	Low	Maintained	Issue	n/a	59.7	67.4	69	Low	Maintained	Issue
	Excellence	n/a	16.5	22.5	25.5	High	Maintained	Good	n/a	11.8	16.1	16.2	Intermediate	Maintained	Acceptable

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

Course	Edmonton School Division				Alberta			
	2020-21	2022	2023	2024	2020-21	2022	2023	2024
English Language Arts 30-1	n/a	426	788	292	n/a	1,398	2,482	2,095
English Language Arts 30-2	n/a	344	596	412	n/a	1,368	2,284	2,333
French Language Arts 30-1	n/a	2	7	1	n/a	16	27	21

Appendix C: Detailed Assurance Measures Results

Mathematics 30-1	n/a	353	588	248	n/a	873	1,714	1,543
Mathematics 30-2	n/a	225	362	188	n/a	819	1,327	1,250
Social Studies 30-1	n/a	255	537	134	n/a	804	1,415	1,110
Social Studies 30-2	n/a	357	659	398	n/a	1,630	2,749	2,904
Biology 30	n/a	344	560	213	n/a	1,030	1,790	1,509
Chemistry 30	n/a	254	481	192	n/a	807	1,479	1,364
Physics 30	n/a	153	268	118	n/a	444	715	645
Science 30	n/a	224	316	141	n/a	536	714	591

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

Course	Standard	Edmonton School Division							Alberta						
		2020-2021	2022	2023	2024	Achievement	Improvement	Overall	2020-2021	2022	2023	2024	Achievement	Improvement	Overall
English Lang Arts 30-1	Acceptable	n/a	69.3	73.4	76.1	Very Low	Maintained	Concern	n/a	73.5	78.3	81.7	Low	Improved Significantly	Good
	Excellence	n/a	5.9	4.5	3.6	Low	Maintained	Issue	n/a	4.4	6.1	6.9	Intermediate	Maintained	Acceptable
English Lang Arts 30-2	Acceptable	n/a	74	86	82.6	Low	Declined	Issue	n/a	82.1	86.5	86	Low	Maintained	Issue
	Excellence	n/a	8.1	10.1	14.1	Intermediate	Improved	Good	n/a	9.2	9.9	10.8	Intermediate	Maintained	Acceptable
French Language Arts 30-1	Acceptable	n/a	n/a	*	*	*	*	*	n/a	83.3	83.8	88.9	Low	Maintained	Issue
	Excellence	n/a	n/a	*	*	*	*	*	n/a	0	2.7	0	Low	Maintained	Issue
Mathematics 30-1	Acceptable	n/a	65.4	63.2	65.1	n/a	Maintained	n/a	n/a	50.9	60.6	64.4	n/a	Improved	n/a
	Excellence	n/a	3.8	16.2	22.2	n/a	Maintained	n/a	n/a	10.5	15	17	n/a	Maintained	n/a
Mathematics 30-2	Acceptable	n/a	55.9	65.2	74.2	n/a	Improved	n/a	n/a	55.2	65.8	64.8	n/a	Maintained	n/a
	Excellence	n/a	13.2	19.6	11.3	n/a	Declined	n/a	n/a	7.3	12.1	10.1	n/a	Declined	n/a
Social Studies 30-1	Acceptable	n/a	71.6	69.8	76.4	Low	Improved	Acceptable	n/a	72.5	73	79.1	Low	Improved Significantly	Good
	Excellence	n/a	3.4	4.8	6.1	Low	Maintained	Issue	n/a	7.4	8.6	10.6	Intermediate	Improved	Good
Social Studies 30-2	Acceptable	n/a	66.4	69.9	75.1	Low	Improved	Acceptable	n/a	66	72.3	72.9	Low	Maintained	Issue
	Excellence	n/a	4.5	4	5.6	Low	Maintained	Issue	n/a	5.4	5.4	6.6	Low	Improved	Acceptable
Biology 30	Acceptable	n/a	66.2	69.4	73.7	Low	Maintained	Issue	n/a	58.9	72.5	72.8	Low	Maintained	Issue
	Excellence	n/a	13.5	21.4	19	Low	Maintained	Issue	n/a	11.5	19.1	17	Low	Declined	Issue
Chemistry 30	Acceptable	n/a	65.8	77.6	81.1	High	Maintained	Good	n/a	62.5	70	78.2	Intermediate	Improved Significantly	Good
	Excellence	n/a	18.4	34.7	17	Low	Declined Significantly	Concern	n/a	15.4	24	23.5	Intermediate	Maintained	Acceptable
Physics 30	Acceptable	n/a	68.8	78.6	94.1	Very High	Maintained	Excellent	n/a	68.6	72	80.4	Intermediate	Improved Significantly	Good
	Excellence	n/a	31.3	32.1	17.6	Low	Declined	Issue	n/a	25.2	26.8	23.2	Intermediate	Maintained	Acceptable
Science 30	Acceptable	n/a	66.7	76.2	82.9	Intermediate	Improved	Good	n/a	70	75.3	78.1	Intermediate	Improved	Good
	Excellence	n/a	5	17.8	17.1	Intermediate	Maintained	Acceptable	n/a	7.2	18.7	18.5	Intermediate	Maintained	Acceptable

Appendix C: Detailed Assurance Measures Results

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

Course	Edmonton School Division				Alberta			
	2020–21	2022	2023	2024	2020–21	2022	2023	2024
English Language Arts 30-1	n/a	101	199	197	n/a	722	1,286	1,402
English Language Arts 30-2	n/a	123	278	276	n/a	923	1,833	2,010
French Language Arts 30-1	n/a	n/a	1	1	n/a	18	37	36
Mathematics 30-1	n/a	26	68	63	n/a	220	566	634
Mathematics 30-2	n/a	68	92	97	n/a	413	742	785
Social Studies 30-1	n/a	88	126	148	n/a	564	986	1,071
Social Studies 30-2	n/a	134	299	269	n/a	929	1,933	2,091
Biology 30	n/a	74	98	137	n/a	514	902	1,041
Chemistry 30	n/a	38	49	53	n/a	285	550	614
Physics 30	n/a	16	28	17	n/a	159	250	280
Science 30	n/a	60	101	82	n/a	250	470	480

Appendix D: 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 2023–24 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 D1. 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		2023–24	
	Fall	Spring	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	58	75
Percentage increase in children meeting developmental growth by Spring.	19		20		20		22		23		n/a				19		20		17	
Awareness of Self and Environment	80	92	80	92	80	92	80	92	79	92	79	n/a			81	92	79	89	74	87
	12		12		12		12		13		n/a				11		10		13	
Social Skills and Approaches to Learning	75	89	77	89	77	89	76	89	76	89	77	n/a			80	89	77	87	76	87
	14		12		12		13		13		n/a				9		10		11	
Cognitive Skills	64	90	62	89	62	89	60	88	60	88	60	n/a			64	88	63	87	67	87
	34		27		27		28		28		n/a				24		24		20	
Language and Communication	75	88	75	88	76	89	75	89	74	89	74	n/a			77	88	74	85	71	83
	13		13		13		12		15		n/a				11		11		12	
Physical Development																				
Fine Motor	70	93	70	92	69	92	69	92	68	92	71	n/a			73	91	71	90	70	89
	23		22		22		23		24		n/a				18		19		19	
Gross Motor	77	93	76	92	79	93	79	93	76	93	77	n/a			78	93	76	91	82	92
	16		16		14		14		17		n/a				13		15		10	

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.

Appendix E: Local Literacy and Numeracy Results

EAP CAT4

Figure E1. Math: Growth for the EAP Cohort from Grade 4 to Grade 6

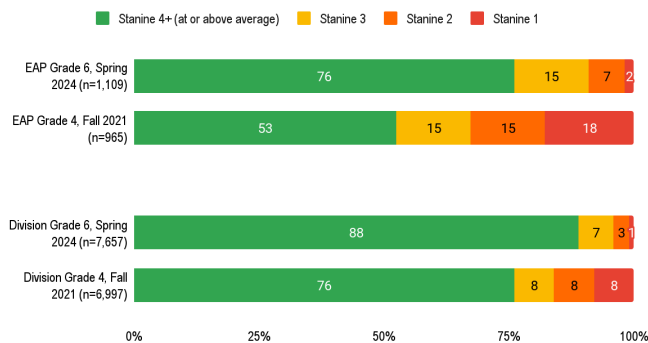
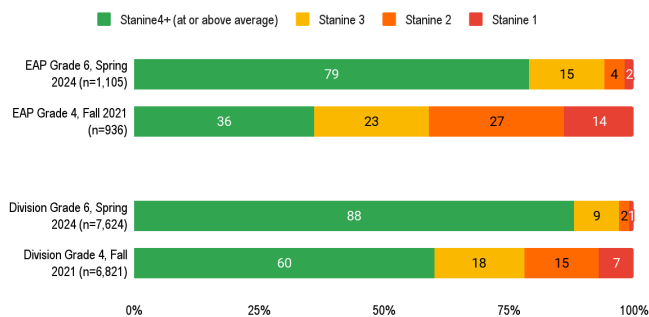


Figure E2. Computation & Estimation: Growth for the EAP cohort from Grade 4 to Grade 6



Reading Results

The following notes outline some considerations to consider when interpreting reading results data (see *Tables E1–E3*).

- 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.

Table E1. Reading Results Showing All Students AT or ABOVE Grade Level										
Enrolment Grade	2019–20		2020–21		2021–22		2022–23		2023–24	
	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results
Grade 1	54.3	8,082	60.9	8,042	59.5	7,516	58.9	8,966	60.4	8,738
Grade 2	65.9	8,155	66.7	7,849	66.8	8,278	65.9	7,924	66.7	9,162
Grade 3	68.8	8,062	70.2	7,984	68.3	8,021	68.1	8,730	67	8,207
Grade 4	68.7	8,057	70.3	7,910	67.6	8,111	65.4	8,396	66.2	8,976
Grade 5	69.7	7,797	70.5	7,908	71.4	8,055	66.8	8,580	65.5	8,644
Grade 6	70.6	7,783	71	7,746	70.3	8,104	70.1	8,418	68.3	8,897
Grade 7	75	7,882	70.9	7,692	74.3	7,849	70.5	8,511	72	8,480
Grade 8	73.6	7,338	71.3	7,929	74.3	7,832	72.4	8,294	72.9	8,637
Grade 9	73.3	6,564	73.7	7,070	76.3	7,777	71	7,793	73.4	8,451

Appendix E: Local Literacy and Numeracy Results

Table E2. Reading Results Showing EAL Students AT or ABOVE Grade Level

Enrolment Grade	2019–20		2020–21		2021–22		2022–23		2023-24	
	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results
Grade 1	55.8	2,622	62.2	2,453	59.7	1,897	57.1	2,525	57.9	3,052
Grade 2	63.6	2,944	66	2,683	63.9	2,710	61.7	2,445	59.8	3,001
Grade 3	64.2	2,843	68.4	2,992	66.1	2,789	63.2	3,132	59.6	2,883
Grade 4	64	2,760	64.7	2,757	61.4	2,821	59.8	3,015	56.1	3,274
Grade 5	60.4	2,318	63.1	2,412	63.1	2,360	58.5	2,997	52.7	2,818
Grade 6	58.8	2,064	61.3	2,129	60.1	2,075	58.5	2,527	49.8	2,553
Grade 7	64.9	2,007	60.2	1,864	62.5	1,821	59	2,070	50.2	1,936
Grade 8	59.7	1,701	59.8	1,891	62	1,640	59.9	1,922	46.6	1,572
Grade 9	57.3	1,577	61.6	1,578	61.7	1,712	57.6	1,707	49.5	1,478

Table E3. Local Reading Results: Self-Identified First Nations, Métis and Inuit Students reading AT or ABOVE Grade Level

Enrolment Grade	2019–20		2020–21		2021–22		2022–23		2023-24	
	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results
Grade 1	27.6	682	28.6	559	32.2	621	32.3	710	35.0	611
Grade 2	40.3	678	38.1	649	38.9	615	38.3	637	42.3	685
Grade 3	44.6	686	43.7	625	42.9	666	45.9	653	45.5	642
Grade 4	43.9	765	45.9	645	43.1	659	40.2	674	45.0	636
Grade 5	46.7	722	45.1	718	47.3	668	46.2	689	45.8	650
Grade 6	46.1	718	47.5	707	49.2	732	48.1	765	51.4	664
Grade 7	51.0	737	46.1	684	52.4	716	49.6	765	54.5	646
Grade 8	48.8	664	45.1	718	51.0	702	50.2	749	52.5	688
Grade 9	51.1	655	47.2	633	53.6	704	44.4	711	58.2	679

Appendix E: Local Literacy and Numeracy Results

HLATs (writing)

Please note, when interpreting HLAT results that in 2020–21, approximately 30 per cent of Division students were online (see Tables E4–E6).

Enrolment Grade	2019–20	2020–21		2021–22		2022–23		2023–24	
		% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results
Grade 1	HLATs were not administered due to the pandemic	74.0	7,227	74.9	6,814	75.8	8,123	74.3	8,209
Grade 2		68.2	7,486	69.5	8,006	68.7	7,626	68.0	9,012
Grade 3		65.5	7,622	65.8	7,740	62.7	8,430	59.3	8,048
Grade 4		65.4	7,586	64.4	7,837	59.4	8,122	57.9	8,791
Grade 5		66.4	7,615	66.2	7,789	62.1	8,256	57.5	8,454
Grade 6		70.1	7,479	67.6	7,823	65.5	8,105	60.8	8,703
Grade 7		70.4	7,205	70.5	7,466	67.2	8,009	66.8	8,035
Grade 8		69.1	7,253	69.3	7,323	69.0	7,718	66.4	8,162
Grade 9		70.7	6,725	71.6	7,519	67.9	7,612	66.1	7,945

Enrolment Grade	2019–20	2020–21		2021–22		2022–23		2023–24	
		% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results
Grade 1	HLATs were not administered due to the pandemic	74	2,336	75	1,804	73.3	2,394	73.1	2,954
Grade 2		68	2,583	69	2,622	67.2	2,348	63.8	2,956
Grade 3		65	2,868	67	2,711	59.9	3,018	54.4	2,830
Grade 4		62	2,681	61	2,732	56	2,927	50.2	3,209
Grade 5		60	2,362	61	2,301	57.2	2,905	47.6	2,770
Grade 6		61	2,086	60	2,023	56.6	2,440	46.3	2,505
Grade 7		64	1,768	61	1,784	57.7	1,986	47.6	1,847
Grade 8		60	1,770	61	1,569	56.6	1,836	42.3	1,495
Grade 9		61	1,537	62	1,711	55.5	1,658	42.2	1,417

Enrolment Grade	2019–20	2020–21		2021–22		2022–23		2023–24	
		% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results	% At or Above	Total Students with Results
Grade 1	HLATs were not administered due to the pandemic	41.7	458	49.8	544	51.5	635	52.9	580
Grade 2		42.5	553	40.7	567	41.9	590	44.2	665
Grade 3		36.1	535	34.7	603	34.7	605	35.6	616
Grade 4		38.3	540	38.7	607	34.5	620	30.1	627
Grade 5		40.0	617	39.3	608	36.4	626	35.5	609
Grade 6		49.0	602	44.5	647	44.5	633	38.6	637
Grade 7		40.3	544	47.7	600	42.2	635	43.6	559
Grade 8		42.4	521	43.2	546	50.1	608	43.4	601

Appendix E: Local Literacy and Numeracy Results

Grade 9		42.0	450	42.7	576	43.2	560	48.7	587
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CAT4

Table E7. CAT4 cohort size for all Division students

Enrolment Grade	Reading		Mathematics		Computation & Estimation	
	Fall 2023	Spring 2024	Fall 2023	Spring 2024	Fall 2023	Spring 2024
Grade 4	7,594	7,669	7,842	7,816	7,777	7,831
Grade 5	7,255	7,203	7,405	7,369	7,385	7,345
Grade 6	7,518	7,548	7,619	7,657	7,610	7,624
Grade 7	7,140	6,928	7,274	7,213	7,208	7,218
Grade 8	7,271	6,932	7,243	7,233	7,201	7,234
Grade 9	7,071	6,714	7,158	6,732	7,115	6,628

Table E8. CAT4 cohort size for English as an additional language students

Enrolment Grade	Reading		Mathematics		Computation & Estimation	
	Fall 2023	Spring 2024	Fall 2023	Spring 2024	Fall 2023	Spring 2024
Grade 4	2,585	2,735	2,700	2,850	2,690	2,878
Grade 5	2,451	2,297	2,537	2,448	2,531	2,448
Grade 6	2,479	2,096	2,552	2,207	2,538	2,210
Grade 7	1,900	1,457	2,057	1,641	2,048	1,665
Grade 8	1,638	1,150	1,723	1,334	1,718	1,336
Grade 9	1,525	1,039	1,637	1,156	1,620	1,144

Table E9. CAT4 cohort size for self-identified First Nations, Métis, and Inuit students

Enrolment Grade	Reading		Mathematics		Computation & Estimation	
	Fall 2023	Spring 2024	Fall 2023	Spring 2024	Fall 2023	Spring 2024
Grade 4	449	450	470	454	467	456
Grade 5	461	460	464	468	467	461
Grade 6	473	485	479	472	466	472
Grade 7	469	426	449	423	441	417
Grade 8	471	443	463	430	451	415
Grade 9	489	411	483	409	476	405

Appendix E: Local Literacy and Numeracy Results

Table E8. CAT4 Reading - Percentage of EAL Students Achieving Across Stanines: Fall and Spring

	Stanine 4+	Stanine 3	Stanine 2	Stanine 1
Grade 4, Spring 2024	67	16	12	5
Grade 4, Fall 2023	50	16	14	20
Grade 5, Spring 2024	78	15	5	2
Grade 5, Fall 2023	71	16	9	5
Grade 6, Spring 2024	77	15	6	2
Grade 6, Fall 2023	72	15	9	4
Grade 7, Spring 2024	77	10	8	5
Grade 7, Fall 2023	79	10	7	3
Grade 8, Spring 2024	64	15	8	13
Grade 8, Fall 2023	76	9	9	6
Grade 9, Spring 2024	56	15	13	15
Grade 9, Fall 2023	68	14	7	11

Table E10. CAT4 Mathematics - Percentage of All Students Achieving Across Stanines: Fall and Spring

	Stanine 4+	Stanine 3	Stanine 2	Stanine 1
Grade 4, Spring 2024	90	6	3	1
Grade 4, Fall 2023	74	9	8	8
Grade 5, Spring 2024	82	14	4	1
Grade 5, Fall 2023	88	9	3	1
Grade 6, Spring 2024	88	7	3	1
Grade 6, Fall 2023	83	12	5	1
Grade 7, Spring 2024	89	7	3	1
Grade 7, Fall 2023	82	9	6	2
Grade 8, Spring 2024	85	10	4	2
Grade 8, Fall 2023	84	9	6	1
Grade 9, Spring 2024	77	16	5	2
Grade 9, Fall 2023	85	9	3	2

Table E9. CAT4 Reading - Percentage of Self-identified First Nations, Metis, and Inuit Students Achieving Across Stanines: Fall and Spring

	Stanine 4+	Stanine 3	Stanine 2	Stanine 1
Grade 4, Spring 2024	60	20	14	6
Grade 4, Fall 2023	39	19	18	24
Grade 5, Spring 2024	74	17	7	2
Grade 5, Fall 2023	62	18	13	7
Grade 6, Spring 2024	78	15	6	2
Grade 6, Fall 2023	65	17	13	5
Grade 7, Spring 2024	78	10	7	5
Grade 7, Fall 2023	74	12	9	5
Grade 8, Spring 2024	63	16	8	13
Grade 8, Fall 2023	72	9	11	8
Grade 9, Spring 2024	63	14	11	12
Grade 9, Fall 2023	64	16	7	13

Table E11. CAT4 Mathematics - Percentage of EAL Students Achieving Across Stanines: Fall and Spring

	Stanine 4+	Stanine 3	Stanine 2	Stanine 1
Grade 4, Spring 2024	87	8	3	1
Grade 4, Fall 2023	71	10	9	8
Grade 5, Spring 2024	77	17	5	1
Grade 5, Fall 2023	86	10	3	1
Grade 6, Spring 2024	83	11	5	1
Grade 6, Fall 2023	80	13	6	1
Grade 7, Spring 2024	84	10	5	1
Grade 7, Fall 2023	76	11	9	4
Grade 8, Spring 2024	76	14	6	4
Grade 8, Fall 2023	79	10	8	2
Grade 9, Spring 2024	69	23	6	2
Grade 9, Fall 2023	80	12	5	3

Appendix E: Local Literacy and Numeracy Results

Table E12. CAT4 Mathematics - Percentage of Self-identified First Nations, Metis, and Inuit Students Achieving Across Stanines: Fall and Spring

	Stanine 4+	Stanine 3	Stanine 2	Stanine 1
Grade 4, Spring 2024	84	12	4	1
Grade 4, Fall 2023	53	13	17	16
Grade 5, Spring 2024	70	21	9	1
Grade 5, Fall 2023	74	19	6	1
Grade 6, Spring 2024	76	15	6	2
Grade 6, Fall 2023	68	21	9	2
Grade 7, Spring 2024	78	14	6	2
Grade 7, Fall 2023	67	18	10	5
Grade 8, Spring 2024	74	17	6	3
Grade 8, Fall 2023	68	17	12	3
Grade 9, Spring 2024	58	30	9	4
Grade 9, Fall 2023	72	18	7	4

Table E14. CAT4 Computation & Estimation - Percentage of EAL Students Achieving Across Stanines: Fall and Spring

	Stanine 4+	Stanine 3	Stanine 2	Stanine 1
Grade 4, Spring 2024	85	11	3	1
Grade 4, Fall 2023	63	17	14	6
Grade 5, Spring 2024	86	10	2	1
Grade 5, Fall 2023	82	13	5	0
Grade 6, Spring 2024	88	9	2	1
Grade 6, Fall 2023	86	12	2	1
Grade 7, Spring 2024	82	13	3	2
Grade 7, Fall 2023	85	10	4	1
Grade 8, Spring 2024	75	18	6	2
Grade 8, Fall 2023	83	11	5	2
Grade 9, Spring 2024	74	17	7	2
Grade 9, Fall 2023	79	14	4	2

Table E13. CAT4 Computation & Estimation - Percentage of All Students Achieving Across Stanines: Fall and Spring

	Stanine 4+	Stanine 3	Stanine 2	Stanine 1
Grade 4, Spring 2024	84	11	3	2
Grade 4, Fall 2023	60	8	16	6
Grade 5, Spring 2024	86	11	3	1
Grade 5, Fall 2023	78	14	6	1
Grade 6, Spring 2024	88	9	2	1
Grade 6, Fall 2023	84	13	2	1
Grade 7, Spring 2024	87	10	2	1
Grade 7, Fall 2023	84	10	4	1
Grade 8, Spring 2024	81	14	4	1
Grade 8, Fall 2023	84	11	4	1
Grade 9, Spring 2024	80	14	5	1
Grade 9, Fall 2023	82	13	3	2

Table E15. CAT4 Computation & Estimation - Percentage of Self-identified First Nations, Metis, and Inuit Students Achieving Across Stanines: Fall and Spring

	Stanine 4+	Stanine 3	Stanine 2	Stanine 1
Grade 4, Spring 2024	69	20	8	3
Grade 4, Fall 2023	33	26	28	13
Grade 5, Spring 2024	72	20	5	2
Grade 5, Fall 2023	55	27	15	3
Grade 6, Spring 2024	71	21	5	3
Grade 6, Fall 2023	66	26	6	2
Grade 7, Spring 2024	75	18	5	2
Grade 7, Fall 2023	66	23	8	2
Grade 8, Spring 2024	65	27	7	2
Grade 8, Fall 2023	67	22	7	4
Grade 9, Spring 2024	61	27	8	3
Grade 9, Fall 2023	61	27	8	4



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