

Priority 1

Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

What is a *Priority*?

The strategic goals for each of our three priorities respond to students' needs and community expectations, while also laying a strong foundation for ongoing educational and organizational success.

GOAL

1

An excellent start to learning

Outcome

More children enter Grade 1 reaching emotional, social, intellectual and physical developmental milestones.

Why is it important?

The early years are an important developmental time in children's lives. Children are growing, discovering the world around them, and forming the skills they need to support their growth and lifelong learning. This early foundation is a District priority that sets the stage for future success.

The EYE-TA provides information that helps kindergarten teachers organize their instruction, increase learning time, and monitor each child's progress. It also informs parents about their child's progress.

PRIORITY 1 | GOAL 1

Ready for Kindergarten

Percentage of children entering (pre) and leaving (post) District Kindergarten programs that meet developmental milestones

(Source: EYE-TA 2016–17)

The District administers the Early Years Evaluation—Teacher Assessment (EYE-TA) to all District Kindergarten students in the fall (pre) and again in the spring (post). Information from the EYE-TA is used to measure developmental milestones so staff can provide children with the supports and services they need to help them grow.

The EYE-TA measures five domains of early learning that show how ready a child is to learn: Awareness of Self and Environment; Social Skills and Approaches to Learning; Cognitive Skills; Language and Communication; and, Physical Development.

62% (pre)

82% (post)

Kindergarten children meet all developmental milestones

GOAL

2

Success for every student

Outcome

More students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy.

Why is it important?

Literacy and numeracy are foundations of successful learning and living, and help students reach their full potential and experience a better quality of life. These skills are also essential in the workplace.

To discover and make meaning of the world, students need the ability to acquire, create, connect, and communicate information in a variety of situations that go beyond the foundational basics of reading, writing, and solving simple arithmetic problems.

PRIORITY 1 | GOAL 2

Diploma Results

Overall percentage of students who achieved the acceptable standard or better on Diploma Examinations (Source: [Accountability Pillar](#), October 2017)

Each year, students taking Grade 12 courses write Diploma Exams for English language arts, social studies, science, chemistry, physics, biology, math, and French language arts.

The results are summarized at a District and school level and parents receive results for their child.

82.4%

Students achieved acceptable or better on diploma exams

PRIORITY 1 | GOAL 2

Grade 6/9 PATs

Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard or better on the Provincial Achievement Test

(Source: [Accountability Pillar](#), October 2017)

Each year students in Grades 6 and 9 write the [Provincial Achievement Test \(PAT\)](#) for social studies, science, math, and language arts. The results of these tests are summarized at a District and school level, and parents receive results for their child.

75.6%

Students achieved acceptable or better on PATs

PRIORITY 1 | GOAL 2

Getting help reading and writing

Percentage of students in Grades 4–12 who say they can get the help they need at school in reading and writing (Source: [Accountability Pillar](#), May 2017)

Alberta Education surveys students in Grades 4–12 each year to measure their level of satisfaction with the help they receive at school in reading and writing.

87%

Students report they can get help with reading and writing

GOAL 2

PRIORITY 1 | GOAL 2

Satisfied with special support

Percentage of parents satisfied with the special support their child has received at school (Source: [Accountability Pillar](#), May 2017)

Alberta Education surveys parents of students who receive special support to measure their level of satisfaction with that support.

86%

Parents satisfied with special support their child gets at school

PRIORITY 1 | GOAL 2

HLAT Results

Percentage of students in Grades 1–9 demonstrating at or above grade level in writing (Source: HLAT 2017)

The Highest Level of Achievement Test (HLAT) is an Edmonton Public Schools assessment given each year from Grades 1–9 to measure a student’s growth in writing.

Ideally, a student's results will be at or above the grade they are in.

74.6%

Students writing at or above grade level on HLATs

GOAL

3

Success beyond schooling

Outcome

More students complete high school and are connected to career pathways that support their transition to post-secondary studies or the world of work.

Why is it important?

More than ever, young people are facing increasingly complex decisions as they build their awareness, understanding and commitment to potential life pathways. The District has a role to play in providing opportunities for students to develop the foundational knowledge, competencies and attitudes to successfully participate in post-secondary and the world of work. High school completion is essential to supporting this outcome.

PRIORITY 1 | GOAL 3

Successful at work

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school (Source: [Accountability Pillar](#), May 2017)

Alberta Education surveys teachers and parents to determine how satisfied they are with the attitudes and behaviours students develop at school that will support success in the world of work. Teacher and parent perceptions are one of several indicators that demonstrate a student has the attitudes and behaviours that will contribute to success in the world of work.

82.9%

Teachers and parents agree students develop attitudes and behaviours for success at work

PRIORITY 1 | GOAL 3

High school completion (3, 4, 5 year)

Percentage of students who completed high school within three years, four years and five years of entering Grade 10

(Source: [Accountability Pillar](#), May 2017)

There are many paths students may take to completing their high school education. These include:

- a high school diploma
- a Certificate of High School Achievement through Knowledge and Employability Courses.
- a Certificate of Achievement through Integrated Occupational Program
- a high school equivalency program.

The province tracks the percentage of Grade 10 students completing high school in three, four or five years. The percentage reported includes these four types of accreditation.

75.4%

Students complete high school within 3 years of entering Grade 10

77.9%

Students complete high school within 4 years of entering Grade 10

80.6%

Students complete high school within 5 years of entering Grade 10

GOAL 3

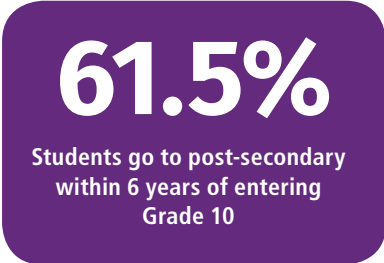
PRIORITY 1 | GOAL 3

Transition to post-secondary

Percentage of high school students who transition to post-secondary (including apprenticeship) within six years of entering Grade 10

(Source: [Accountability Pillar](#), May 2017)

Alberta Education tracks the number of students who transition to a post-secondary institution or to an Alberta apprenticeship program within four and six years of entering Grade 10. This serves as an indicator of how effective we are in preparing students for post-secondary education, including apprenticeship programs.

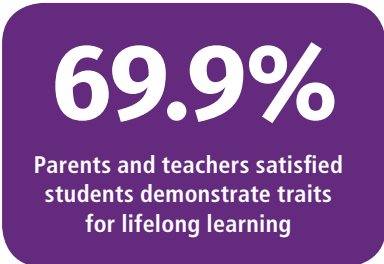


PRIORITY 1 | GOAL 3

Ready for lifelong learning

Percentage of parents and teachers satisfied their child or students demonstrate the knowledge, skills and attitudes necessary for lifelong learning (Source: [Accountability Pillar](#), May 2017)

Alberta Education surveys parents and teachers to measure their level of satisfaction with how well students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. Parent and teacher perceptions are one of several indicators that demonstrate a student's preparedness for work or study beyond high school.



PRIORITY 1 | GOAL 3

Help planning for a career

Percentage of Grade 7 and 10 students reporting that they get the help they need with planning for a career (Source: [Accountability Pillar](#), May 2017)

Alberta Education surveys students to determine how satisfied they are with the help they get at school to plan for a career. Student perception is one of several indicators that demonstrates students have access to the support they need in planning for a career.

