



Elk Island Public Schools

Combined Education Plan and Annual Education Results Report 2017-18





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Message from the Board Chair

Each year, Elk Island Public Schools (EIPS) publishes a *Combined Education Plan and Annual Education Results Report (AERR)*, which outlines how we're developing students to achieve the best possible outcomes. The 2017–18 AERR is one I'm incredibly proud of, and demonstrates the Division is committed to providing all students with a high-quality education through a variety of programs and services.

What shines through most are the innovative ways we're fostering educational excellence, supporting learning achievement, and developing our learners with the skills and knowledge needed to help them succeed.

These are huge accomplishments that are the combined result of the determination and hard work of our students, teachers, administrators, support staff, families and our various community partners. We are excited about the results and will use them to guide future planning as we continue to strive to meet the needs of our students and the expectations of our communities.

On behalf of our Board of Trustees, I invite you to read the report and join us in celebrating our achievements in providing great learning environments and the best educational opportunities for all our students.

Trina Boymook
Chair, Board of Trustees

Message from the Superintendent

It's a pleasure to share with you the *Combined Education Plan and Annual Education Results Report 2017-18* for Elk Island Public Schools (EIPS). The report illustrates both the successes of students over the past year and opportunities for growth. Overall, the report tells us we're meeting the priorities and goals set out in the 2018-22 Four-Year Education Plan, which is enhancing the growth and success of all students.

At EIPS, we pride ourselves on offering a wide variety of programs and services designed to provide students with the opportunities they need to learn, grow and thrive—in and out of school. Based on the belief our school system must be continuously improving, we also strive to be innovative and flexible in meeting those needs, and remain committed to the ongoing monitoring and evaluation of our practices to ensure we are providing the best possible educational opportunities. In so doing, the report demonstrates we are making a positive impact on student learning.

We are particularly proud of the collaborative approach we've fostered with our students, teachers, administrators, support staff, families and communities. These positive relationships have allowed us to rally together behind one clear vision: providing exceptional education for all students. Looking ahead, we will continue to work together to support a common purpose to promote the best possible outcomes for all students.

Mark Liguori
Superintendent

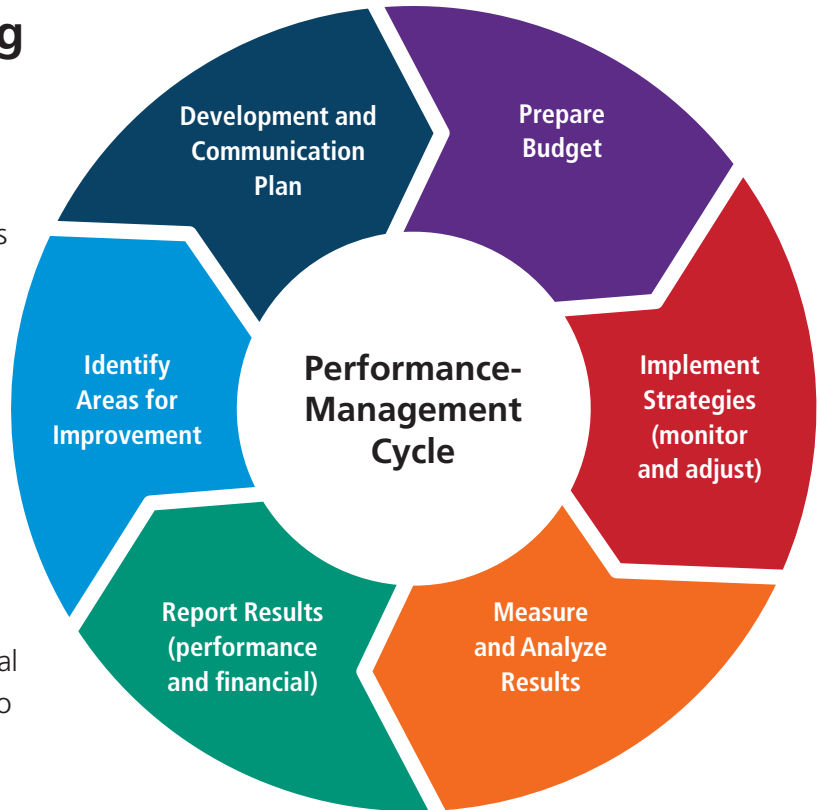
accountability

The Annual Education Results Report for the 2017-18 school year and the Education Plan for the four years commencing Aug. 31, 2018 for Elk Island Public Schools were prepared under the direction of the Board of Trustees in accordance with its responsibilities under the School Act and the Fiscal Planning and Transparency Act. The following document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved the Annual Education Results Report for the 2017-18 school year and the 2018-22 Four-Year Education Plan on Nov. 22, 2018.

Planning and Reporting

Annually, Elk Island Public Schools (EIPS) analyses and interprets its performance and results reports to assess its progress toward achieving the goals and outcomes outlined in its Four-Year Education Plan. The assessment includes examining and reporting on local measures, provincial measurement information and evaluations received from Alberta Education. The Division then compares these with its foundational statements—the mission, values and Four-Year Education Plan—(see pg. 7, “Foundational Statements”) to develop new strategies to further support student learning.



Overall, the planning and results reporting are integral to the Division’s accountability and performance-management cycle, which involves:

- developing and updating plans aligned with provincial goals, outcomes and performance measures;
- incorporating stakeholder input;
- preparing budgets that allocate or re-direct resources to achieve goals and improve results;
- implementing strategies to maintain or improve student learning and achievement;
- monitoring implementation and adjusting efforts as needed;
- measuring, analyzing and reporting results;
- using results to identify areas for improvement, and to develop strategies and targets for the next plan—for example, evidence-based decision-making; and
- communicating with stakeholders—staff, students, parents and guardians, school councils, the community and Alberta Education—about school-authority plans and results.

mission

To provide high-quality student-centred education that builds strong, healthy communities.

values

- Commitment to being a student-centred learning organization
- Decisions are made in the best interests of all students
- Integrity, honesty and respect are essential
- Flexible and engaging learning opportunities are key to student achievement
- Recognition that every student can learn and experience success
- Partnerships play a valuable role in meeting the needs of students



Elk Island Public Schools 2018-22 Four-Year Education Plan

PRIORITIES

PRIORITY 1: PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS

- Goal 1: Excellent Start to Learning
- Goal 2: Success for Every Student
- Goal 3: Success Beyond High School

PRIORITY 2: ENHANCE HIGH-QUALITY LEARNING AND WORKING ENVIRONMENTS

- Goal 1: A Focus on Well-Being Including Student Citizenship and Staff Engagement
- Goal 2: Quality Infrastructure for All
- Goal 3: Build Capacity
- Goal 4: A Culture of Excellence and Accountability

PRIORITY 3: ENHANCE PUBLIC EDUCATION THROUGH EFFECTIVE ENGAGEMENT, PARTNERSHIPS AND COMMUNICATION

- Goal 1: Parents as Partners
- Goal 2: Supports and Services for Students and Families
- Goal 3: Engaged and Effective Governance

assurance

Engaging stakeholders in the planning and reporting process

Elk Island Public Schools (EIPS) is committed to stakeholder engagement as it determines the strategic direction for the Division. Each year, as part of the Division's process for reviewing results, principals are responsible for developing a school education plan. The plan must align with the EIPS Four-Year Education Plan and be developed in consultation with school staff and school councils—submitted to the superintendent annually by October 15. Each school's education plan incorporates the Accountability Pillar results, which is released every year by Alberta Education in October.

When the Accountability Pillar results are released, principals also share it with their school families and school community, consult with their staff and school council, and prepare an annual report to further inform the school community about those results—school council groups play a critical role in engaging parents in this process. Additionally, EIPS hosts a Divisionwide Results Review process, a forum for schools and departments to share with the Board and school community their individual results, annual plans, successes and challenges. The process is a way for trustees, staff and families to gain an even more holistic understanding of what's taking place throughout the Division.

Finally, in November, the Board of Trustees reviews and approves the Division's *Combined Educational Plan and Annual Education Results Report*, which is another way for EIPS to demonstrate accountability to its stakeholders. Once approved, the report is shared with the government, school communities, the Committee of School Councils and posted online at www.eips.ca.

Division Profile

Elk Island Public Schools (EIPS) is one of the largest school divisions in Alberta, serving approximately 17,170 students from kindergarten to Grade 12 in 43 schools—located in Sherwood Park, the City of Fort Saskatchewan, the Town of Vegreville, Strathcona and Lamont counties, and the western portion of the County of Minburn. Collectively, 939 full-time equivalent (FTE) teachers and 498 FTE non-teaching staff work together to inspire all students to learn, grow and succeed.

Every day within EIPS, staff and students are encouraged to pursue opportunities to discover and develop their passions. It's something the Division prides itself on. And, as such, it works hard to ensure all staff and students have the tools they need to achieve success—such as dynamic programming, access to meaningful resources and a variety of learning opportunities.

In teaching, EIPS offers high-quality educational programming with a strong emphasis on character education. All core academic subjects and optional programming take place in inclusive and innovative learning environments that teach students how to learn and achieve to the best of their abilities. Students also have access to an array of classroom supports and services; specialized learning environments; early intervention and counselling services; and various consultative services such as speech, language, hearing, vision, occupational and physical therapy.

Several complementary programs are also offered within the Division, such as Career and Technology Studies, Off-Campus Education and second-language courses, which ensures students meet all graduation requirements. There are also many opportunities for educational enrichments within, and outside, the classroom. For example, the Division offers five language programs—English, French, German, Ukrainian and Spanish. It also offers the Advanced Placement program and International Baccalaureate options for students who excel academically. In addition, students can choose to participate in a variety of alternative programs such as Alternative Christian, Logos Christian, Next Step Outreach, Home Education and Continuing Education.

EIPS schools also offer strong extracurricular programming that provides students with opportunities to become involved in music and drama productions, special-interest clubs and athletic teams. Collectively, these contribute to a well-rounded education that's developing learners with the skills and knowledge needed to help them succeed and ready to take on the world.



Combined 2017-18 Accountability Pillar Overall Summary

		ELK ISLAND PUB SCHS REG DIV 14						ALBERTA			MEASURE EVALUATION		
MEASURE CATEGORY	MEASURE	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall			
Safe and Caring Schools	Safe and Caring	88.1	88.1	87.9	89.0	89.5	89.4	Very High	Maintained	Excellent			
Student Learning Opportunities	Program of Studies	82.7	83.3	83.2	81.8	81.9	81.7	Very High	Maintained	Excellent			
	Education Quality	88.9	89.3	88.8	90.0	90.1	89.9	High	Maintained	Good			
	Dropout Rate	1.1	1.9	2.2	2.3	3.0	3.3	Very High	Improved Significantly	Excellent			
	High School Completion Rate (3 yr)	84.6	81.2	81.1	78.0	78.0	77.0	Very High	Improved Significantly	Excellent			
Student Learning Achievement (grades K-9)	PAT: Acceptable	84.4	83.6	82.8	73.6	73.4	73.3	High	Improved	Good			
	PAT: Excellence	26.7	25.1	24.6	19.9	19.5	19.2	Very High	Improved	Excellent			
Student Learning Achievement (grades 10-12)	Diploma: Acceptable	85.5	85.7	86.1	83.7	83.0	83.0	High	Maintained	Good			
	Diploma: Excellence	22.3	22.7	20.9	24.2	22.2	21.7	High	Maintained	Good			
	Diploma Examination Participation Rate (4+ Exams)	56.4	55.7	56.8	55.7	54.9	54.7	High	Maintained	Good			
	Rutherford Scholarship Eligibility Rate	62.5	60.8	61.5	63.4	62.3	61.5	n/a	Maintained	n/a			
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	60.5	63.2	62.9	58.7	57.9	59.0	High	Declined	Acceptable			
	Work Preparation	77.8	79.0	78.6	82.4	82.7	82.4	High	Maintained	Good			
	Citizenship	80.5	80.1	79.9	83.0	83.7	83.7	High	Maintained	Good			
Parental Involvement	Parental Involvement	78.4	78.1	77.8	81.2	81.2	81.0	Intermediate	Maintained	Acceptable			
Continuous Improvement	School Improvement	79.5	80.2	79.8	80.3	81.4	80.7	High	Maintained	Good			

NOTES

- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Student participation in the survey was impacted between 2014 and 2017 because of the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
- Aggregated Provincial Achievement Tests (PAT) results are based on a weighted average of per cent meeting standards—Acceptable, Excellence. The weights are the number of students enrolled in each course. Courses included: English language arts (grades 6, 9, 9 KAE); Français (grades 6, 9); French language arts (grades 6, 9); mathematics (grades 6, 9, 9 KAE); science (grades 6, 9, 9 KAE); and social studies (grades 6, 9, 9 KAE).
- Participation in PATs was impacted by the fires in May and June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- Aggregated diploma examination results are a weighted average of per cent meeting standards—Acceptable, Excellence—on diploma examinations. The weights are the number of students writing the diploma examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1 and 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1 and 30-2, as equating wasn't in place until the 2016-17 school year. Alberta Education doesn't comment on provincewide trends until it has five years of equated examination data.
- Participation in diploma examinations was impacted by the fires in May and June of 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015-16 school year. Caution should be used when interpreting trends over time.
- Because of the change from previous data-source systems to the Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 aren't available.
- The 2016 results for the three-year high school completion and diploma examination participation rates have been adjusted to reflect the correction of the Grade 10 cohort.

Combined 2017-18 Accountability Pillar First Nations, Métis and Inuit Overall Summary

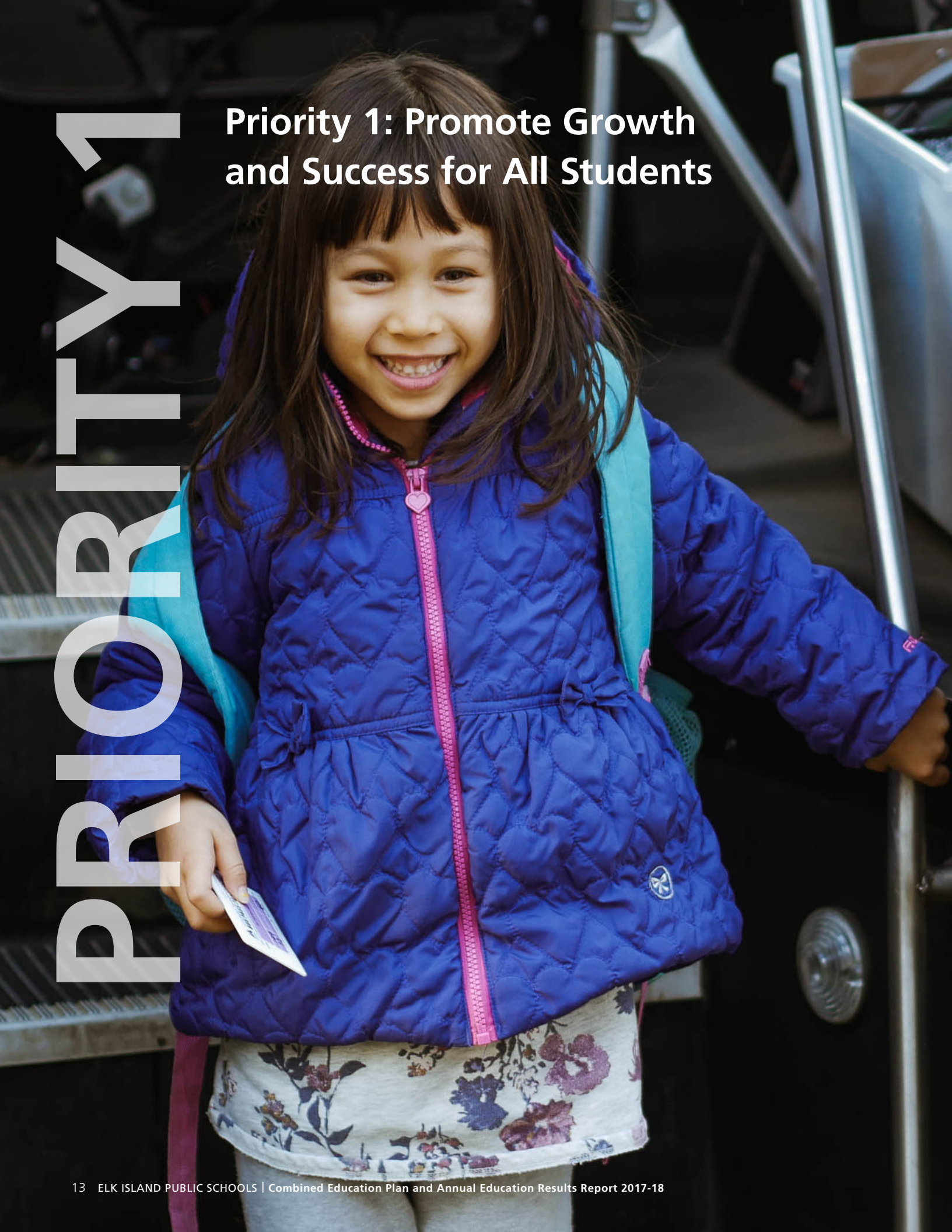
		ELK ISLAND PUB SCHS REG DIV 14 (FNMI)			ALBERTA (FNMI)			MEASURE EVALUATION		
MEASURE CATEGORY	MEASURE	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Dropout Rate	5.1	3.4	3.5	4.8	5.8	6.3	Intermediate	Maintained	Acceptable
	High School Completion Rate (3 yr)	63.9	63.1	65.9	53.3	53.7	50.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (grades K-9)	PAT: Acceptable	72.4	69.2	66.2	51.7	51.7	52.0	Intermediate	Improved	Good
	PAT: Excellence	15.0	14.6	13.1	6.6	6.7	6.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (grades 10-12)	Diploma: Acceptable	86.7	83.0	82.9	77.1	77.1	76.6	High	Maintained	Good
	Diploma: Excellence	9.2	18.1	14.9	11.0	10.7	10.3	Very Low	Declined	Concern
	Diploma Exam Participation Rate (4+ Exams)	39.9	33.0	34.6	24.4	21.8	21.2	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	48.2	43.8	42.3	35.9	34.2	33.0	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	48.6	46.4	42.0	33.0	31.8	32.8	Intermediate	Maintained	Acceptable
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

NOTES

- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Aggregated Provincial Achievement Tests (PAT) results are based on a weighted average of per cent meeting standards—Acceptable, Excellence. The weights are the number of students enrolled in each course. Courses included: English language arts (grades 6, 9, 9 KAE); Français (grades 6, 9); French language arts (grades 6, 9); mathematics (grades 6, 9, 9 KAE); science (grades 6, 9, 9 KAE); and social studies (grades 6, 9, 9 KAE).
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- Participation in diploma examinations was impacted by the fires in May to June of 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015-16 school year. Caution should be used when interpreting trends over time.
- Student-demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016, which impacted results based on enrolment, exception and grant program codes reported in previous years. For example, self-identified First Nations, Métis and Inuit; learning disability and English as a second language students.
- The 2016 results for the three-year high school completion and diploma examination participation rates have been adjusted to reflect the correction of the Grade 10 cohort.

PRIORITY 1

Priority 1: Promote Growth and Success for All Students



GOAL 1: Excellent Start to Learning

Local Outcome: More children reach social, intellectual and physical development milestones by Grade 1

Provincial Outcome: Alberta's students are successful

PERFORMANCE MEASURES	RESULTS				
	2013-14	2014-15	2015-16	2016-17	2017-18
Number of children enrolled in the PALS program who received ongoing speech-language services	n/a	n/a	114	116	113
Number of children enrolled in kindergarten programs who received ongoing speech-language services	n/a	n/a	298	365	360
Number of children enrolled in the PALS program who received ongoing occupational-therapy services	n/a	n/a	67	88	100
Number of children enrolled in kindergarten programs who received ongoing occupational-therapy services	n/a	n/a	163	184	181
Number of children enrolled in the PALS program who received ongoing physical-therapy services	n/a	n/a	n/a	34	0
Number of children enrolled in kindergarten programs who received ongoing physical-therapy services	n/a	n/a	n/a	14	5
Number of children who were identified and who received intensive small-group literacy support through SELIK*	n/a	n/a	287	331	no longer offered
Percentage of children who received intensive small-group literacy support through SELIK* in kindergarten who are reading at grade level in Grade 1, as measured by the Star 360	n/a	n/a	n/a	11.3%	no longer offered

*Supporting Emergent Literacy in Kindergarten (SELIK) program

ANALYSIS OF RESULTS

Background

Early childhood development is the first and most critical phase of human growth. In fact, a growing body of research centred around families and children between the ages of zero and six, suggests the early years is the most significant time period in an individual's lifespan. That's why Elk Island Public Schools (EIPS) has identified an "excellent start to learning" as a goal in its Four-Year Education Plan. The goal sets the foundation for implementing strategies to ensure as many children as possible entering Grade 1 reach developmental milestones. As such, young learners—pre-kindergarten, kindergarten and Grade 1—are taught by caring and responsive staff members in high-quality early learning environments that focus on purposeful, play-based programming. The goal: To provide a strong base for developing foundational competencies critical to future academic success.

Results

During the 2017-18 school year, 1,436 children were enrolled in Early Childhood Services (ECS) within EIPS, including 1,314 kindergarten children and an additional 122 in pre-kindergarten programs, which is a decline of 98 children from the year previous. The Division served 205 children who met Program Unit Funding (PUF) criteria and another 127 children who met mild or moderate criteria in pre-kindergarten and kindergarten programs.

To support the success of EIPS early learners, the Division offered early intervention programming through a pre-kindergarten Play And Learn at School (PALS) program, which supported children between the ages of three and five assessed with severe developmental delays, and

Priority 1: Promote Growth and Success for All Students

children between the ages of four and five assessed with mild or moderate developmental delays. The PALS programming was available in the communities of Sherwood Park, Ardrossan, Fort Saskatchewan, Lamont, Mundare and Vegreville.

Kindergarten programming was available in all 25 of the Division's elementary schools and included half-day; full-day, alternating-day; and full-day, every-day options—the latter was offered at A.L. Horton Elementary in Vegreville. Funding was also provided to cover the costs associated with kindergarten programming enhancements, known as Enhanced Kindergarten. The initiative offered support to children who weren't meeting developmental expectations. In addition, EIPS kindergarten teachers piloted a variety of supplementary supports and services to investigate their impacts on transitions into Grade 1.

EIPS speech and language pathologists (SLPs) provided one-to-one intervention, facilitated small-group activities and lead whole-class activities. SLPs also provided services and supports to children in PALS, kindergarten and school-age classrooms. All children enrolled in the PALS program received speech-language services two days a week. SLPs were also scheduled at individual schools, once a week, to work with kindergarten children and school-age students. In the 2017-18 school year, 400 (30%) kindergarten children were assessed by an EIPS SLP and 360 children (27%) received ongoing speech and language supports—inclusive of children with severe, moderate or mild disabilities and delays.

In terms of occupational-therapy, 100 (82%) children in PALS received ongoing support in this area. Meanwhile, in kindergarten, occupational therapists provided services on a block schedule, with schools receiving a minimum of one visit every six weeks. Of those, 181 (14%) kindergarten children received ongoing occupational-therapy support—inclusive of children with severe, moderate or mild disabilities and delays.

Physical-therapy consultation support was also available to all children enrolled in PALS and kindergarten. During the 2017-18 school year, children in PALS received ongoing physical-therapy support in small-group and whole-class activities. In kindergarten, five children with severe disabilities and delays received ongoing consultative physical-therapy support. By using the group-approach, the Division was able to support more students than in previous years.

The Supporting Transition and Readiness Team (START) program was discontinued in the 2017-18 school year. The reason: no students enrolled. Developed in the 2014-15 school year, the program was introduced in response to the kindergarten age-eligibility timeline. Throughout its lifespan, START provided flexible and family centred programming for children between the ages of 2.6 and 2.9 and effectively served its transitional purpose, while it was needed.

The Division's family school liaison workers (FSLW) facilitated connections with PALS families, schools and the community, to

assist with positive growth. They worked as part of a multidisciplinary team to enhance service delivery by helping families set goals, integrate interventions, plan strategies and arrange resources to help children be successful in school, at home and in their community. In 2017-18, the Division reviewed the FSLW role and, as a result, decided to eliminate the positions. Work has begun with community partners to help PALS staff assist families with accessing resources and assessment services for children.

The Supporting Emergent Literacy in Kindergarten (SELIK) project was reviewed by the Division in the 2016-17 school year. Based on the review, the Division decided to discontinue the project for the 2017-18 school year. Originally, SELIK was designed to support ongoing classroom literacy activities by assisting young children in acquiring the skills necessary to be successful readers and writers. However, after evaluating the Star 360 data, as per the SELIK performance measure, it became evident there wasn't a significant increase in the number of students able to read at grade level after participating in the project. Hence, the Division decided to discontinue the program.

During the 2017-18 school year, Loose Parts Play kits were developed for use in PALS and kindergarten classrooms. The versatility of the materials in these kits provided children with ways to discover and be creative during play and exploration. Loose Parts Play kits aided in problem-solving; fine- and gross-motor development; hand-eye co-ordination, language and vocabulary building; mathematical and scientific thinking; and literacy, social and emotional development. PALS and kindergarten teachers also participated in Loose Parts Play professional learning sessions. Similarly, Phonological Awareness kits were created for use in kindergarten and Grade 1 classrooms, as a shared resource. The kits focused on identifying and manipulating units of oral language and sounds of spoken language. Phonological awareness is a reliable predictor of later reading ability.

Numerous activities were also held to engage parents and the community. The Wee Read program was implemented in 11 EIPS schools in the 2017-18 school year. The program, focused on young children in kindergarten and Grade 1, helps to strengthen language and literacy skills and, at the same time, get participants excited about reading. Through the program, community volunteers visited schools to share their love of books by reading aloud, playing vocabulary games and talking about stories that inspired them when they were children.

Individual and group Family-Oriented Programming Sessions (FOPS) were provided to parents and children, outside of the PALS centre-based programming hours. The FOPS helped families learn about their child's development and strategies to improve learning, working, playing and behaving in multiple settings. In total, 18 FOP sessions were provided to PALS parents over the course of the year. For the 2018-19 school year, FOPS are being rolled out to some kindergarten families—based on identified need and available resources.



In addition, Early Learning Screening sessions was piloted in Ardrossan, Mundare and Vegreville in spring 2018. These sessions allowed families to ask questions and discuss concerns about their child’s development with a screening team—made up of a teacher, a speech language pathologist and an occupational therapist. Children were also screened in speech sounds, language skills, fine-motor skills and emergent academic skills to determine possible eligibility for the PALS program.

Orientation sessions were also organized for both PALS and kindergarten families. Individual orientation sessions were offered to PALS parents with their child’s teacher. These collaboration sessions included discussions about the child’s interests and strengths; specific needs; parental hopes and goals; communication protocols; transportation arrangements; and the first day of school. The goal was to provide an opportunity for parents and teachers to start developing common goals for the success of each child. Similarly, a Kindergarten Information Night was held at each EIPS school that offers the kindergarten program. Families were introduced to what a typical day in kindergarten is like, informed about the importance of play-based learning, given an opportunity to ask questions and tour the school. The overall purpose was to offer an opportunity for families and teachers to begin the school and home relationship—integral to each child’s success.

Priority 1: Promote Growth and Success for All Students

Finally, parents played an integral role in the Instructional Support Plan (ISP) process—both in the development of student ISPs and the regular review of these documents. The result: It increased the understanding of individual students learning needs and strengths; enhanced communication among parents, students and teachers; and created a long-term plan to help families with transitions and future planning for their child.

Opportunities for Growth

Throughout the year, the Division provided significant speech language, occupational therapy, physical therapy and family-oriented programming to support its early learners. That said, there’s no data at the divisional level to measure the impact of these interventions as it relates to students meeting developmental milestones and early literacy development. In the 2017-18 school year, efforts were made to provide kindergarten and Grade 1 teachers with an optional literacy screening tool entitled, Reading Readiness Screening Tool (RRST). Throughout 2018-19, the RRST is available for teachers to use. However, the tool is limited. As such, the Division is planning to implement another tool that will measure a child’s awareness of self and environment; social skills and approaches to learning; cognitive skills; language and communication; and physical development, or fine and gross motor skills. The hope is the new tool will assist the Division in measuring progress toward the local outcome: “More children reach social, intellectual and physical developmental milestones by Grade 1.”

Priority Strategy for Education Plan

A key priority for the Division is to implement a new performance measure to assess a learner’s progress toward meeting developmental milestones and early literacy outcomes. By doing this, it will enable the Division to examine the impact of its Early Learning programming and services. Strategies include:

- To inform early years programming, all kindergarten teachers will build their capacity to implement a performance assessment that links to developmental milestones entitled, Early Years Evaluation: Teacher assessment (EYE-TA). The tool will provide data on six developmental milestones: awareness of self and environment; social skills and approaches to learning; cognitive skills; language and communication; and physical development, or fine- and gross-motor skills. Completed in the fall and spring, the assessments will provide pre- and post-data on a child’s progress in kindergarten. It will also help guide programming so more children meet emotional, social, intellectual and physical milestones prior to beginning Grade 1.
- Teachers will participate in professional learning to learn how to effectively administer the EYE-TA and interpret the results.
- Based on student results from the EYE-TA, the Division will create an action plan to address the developmental milestone(s) that are at higher risk of not being achieved. Building teacher capacity, in an equitable way throughout the Division, is critical for student success.

GOAL 2: Success for Every Student

Local Outcome 1: More students achieve a minimum of one year’s growth in literacy and numeracy

Provincial Outcome: Alberta’s students are successful

ACCOUNTABILITY PILLAR PERFORMANCE MEASURES Overall percentage of students who achieved the acceptable standard (A) and the standard of excellence (E)		RESULTS					EVALUATION		
		2013-14	2014-15	2015-16	2016-17	2017-18	ACHIEVEMENT	IMPROVEMENT	OVERALL
OVERALL STUDENT LEARNING OUTCOMES									
Grade 6 and Grade 9 Provincial Achievement Tests (PATs)	A	82.7	82.8	82.0	83.6	84.4	High	Improved	Good
	E	24.4	24.1	24.5	25.1	26.7	Very High	Improved	Excellent
Diploma Examinations	A	85.5	87.4	85.2	85.7	85.5	High	Maintained	Good
	E	19.6	20.6	19.3	22.7	22.3	High	Maintained	Good
LITERACY LEARNING OUTCOMES									
Grade 6 PATs – Language Arts	A	91.1	90.9	90.7	92.2	94.6	Very High	Improved Significantly	Excellent
	E	24.2	25.1	26.1	24.1	26.4	Very High	Maintained	Excellent
Grade 9 PATs – Language Arts	A	86.4	85.7	84.5	86.1	85.6	High	Maintained	Good
	E	19.5	17.9	18.9	17.6	18.0	High	Maintained	Good
English 30-1 Diploma Examinations	A	92.6	91.9	92.6	92.3	90.4	High	Declined	Acceptable
	E	11.7	11.6	11.0	13.1	15.2	High	Improved	Good
English 30-2 Diploma Examinations	A	95.6	95.2	95.1	94.6	94.3	High	Maintained	Good
	E	16.7	13.0	18.9	14.8	14.0	Intermediate	Maintained	Acceptable
MATHEMATICS LEARNING OUTCOMES									
Grade 6 PATs – Mathematics	A	83.6	83.3	81.6	80.7	87.0	High	Improved Significantly	Good
	E	19.1	19.0	16.9	17.8	20.9	Very High	Improved	Good
Grade 9 PATs – Mathematics	A	76.3	74.2	75.0	77.5	69.3	Intermediate	Declined Significantly	Issue
	E	21.6	19.9	18.1	19.4	19.4	High	Maintained	Good
Math 30-1 Diploma Examinations	A	73.6	78.7	69.2	74.0	75.9	Equating wasn't established until the 2016-17 school year. Alberta Education doesn't comment on trends until it has five years of equated examinations.		
	E	23.1	28.2	19.4	30.0	30.3			
Math 30-2 Diploma Examinations	A	73.0	82.1	76.9	78.0	77.7			
	E	13.3	15.8	16.2	17.7	17.0			

ACCOUNTABILITY PILLAR PERFORMANCE MEASURES	RESULTS					EVALUATION		
	2013-14	2014-15	2015-16	2016-17	2017-18	ACHIEVEMENT	IMPROVEMENT	OVERALL
SPECIALIZED SUPPORT								
Percentage of teachers, parents and students in agreement programs for children at risk are easy to access and timely	81.3	82.5	81.5	82.7	81.6	n/a		
Percentage of families satisfied with the special support their child has received at school?	71.0	79.0	80.0	86.0	79.0			
My child is demonstrating growth in literacy*	n/a	n/a	n/a	n/a	86.19			
My child is demonstrating growth in numeracy *	n/a	n/a	n/a	n/a	87.6			

*EIPS Parent Survey

ANALYSIS OF RESULTS

Background

Elk Island Public Schools (EIPS) is committed to the success of every student, and ensuring they're provided with the tools needed to reach their full potential. Facilitating this requires teachers to adapt pedagogical practice to meet the differing needs of students; use meaningful assessments to inform a broad range of teaching strategies; and identify students early who might require additional intervention and support. Because it's well-known literacy and numeracy are foundational to success in learning and success in life, both areas are identified as a priority in the Division's Four-Year Education Plan.

Literacy is the ability to read, view, write, design, speak and listen in a way that allows people to communicate effectively. The power of strong literacy skills doesn't just lie in the ability to read and write, but also in the capacity to apply these skills effectively to acquire, create, connect and communicate information in a variety of situations. Developing strong literacy skills in students is critical if they're to reach their full potential in school, the workplace and life in general.

Meanwhile, numeracy is defined by Alberta Education as the ability, confidence and willingness to engage with quantitative and spatial information to make informed decisions in all aspects of daily living. A numerate individual has the confidence and awareness to know when and how to apply quantitative and spatial understandings at home, at school, at work and in the community. Developing strong numeracy skills in students is critical if they are to reach their full potential.

Results

OVERALL PAT AND DIPLOMA EXAMINATION RESULTS

EIPS' overall 2017-18 Accountability Pillar results indicate students in Grades 6 and Grade 9 continue to do well on Provincial Achievement Tests (PATs) and are consistently outperforming the province at both the acceptable standard and the standard of excellence. In fact, in all subject areas of the Grade 6 and Grade 9 PATs, EIPS scored higher in 26 of the 28 PAT measures (see pg. 50, "Appendix B"). Similarly, with the overall diploma examination results, EIPS students consistently score higher than the province at the acceptable standard category and on par with the province in the standard of excellence category. Results from the 2017-18 school year confirm this with EIPS scoring higher on 14 of the 18 diploma examination measures (see pg. 53, "Appendix D").

The following is a more detailed breakdown and analysis of results specific to the fundamental skills of literacy and numeracy—the two academic areas highlighted in the EIPS Four-Year Education Plan.

LITERACY

Trends in data over the past five years indicate the percentage of EIPS students meeting the acceptable standard and the standard of

excellence in Grade 6 English Language Arts is consistently higher than the province with 94.6% meeting the acceptable standard and 26.4% meeting the standard of excellence—comparably throughout the province 83.5% of students met the acceptable standard, and 17.9% met the standard of excellence. Regarding the participation rate, the percentage of EIPS students who wrote the Grade 6 Language Arts PAT was higher than the province—96.8% within EIPS compared to 90.6% provincially.

Likewise, trends in data over the past five years indicate the percentage of EIPS students meeting the acceptable standard and the standard of excellence in Grade 9 English Language Arts is also consistently higher than the province. According to the 2017-18 Accountability Pillar results, the percentage of EIPS students meeting the acceptable standard was 85.6% and 18% meeting the standard of excellence—provincial scores were 76.1% and 14.7%, respectively. Again, the participation rate for EIPS students writing Grade 9 Language Arts was also higher than the province—95.9% Divisionwide compared to 88.9% provincially. Most notable, this was an area of improvement for the Division thanks, in part, to an innovative mentorship initiative. Division III teachers, with four years or less years teaching experience, were offered mentoring opportunities through a literacy cohort. Targeted efforts were made to establish literacy leads in the junior high school, which worked given the improvement in the Grade 9 English Language Arts PAT results. Overall, the Division is pleased with the results and that the gap between Grade 6 and Grade 9 achievement results are narrowing. As such, going forward it will continue efforts in this area.

In terms of diploma examination scores, trends in the data over the past five years indicate the percentage of EIPS students meeting the acceptable standard in English 30-1 is consistently higher than the province. At the standard of excellence category percentages are relatively equal to the province. In the 2017-18 school year, the percentage of EIPS students who achieved the acceptable standard was 90.4% and 15.2% met the standard of excellence. Comparably, provincially 87.5% of students achieved the acceptable standard and 13.2% the standard of excellence.

Similarly, in English 30-2, the percentage of students meeting the acceptable standard and the standard of excellence is higher than the province. The overall percentage of EIPS students who met the acceptable standard in English 30-2 was 94.3%, and 14% achieved the standard of excellence—provincial results were 88% and 13.1%, respectively. Particularly noteworthy, in both English 30-1 and English 30-2, school-awarded marks and diploma examination marks were aligned, which provincially wasn't the case.

The higher than provincial averages in the area of language arts are likely the result of several literacy programs initiated Divisionwide. One such initiative focused on offering a series of early literacy supports to the Play and Learn at School (PALS) program. As well, consultants worked closely with Division I and Division II elementary literacy leads. Each lead was identified by a school and collaborated with teachers and administrators through professional learning and

Priority 1: Promote Growth and Success for All Students

networking opportunities. Additionally, a New Teachers' Cohort was established to offer all first-year and second-year teachers ongoing support, intensive professional learning and collaboration opportunities to develop their literacy instructional practices. In total, 29 first-year teachers met for five full-day sessions, and 26 second-year teachers met for two full-day sessions.

In addition, throughout the 2017-18 school year, the Division implemented a literacy pilot project entitled, the Fort Cohort, which included all EIPS schools in Fort Saskatchewan. The cohort collectively identified reading across all grades, kindergarten to Grade 12, as a focus that would have the most significant impact on improving the success of all students in the Fort Saskatchewan area. Reading was identified using the results of the Star 360 assessment tool, which screens and identifies students who require intervention support in reading. Knowing a number of students required interventions created a sense of urgency to build expertise in this area. The Classroom Improvement Grant funds were pooled from all the Fort Saskatchewan schools—totalling approximately \$350,000—to ensure equity of resources.

The resources were used to:

- hire literacy-lead teachers—at a minimum of 0.2 full-time equivalent—at each school;
- allow five half days of release time or collaboration time for each teacher;
- purchase a membership to the Wee Read program for each school;
- create Wee Read kits that included 15 books for each volunteer;
- purchase Readers' Workshop kits and Units of Study for each elementary classroom;
- budget \$180 per teacher for additional resources; and
- send six lead teachers and two consultants to a literacy training session with Lucy Calkins.

A Lead-Literacy-Teacher Model was also used to help schools in building teacher capacity and collaborative expertise around instructional practices. Monthly, lead teachers were provided with professional learning sessions with consultants from the Division's Supports for Students department that were focused on building capacity to coach and provide ongoing feedback to the teachers they work with. As a result of the pilot project:

- Principals (100%) reported they agreed, or strongly agreed, being involved in the Fort Cohort improved staff confidence around teaching reading.
- After the pilot project, 83.8% of teachers rated their confidence in teaching reading as "good to excellent," compared to 73.3% before to the pilot project.
- After the pilot project, 77% of teachers rated their effectiveness at meeting the needs of struggling readers as "good to excellent," as compared 59.5% before the pilot project.
- The PAT and diploma examination results suggest schools involved in the pilot project were positively impacted.
 - For the Grade 6 English Language Arts PAT results, four out of

five schools saw growth in the acceptable standard category—between 1.1% and 15%. The fifth school is a new school so didn't have comparative data. That said, 100% of students who wrote the PATs at that school, achieved the acceptable standard. For the standard of excellence category, three out of five schools demonstrated growth—between 4.4% and 15.9%. Results for one school remained the same meanwhile, 16.1% of students achieved the standard of excellence category at the school with no comparative data.

- For the Grade 9 English Language Arts PATs, one out of the two schools demonstrated growth in the acceptable standard, up by 4.2%. For the second school, only two fewer students achieved the acceptable standard than the previous year. Both schools demonstrated growth at the standard of excellence—up by 2% and 5.3%.
- At the senior high level, the school showed growth in the acceptable standard in English 30-1—up by 4.5%. Similarly, in English 30-2 growth increased by 9.6%. Meanwhile, at the standard of excellence, the school was up in English 30-1 by 6.1% and in English 30-2 by 12.6%.

Again, for the second-straight year, EIPS administered the Star 360 reading assessment tool to students in grades 1 through 12. Overall, the tool helped teachers, administrators and school counsellors to more quickly and reliably identify students not reading at expected grade levels. Subsequently, the Division is now able to implement appropriate strategies to support intervention in the area of literacy. Long term, this approach to assessment, intervention and tracking improvement will support and enhance literacy skills across all grade levels and support the goal of more students achieving a minimum of one year's growth in literacy. It also allowed the Division to identify students reading above grade level to also support their continued growth. Interestingly, in the 2017-18 school year, 1,433 more students achieved the average percentile of proficiency than students who did the previous year.



Priority 1: Promote Growth and Success for All Students

NUMERACY

Trends in data over the past five years indicate the percentage of EIPS students meeting the acceptable standard and the standard of excellence in Grade 6 Mathematics is consistently higher than the province. In 2017-18, the overall percentage of Division students meeting the acceptable standard in Grade 6 Mathematics was 87%, and the percentage of EIPS students meeting the standard of excellence was 20.9%—the provincial results were 72.9% and 14%, respectively. Moreover, the Division's student participation rate for writing Grade 6 Mathematics was higher than the province—96.9% within EIPS and 91.1% provincially.

Similarly, trends in data over the past five years indicate the percentage of EIPS students meeting the acceptable standard and the standard of excellence in Grade 9 Mathematics is consistently higher than the province. According to the 2017-18 Accountability Pillar results, the percentage of EIPS students who met the acceptable standard was 69.3%, and 19.4% achieved the standard of excellence. Provincially, 59.2% of students met the acceptable standard and 15% met the standard of excellence. Again, the Division's student participation rate for writing the Grade 9 Mathematics PATs was higher than the province—94.2% within EIPS and 88.7% provincially. It's important to note, while the Grade 9 mathematics results are above the provincial averages, the Division still isn't satisfied. The reason: The results have dropped from the year previous. The drop is largely because of the introduction of Part A to the PATs, which includes 20 numeric questions answered without the use of a calculator. Within EIPS, only 59% of students achieved the acceptable standard and 22.4% the standard of excellence.

Meanwhile on Part B, which includes 32 multiple-choice and eight numerical response questions, 78.1% of students met the acceptable standard and 23.1% met the standard of excellence. These results are higher than the 2016-17 results—77.5% of students met the acceptable level and 19.4% met the standard of excellence. So, what this suggests is more targeted instruction is needed in the area of foundational, computational numeracy skills. As such, the Division is making this a priority going forward.

In terms of Mathematics 30-1, trends in data over the past five years indicate the percentage of EIPS students meeting the acceptable standard and the standard of excellence is slightly lower than the province—the exception being the 2016-17 school year. While lower, students are showing improvement. In 2017-18, the percentage of EIPS students meeting the acceptable standard in Mathematics 30-1 increased to 75.9% from 74%. And, the percentage of students meeting the standard of excellence increased slightly to 30.3% from 30%. Provincially, 77.8% of students achieved the acceptable standard, and 35.3% achieved the standard of excellence.

Meanwhile, in Mathematics 30-2, the percentage of students meeting the acceptable standard and the standard of excellence is consistently higher than the province. Overall, the percentage of students meeting the acceptable standard was 77.7%, and the

percentage of students meeting the standard of excellence was 17%—provincially the percentages were 74.2% and 16.9%, respectively.

To continue to facilitate stronger numeracy outcomes, the Division introduced the Math Intervention/Programming Instrument (MIPI) to students in grades 2 through 10. The MIPI is a numeracy assessment tool that's digitally based and offers an opportunity for students to demonstrate their learning. The goal: To provide timely information to teachers, help enhance classroom instruction and ensure student learning needs are identified. The Division also uses the overall results to help inform programming efforts and where to focus professional learning opportunities. As a result, in 2017-18, numeracy professional learning centred around the First Steps in Mathematics program; the First-Year Teacher Cohort; and consultant support to mentor, coach and model consistent research-based mathematics instruction in all schools and grade levels. To complement the MIPI, work continues on the Elementary Mathematics Benchmark assessment tool, which allows teachers to further assess students identified by the MIPI.



The Division also refined the EIPS optional common Grade 7 and Grade 8 final math exam—collaboratively developed and blueprinted by a cohort of EIPS math teachers. The exams allowed for the collection of numeracy data, which in turn, informed professional learning offerings. For the 2018-19 school year, professional learning in this area will include the First Steps in Mathematics program; EQUALS Mathematics; Guided Math Framework; and supports for classroom mentoring, coaching and modelling in all schools, and at all grade levels.

OTHER RESULTS

It's important to note, the Division earned a "very high" achievement rating for the percentage of teachers, parents and students who agree programs for children at risk are easy to access and timely, and are satisfied with the special support their child receives at school. These results are likely connected to the intervention support provided to students who aren't reading or writing at grade level, identified by the Star 360, and the supports provided by Inclusive Learning to ensure all EIPS students reach their potential.

Priority 1: Promote Growth and Success for All Students

Opportunities for Growth

While the Grade 9 English Language Arts PAT results continue to improve, there remains a slight gap between elementary and junior high results indicating continued targeted work with lead teachers in junior high is beneficial. Additionally, a focus on numeracy in secondary schools will continue to be a focus with a target of a higher result on Part A of the Grade 9 Mathematics PAT and an overall mathematics improvement that aligns with the overall literacy results.

Priority Strategy for Education Plan

To ensure continued growth is demonstrated in elementary and junior high English Language Arts PAT results, the Division is implementing the following:

- Secondary-language-arts teacher cohorts will meet regularly to collaboratively explore ways to enhance teaching practice and expertise in literacy to increase student engagement and achievement in reading.
- The Division will create a professional learning catalogue highlighting all the sessions being offered throughout the 2018-19 school year.
- Two additional secondary consultants will offer schools further instructional support in both English language arts and mathematics.
- English as a second language support (ESL) for schools will ensure all benchmarking documentation and program planning is up to date and accurate. Professional learning sessions will also be available to teachers who have ESL students in their classes.
- All secondary schools will identify literacy leads. Division literacy consultants will work with these lead teachers to develop their expertise to then work with teachers in their schools in the areas of literacy and engagement.

To address and close the gap between language arts and mathematics PAT and diploma examination results, the Division is implementing the following:

- Using data from the 2017-18 MIPI assessment tool, the Division will offer training and professional learning opportunities to elementary and secondary teachers in numeracy throughout the 2018-19 school year.
- Consultants will analyze the 2018-19 MIPI data and share it with all mathematics teachers to target areas of strength and opportunities for growth.
- Numeracy consultants will work with EIPS teachers—mentoring, coaching and role modelling best practices in math classrooms.
- Similar to the support strategies provided to Grade 6 teachers after the first-year students wrote Part A of the Grade 6 PAT, Grade 9 math teachers will have specific supports to strengthen mathematics instructional practices to address computational skills required for Part A of the Grade 9 Mathematics PAT.
- Students who complete the EIPS-developed common math final exam in Grades 7 and Grade 8 will have two years of experience in writing this form of test. As such, the Division expects, with the added teacher support coupled with the increased experience students have with computational, timed tests, the Grade 9 Mathematics PAT results will improve in 2019.

To engage parents as partners in their child's learning and to address the outcome, "more students achieve a minimum of one year's growth in literacy and numeracy," the Division is implementing the following:

- Monthly literacy and numeracy tips will be posted on school and Division websites to support parents in engaging their child's literacy and numeracy development.
- Consultants will present to groups of parents, if requested by schools, regarding ways to support a child's growth in the areas of literacy and numeracy.



GOAL 2: Success for Every Student

Local Outcome 2: The achievement gap between First Nations, Métis and Inuit students and all other students is reduced

Provincial Outcome: Alberta's education system supports First Nations, Métis, and Inuit students' success

FIRST NATIONS, MÉTIS AND INUIT

ACCOUNTABILITY PILLAR PERFORMANCE MEASURES of Self-identified First Nations, Métis and Inuit Students	RESULTS					EVALUATION			
	2013-14	2014-15	2015-16	2016-17	2017-18	ACHIEVEMENT	IMPROVEMENT	OVERALL	
OVERALL STUDENT LEARNING OUTCOMES									
Percentage of Grade 6 and Grade 9 students who achieved the acceptable standard (A) and the standard of excellence (E) on Provincial Achievement Tests (PATs)	A	73.4	64.1	65.3	69.2	72.4	Intermediate	Improved	Good
	E	12.4	7.2	17.3	14.6	15.0	Intermediate	Maintained	Acceptable
Percentage of students who achieved the acceptable standard (A) and the standard of excellence (E) on diploma examinations	A	80.3	86.4	79.3	83.0	86.7	High	Maintained	Good
	E	13.4	15.3	11.2	18.1	9.2	Very Low	Declined	Concern
SENIOR HIGH									
High school completion rate within three years of entering Grade 10	59.3	65.3	69.3	63.1	63.9	Intermediate	Maintained	Acceptable	
Annual dropout rate of students aged 14 to 18	3.7	4.6	2.6	3.4	5.1	Intermediate	Maintained	Acceptable	
Percentage of Grade 12 students eligible for a Rutherford Scholarship	n/a	n/a	40.8	43.8	48.2	n/a	Maintained	n/a	
Percentage of students writing four or more diploma examinations within three years of entering Grade 10	26.9	34.3	36.4	33.0	39.9	Low	Maintained	Issue	
Percentage of high school students who transition to post-secondary, including apprenticeship, within six years of entering Grade 10	57.1	35.3	44.4	46.4	48.6	Intermediate	Maintained	Acceptable	

ACCOUNTABILITY PILLAR PERFORMANCE MEASURES	RESULTS					EVALUATION		
	2013-14	2014-15	2015-16	2016-17	2017-18	ACHIEVEMENT	IMPROVEMENT	OVERALL
OTHER								
Number of students self-identifying as First Nations, Métis and Inuit as of September 30	n/a	n/a	710	837	900	n/a		
Percentage of schools that created a First Nations, Métis and Inuit project proposal and received funding	n/a	n/a	35	70	100			
Percentage of schools that have a First Nations, Métis and Inuit education lead	n/a	n/a	n/a	100	100			
Percentage of staff who have participated in the Blanket Exercise	n/a	n/a	n/a	100	100			
Percentage of families who feel their child has an understanding of First Nations, Métis and Inuit culture and history	n/a	n/a	n/a	n/a	76.19			

ANALYSIS OF RESULTS

Background

An examination of the achievement gap that exists between First Nations, Métis and Inuit students, and other students across the province, underscores the need for action. Elk Island Public Schools (EIPS) and Alberta Education are committed to closing the achievement gap by providing First Nations, Métis and Inuit learners with culturally relevant learning opportunities; developing capacity at a Division level to effectively address First Nations, Métis and Inuit learner needs; and strengthening knowledge and understanding about First Nations, Métis and Inuit history, treaty rights, lands and languages.

Results

According to the 2017-18 EIPS Accountability Pillar results, 72.4% of self-identified First Nations, Métis and Inuit students met the acceptable standard on all Provincial Achievement Tests (PATs)—up from 69.2% in 2016-17. Similarly, 15% of self-identified First Nations, Métis and Inuit students met the standard of excellence on all PATs—the provincial percentages were 51.7% and 6.6%, respectively. These results earned the Division an overall achievement rating of “good,” which is particularly impressive considering in this area the Division received an overall rating of “issue” last year. The goal for 2017-18 was to improve its result to the “acceptable” rating. So, to exceed expectations and earn a rating of “good” is cause for celebration. Overall, these results demonstrate the Division is making considerable gains in closing the achievement gap. So much so, that in the 2017-18 school year, the gap between self-identified First Nations, Métis and Inuit students and all other students, who achieved at the acceptable level on the PATs, decreased to 12% from 14.4%.

Examining the PAT results, course-by-course, the scores within EIPS for self-identified First Nations, Métis and Inuit students, are considerably higher than the province in all Grade 6 and Grade 9 subjects at the acceptable standard and all but two at the standard of excellence. Particularly noteworthy, is English Language Arts 6, where 89.9% of EIPS students who identify as First Nations, Métis or Inuit met the acceptable standard, up from 76% the previous year, and 8.7% met the standard of excellence—compared to the provincial averages 69% and 5.5%, respectively. When you compare these results with the 2016-17 results, you can see the achievement gap has closed significantly to 4.7% from 15.7%. In fact, two areas received “excellent” and “improved significantly” ratings, Grade 9 Science K and E—100% achieved the acceptable standard—and Grade 9 Social Studies K and E—100% met the acceptable standard and 57.1% met the standard of excellence. Additionally, two areas earned an “improved” rating: Grade 6 Science and Grade 6 Social Studies. In Grade 6 Science, 30.4% met the standard of excellence—compared to 17.6% the previous year. Meanwhile, in Grade 6 Social Studies 75.4% of students met the acceptable standard and 20.3% the standard of excellence—compared to 60.8% and 19.6%, respectively, the previous year.

In terms of the overall diploma examinations, results for self-identified First Nations, Métis or Inuit students within EIPS increased at the acceptable standard to 86.7% from 83%. The results suggest the Division has closed the achievement gap as 1.2% of students who self-identified as First Nations, Métis or Inuit achieved higher on overall diploma examinations than all other EIPS students.

Looking closer, English 30-1, Social Studies 30-2 and Science 30 all received a provincial achievement rating of “excellent” for students who identify as First Nations, Métis or Inuit. In English 30-1, 96.6% of EIPS students achieved the acceptable standard, up from 86.2% the year previous, which is significant considering the provincial average was 87.5%. It’s also an area where students who identify as First Nations, Métis or Inuit outperformed all other EIPS students at the acceptable standard by 6.2%. In Social Studies 30-2, 92.9% of students who self-identified First Nations, Métis or Inuit achieved the acceptable standard—up from 68% in the 2016-17 school year. The provincial average was 72.2%. Again, this was an area where students who identify as First Nations, Métis or Inuit outperformed all other EIPS students—by 10.6%. Lastly, in Science 30, 100% of students who self-identify as First Nations, Métis or Inuit achieved at the acceptable standard—up from 62.5% in 2016. The provincial average was 84.1%.

In terms of focus areas, there are three areas identified as a “concern” by Alberta Education—student achievement numbers at the standard of excellence for Social Studies 30-2, Chemistry 30-2 and Physics 30-2. As such, EIPS has set a target to meet its previous three-year averages in each of these subject areas. Meanwhile, the Division scored “low” on the self-identified First Nations, Métis and Inuit students who write four or more diploma examinations within three years of entering Grade 10. Even though EIPS outperformed the province in this area, by 15.5%, the Division didn’t meet its 44.1% target. The EIPS percentage in this area was 39.9%.

While there are areas to improve on, the Division sees significant gains in many other areas. For example, in the 2016-17 school year, EIPS scored a “low” rating for the percentage of self-identified First Nations, Métis and Inuit students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10. This year, EIPS rated “acceptable” in the area with a percentage of 48.6%, compared to 33% provincially. The Division also saw an increase in the number of students who self-identify as First Nations, Métis or Inuit—900 students as of June 2018, which is up by more than 25 students from the year previous. The increase is a direct reflection of the work being done across EIPS to recognize and respect First Nations, Métis and Inuit perspective, culture and history.

In terms of funding received from Alberta Education in the 2017-18 school year, resources were used to support school projects and central initiatives. Individual schools and groups of schools accessed these funds to support the implementation of many programs—all designed to meet the needs of First Nations, Métis and Inuit students and non-Indigenous learners. Because every school within EIPS submitted proposals for the funding, it’s believed EIPS schools

are doing a good job of addressing the needs of all learners, and the work solidly connects to the Division's Four-Year Education Plan. Additional, each EIPS school has made significant efforts to ensure all students, including those who self-identify as First Nations, Métis or Inuit, achieve academic growth.

Each EIPS school also continues to have a First Nations, Métis and Inuit education lead. Throughout the year, these staff members participated in several professional learning opportunities that they then shared back with staff. One such learning opportunity included Dwayne Donald, an esteemed Cree storyteller and a professor at the University of Alberta. Donald took leads on an exclusive land-based learning river valley walk—the Division covered both the registration costs and substitute costs. Another opportunity involved Cheryl Devin, a Walking Together consultant with the Alberta Teachers' Association at that time, who offered a powerful day of learning. Since then, the Division has hired Devin as a 1.0 full-time equivalent consultant for the 2018-19 school year. Throughout the year, she'll lead and deepen the continued Teacher Quality Standard and curriculum supports.

Another key support is the relationship the Division has with Elder Wilson Bearhead. Throughout the 2017-18 school year, Elder Bearhead was booked almost every day, in 36 EIPS schools—up from 13 at the start of 2017. His teachings and presence were warmly received and valued by both staff and students. Staff reported deeply appreciating his ability to connect with students and their families. In fact, recently, he received a national Indigenous Elder Award from the Canadian Teachers' Federation. EIPS also hosted eight well-attended learning circles with Elder Wilson Bearhead—Division families were invited too. And, staff started teachings, under the guidance of Elder Bearhead, about powwows, Sweat Lodges and other valuable cultural experiences.

The EIPS First Nations, Métis and Inuit Education Centre, located at Salisbury Composite High, continues to be well used by staff and students throughout the Division. Similarly, Division EduKits—containing lesson plans, traditional tools, resources, books and activities for teachers to use to engage in First Nations, Métis, and Inuit education—are extremely popular among teachers. During the 2017-18 school year, the kits were signed out almost 100% of the time. Schools also continue to support Orange Shirt Day, Project of Heart, the Blanket Exercise and National Indigenous Peoples Day. New initiatives included Bear Witness Day to support Jordan's Principle Implementation; the Moose Hide Campaign to support ending violence against Indigenous women and children; an Indigenous artist-in-residence program; and the creation of a Division song, written by EIPS music teachers and Elder Bearhead.

Furthermore, an intentional effort was made to include EIPS families in work done within the Division around First Nation, Métis and Inuit programming. Families were invited to many school-hosted activities and events, a professional learning session about the pass system and a learning circle. Several schools also hosted family teas and feasts throughout the 2017-18 school year—attendance grew at the events as trust was built between families and the Division.

Priority 1: Promote Growth and Success for All Students

Opportunities for Growth

Overall, the Division sees an opportunity to:

- increase the percentage of First Nations, Métis and Inuit students who achieve the standard of excellence on diploma examinations;
- increase the percentage of self-identified First Nations, Métis and Inuit students who write four or more diploma examinations within three years of entering Grade 10;
- decrease the dropout rate of self-identified First Nations, Métis and Inuit students; and
- continue to support staff in meeting the Teacher Quality Standard.

Priority Strategy for Education Plan

First Nations, Métis and Inuit consultants, in partnership with Elder Bearhead, will develop resources and targeted professional learning experiences to support teachers in meeting the new First Nations, Métis and Inuit competencies as outlined in the 2019 Teacher Quality Standard. Google Classroom will organize and house appropriate resources for professional learning purposes and in-class supports. The Division will also create a tool for staff entitled, *Guide to Building Relationships with Elders*. As well, First Nations, Métis and Inuit consultants will pursue community partnerships with organizations, such as the Rupertsland Institute: Métis Centre of Excellence, to co-create professional learning experiences for educators and learning activities for all EIPS students.

In addition, First Nations, Métis and Inuit consultants will work with senior high schools throughout the Division to develop strategies and supports to help grow achievement in the standard of excellence category for the diploma examinations. First Nations, Métis and Inuit consultants will also work closely with the Division's literacy consultants to ensure appropriate Indigenous resources are selected and woven in to classroom practice. To complement that work, EIPS will share Indigenous Promising Practices resources—for print, people, digital and land—with educators through professional learning opportunities and lead teachers. And, to support achievement and growth in numeracy, First Nations, Métis and Inuit consultants will work with numeracy consultants to create Indigenous-based math EduKits for use throughout the Division.

Finally, to decrease the dropout rate, a plan is in place to identify First Nations, Métis and Inuit students who aren't experiencing success. The idea is to provide students with individualized holistic supports to increase academic and wellness gains. Intervention support will incorporate the guidance of Elders and other research-based best practices relating to traditional ways of learning. In addition, Kyla Sorel, a First Nations, Métis and Inuit consultant with EIPS and registered psychologist, will work closely with Division counsellors to explore promising practices around working effectively with Indigenous students in need and their families. Finally, Elder Bearhead will meet with Division counsellors to share Indigenous perspectives about holistic supports for student wellness.

GOAL 3: Success Beyond High School

Local Outcome: More students are engaged in school, achieve excellence and are supported in their transition beyond high school

Provincial Outcome: Alberta’s students are successful

ACCOUNTABILITY PILLAR PERFORMANCE MEASURES	RESULTS					EVALUATION		
	2013-14	2014-15	2015-16	2016-17	2017-18	ACHIEVEMENT	IMPROVEMENT	OVERALL
HIGH SCHOOL COMPLETION								
High school completion rate of students within three years of entering Grade 10	81.6	79.8	82.1	81.2	84.6	Very High	Improved Significantly	Excellent
Annual dropout rate of students aged 14 to 18	1.9	2.5	2.2	1.9	1.1	Very High	Improved Significantly	Excellent
Percentage of Grade 12 students eligible for a Rutherford Scholarship	n/a	n/a	62.3	60.8	62.5	n/a	Maintained	n/a
Percentage of students writing four or more diploma examinations within three years of entering Grade 10	59.7	56.4	58.3	55.7	56.4	High	Maintained	Good
TRANSITION AND CAREER PLANNING								
Percentage of high school students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10	61.6	62.4	63.0	63.2	60.5	High	Declined	Acceptable
Percentage of teachers and parents who agree students are taught attitudes and behaviours that will make them successful at work when they finish school	76.4	79.0	77.8	79.0	77.8	High	Improved	Good
Percentage of high school students reporting they get the help they need planning for a career	68.0	n/a	n/a	91.0	73.0	Intermediate	Declined Significantly	Issue
My child is being taught knowledge skills and attitudes necessary to be successful in life (EIPS Parent Survey)	n/a	n/a	n/a	n/a	80.9	High	n/a	Good

ANALYSIS OF RESULTS

Background

Keeping students motivated and engaged as they work to finish high school requires a collaborative effort from the entire kindergarten to Grade 12 system. High school completion is a fundamental building block that influences other educational and life goals. Essentially, if a student doesn’t complete high school, it can impact their quality of life as an adult. As such, preparing all students to graduate and supporting the transition into post-secondary education, the world of work and life is a fundamental outcome of public education.

Results

The Accountability Pillar report is an annual tool Elk Island Public Schools (EIPS) uses to stay informed about how the Division is doing relative to achieving outcomes that lead to success beyond high school. The 2017-18 results confirm the Division is continuing to show positive achievement in a number of important areas for senior high students. The high school completion rate is one of these areas. In total, 84.6% of

Priority 1: Promote Growth and Success for All Students

EIPS students graduated within three years of entering Grade 10—compared to 78% provincewide. The increase is a significant improvement and received an overall provincial achievement score of “excellent.” Similarly, the EIPS dropout rate received an achievement score of “excellent.” The rate dropped to 1.1% from 1.9%—compared to the provincial average, which is 2.3%. Another area of strength is the number of students eligible for the Rutherford Scholarship. In the 2017-18 school year, the percentage increased to 62.5% from 60.8% the year previous.

Also noteworthy is the percentage of students who wrote four or more diploma examinations within three years of entering Grade 10. Across EIPS, the percentage increased to 56.4%, compared to 55.7% provincewide. Interestingly, this was an area of concern for the province last year. As such, it bodes well for the Division to receive an overall achievement rating of “good” for the 2017-18 school year.

One of the areas of continuous focus for the Division is preparing students so they're successful academically in ways that also support their transition into the world of work. Because this is an area of focus, it was a surprise to see a decrease in the results with respect to the percentage of high school students who transition to post-secondary, including apprenticeship. It was also surprising to see a drop in the number of teachers and parents who agree students are taught attitudes and behaviours that will make them successful at work when they finish school, and high school students who reported they get the help they need planning for a career. As such, each of these areas warrants further focus throughout the 2018-19 school year.

It's especially puzzling, considering the ongoing efforts made in these areas. Last year alone, EIPS created 50 new Career and Technology Foundations (CTF) courses and implemented 182 CTF courses Divisionwide. CTF courses provide students in grades 5 through 9 the opportunity to explore interests and career possibilities, which is the foundation for the Career and Technology Studies offered in senior high. The Division also offered a variety of related programs such as Invention Convention; Investigate! Invent! Innovate!; Scratch Day; Coding Quest; and Makerspace, which collectively provide students with opportunities to explore potential careers. And, EIPS students also earned more than 19,700 work-experience hours through the Registered Apprentice Program (RAP), up by almost 300 hours from the 2016-17 school year.

Another example, is the Your Future: Post-secondary and career fair, which EIPS also hosts in partnership with the Educational Liaison Association of Alberta. The fair is an annual event that brings together more than 40 colleges, universities, polytechnics and private schools and sector experts in one place—the largest event of its kind in Alberta. The 2017 Your Future event was attended by more than 2,200 students in grades 9 through 12

—up from 800 attendees in 2016—all of whom had the chance to meet with representatives from each attending post-secondary institutions; ask questions; talk to experts about various career sectors; learn about future career trends; and more.

Opportunities for Growth

Given the outcomes, there is an opportunity to work with schools to ensure common practice around career and educational planning. For example, two secondary schools and one elementary school are piloting a new software called myBlueprint, which follows a comprehensive education- and career-planning process to meet the learning needs, interests and aspirations of all students. MyBlueprint has two key features. One is All About Me introduced to children, as early as kindergarten and follows them through to Grade 6, using a digital portfolio to engage students in the process of learning, reflection and self-discovery. The second is the Education Planner, for learners between grades 7 and 12, which is used to support student exploration, planning and decision-making with a one-stop individual pathway planner.

Priority Strategy for Education Plan

The Division will continue to provide opportunities for students to have access to meaningful and relevant learning experiences, and to be taught attitudes and behaviours that will make them successful beyond high school. It will also increase the number of students successfully transitioning to work or post-secondary education. To accomplish this:

- The Division will continue to effectively promote events such as Your Future; Skills Exploration, a junior high trades and technologies program; and Skills Alberta, a senior high trades and technologies program, to students in junior high and senior high.
- With the \$50,000 dual-credit startup funding grant, from Alberta Education, EIPS will implement more dual-credit opportunities in its schools—based on student interest, teacher expertise and availability from partner colleges.
- EIPS will work with universities, technical colleges and community partners to increase mentorship opportunities with leaders in the fields of medicine, engineering, technology, health care and education.
- The Division will work with school counsellors to support them in their role as career planners, and to support parents so they may assist in this area.
- Increase the establishment of Division partnerships with local industry and post-secondary allies to enhance the ability to access mentors, sponsorship support for programming through journey person support, equipment purchases, training and dual credits.
- Explore the use of a career planner, such as myBlueprint, and determine the effectiveness and possibilities for implementation.

PRIORITY 2

Priority 2: Enhance High-Quality Learning and Working Environments



GOAL 1: A Focus on Well-Being Including Student Citizenship and Staff Engagement

Local Outcome: Our learning and working environments are welcoming, caring, respectful and safe

Provincial Outcome: Alberta's education system respects diversity and promotes inclusion

ACCOUNTABILITY PILLAR PERFORMANCE MEASURES	RESULTS IN PERCENTAGES					EVALUATION		
	2013-14	2014-15	2015-16	2016-17	2017-18	ACHIEVEMENT	IMPROVEMENT	OVERALL
WELCOMING, SAFE, INCLUSIVE RESPECTFUL AND CARING								
Teachers, parents and students in agreement: students are safe at school, are learning respect for others and are treated fairly in school	88.1	88.0	87.7	88.1	88.1	High	Maintained	Good
Parents who agree teachers care about their child	87.0	89.0	89.0	88.0	88.0	Very High	Improved	Excellent
Students who agree their teachers care about them	80.0	78.7	79.7	81.3	80.3	Intermediate	Maintained	Acceptable
Students who agree they are safe at school	84.3	84.0	83.0	83.7	82.7	Intermediate	Maintained	Acceptable
Parents who agree their child is safe at school	93.0	93.0	93.0	91.0	92.0	Very High	Maintained	Excellent
Teachers, parents and students who agree each child and youth belongs, is supported and is successful in his or her learning	83.2	83.2	82.9	83.6	86.0	High	Improved	Good
CITIZENSHIP								
Teachers, parents and students who are satisfied students model active citizenship	80.4	79.8	79.8	80.1	80.5	High	Maintained	Good

STAFF ENGAGEMENT SURVEY PERFORMANCE MEASURES	RESULTS IN PERCENTAGES					EVALUATION		
	2013-14	2014-15	2015-16	2016-17	2017-18	ACHIEVEMENT	IMPROVEMENT	OVERALL
I have the materials and equipment I need to do my work	n/a	91.0	95.0	93.0	94.3	n/a		
The mission, vision and goals of EIPS make me feel my job is important	n/a	91.0	92.0	93.0	91.7			
I receive recognition or praise for doing good work	n/a	88.0	88.0	89.0	85.8			
Someone at work cares about me as a person	n/a	n/a	96.2	97.5	96.5			
Overall, I am satisfied with my school or department as a place to work	n/a	91.0	91.0	92.9	88.7			

ANALYSIS OF RESULTS

Background

A key priority for Elk Island Public Schools (EIPS) is for all students to experience success—academically and personally—and become contributing members of society. To this end, the Division is committed to providing all students a classroom and school environment that is welcoming, safe, inclusive and engaging, and encourages a sense of belonging. After all, this provides the foundation for students to focus on learning while also developing social responsibility. Equally important is EIPS staff to have caring environments where they too can experience success and feel engaged in the work they do.

Priority 2: Enhance High-quality Learning and Working Environments

Results

Last year, EIPS revised a Board policy and two administrative procedures developed in accordance with changes to the School Act to provide direction to schools, and support welcoming, caring, respectful and safe learning and working environments. Results from the 2017-18 Accountability Pillar indicate 88.1% of teachers, parents and students agree students are safe at school; are learning the importance of caring for others; are learning respect for others; and are treated fairly in school. Also, 88% of parents and 80.1% of students agree teachers care about their child. Similarly, 82.7% of students feel safe in their school, and 92% of parents feel their child is safe at school. These results reaffirm the Division's ongoing efforts to build staff awareness and capacity around promoting positive relationships and preventing bullying.

As part of this effort, throughout the 2017-18 school year, EIPS continued to use a comprehensive school-health approach to create welcoming, caring, respectful and safe environments in schools. Divisionwide EIPS supported various health-promotion activities such as Bullying Awareness Week and Pink Shirt Day. EIPS was also involved in two provincially funded mental health capacity building (MHCB) projects—one through Strathcona County at Ardrossan Junior Senior High and Lakeland Ridge and another in Vegreville, which EIPS is the banker board. Also, with support from the Eastern Edge Collaborative Services Delivery, EIPS offered a series of mental health learning sessions for parents covering topics such as anxiety, technology use, self-regulation, supporting youth with depression, keeping scattered kids on track and strategies for test anxiety.

Other efforts in this area include participation in restorative-practices training, offered through Alberta Education's Office of Student Attendance and Re-Engagement (OSAR). Restorative practices emphasize addressing harm, and building community and relationships. Also, in partnership with the Centre for School Mental Health at Western University, EIPS provided professional learning training and resource materials on the Fourth R, an evidence-based program emphasizing healthy relationships for secondary-health and CALM teachers. In addition, EIPS worked with community partners to refine the Elk Island Violence Threat Risk Assessment (VTRA) Protocol, and offered Level 2 violence threat risk assessment training to all participating school administrators and counsellors. Additionally, the Supports for Students department expanded its capacity to offer Non-Violent Crisis Intervention (NVCI) training opportunities including NVCI Comprehensive Workshops and NVCI certification by the Crisis Prevention Institute.

Particularly noteworthy, EIPS offered mental health literacy training to school-health champions and school counsellors. The sessions were based on the Go To Educator Training program—developed by Stan Kutcher, a renowned expert in adolescent mental health and a leader in mental health research, advocacy and training. The Division also partnered with Alberta Health Services to offer train-the-trainer sessions to those who took part in the Go To Educator Training session. As well, EIPS was able to offer a school nutrition program, thanks to a grant, at an elementary school to ensure all students had access to well-balanced and healthy meals and snacks.

With respect to enhancing quality-learning environments for staff, the Division conducted a survey, the 2017-18 Staff Engagement Survey. Based on the survey results, 94.3% of EIPS staff felt they have the resources and materials needed to do their work; 89.3% said the mission, vision and goals of EIPS make them feel their job is important; 96.5% reported feeling someone at work cares about them; and 88.7% were satisfied their school or department is a good place to work. Collectively, these are strong indicators of staff engagement.

Opportunities for Growth

Conversations with school principals indicate mental health and anxiety continue to be areas where students experience difficulties. As such, a growth area continues to be in the provision of education and support to school staff on mental health literacy and pathways to services for students in need of help. Other growth area are supports for schools that are implementing the sexual orientation and gender identity (SOGI) resources; more NVCI training for staff; and greater access to resources in rural regions that support mental health and well-being.

Priority Strategy for Education Plan

EIPS will expand its resources and offer professional learning opportunities that support students in managing personal wellness—particularly in regards to positive mental health and dealing with stress and anxiety. It will also continue its efforts to create welcoming, caring, respectful and safe learning environments.

These include:

- Create, through reassignment, a part-time mental health and behaviour-consultant position to support the continued implementation of positive-behaviour supports, mental health support, and sexual orientation and gender identity in schools.
- Offer the Go To Educator Training program to school staff by school counsellors who participated in train-the-trainer sessions.
- Continue to offer restorative-practices training and provide opportunities for school leaders to work together to implement restorative cultures.
- Pilot an elementary-level behaviour support program for students with severe emotional and behavioural concerns.
- Offer sessions relating to health and wellness for parents in the Division.
- Co-ordinate with government agencies and community partners to provide awareness of, and access to, available resources and professional learning in mental health, bullying and creating welcoming and safe learning environments.
- Expand the mental health capacity building projects in other regions EIPS serves.
- Expand the school-nutrition program within EIPS.
- Continue to support schools relating to student threat assessment, including additional VTRA training opportunities.

GOAL 2: Quality Infrastructure for All

Local Outcome: Student learning is supported through the use of effective planning, managing and investment in Division infrastructure

Provincial Outcome: The education system is well managed

PERFORMANCE MEASURES	RESULTS				
	2013-14	2014-15	2015-16	2016-17	2017-18
FACILITIES					
Overall school-utilization rate	n/a	n/a	74	77	75
Number of new, replacement or modernization capital projects funded versus requested	n/a	n/a	1 out of 5	1 out of 4	3 out of 4
Approved modular classrooms	n/a	n/a	9	11	0 (appr.) 3 (demo)
Number of modulars installed and hooked up with occupancy for school startup	n/a	n/a	9	11	n/a
Number of projects completed as part of the Infrastructure Maintenance and Renewal program	n/a	n/a	103	175	127
Number of maintenance projects completed	n/a	n/a	128	212	201
Number of work orders requested	n/a	n/a	7,304	8,043	7,844
Percentage of work orders completed	n/a	n/a	100	99.6	93
TECHNOLOGY					
Number of schools completing the reconfiguring of Active Directory	n/a	n/a	n/a	38	40
Number of Central Services servers migrated to a virtual environment at the Central Data Centre	n/a	n/a	80	90	75
Number of school servers migrated to a virtual environment	n/a	n/a	50	76	160
Number of schools rewired to Category 6 standards	n/a	1	3	6	10
Number of schools funded with evergreening technology	5	5	21	24	26
Number of schools with fibre connections right to the curb	n/a	11	32	38	43
TRANSPORTATION					
Number of bus riders at the end of June	8,541	8,728	8,927	9,304	9,369
Number of buses	165	150	152	160	161
Average bus ride time	28.62	29.71	29.52	28.51	28.35
Percentage of buses installed with GPS tracking systems	100	100	100	100	100
Number of parents and students who participated in the Little Elk Island Adventure bus safety program	n/a	340	395	420	548

ANALYSIS OF RESULTS

Background

The Division is committed to having high-quality learning and working environments through effective planning and managing of its infrastructure, which includes its facilities, technology and transportation of students.

Results

During the 2017-18 school year, Elk Island Public Schools (EIPS) completed preparations for the opening of the Ardrossan Elementary replacement school and Davidson Creek Elementary, the new K-6 school in Sherwood Park. It also finished the design phase of the Wye Elementary replacement school—construction is slated to start in early 2020. Also, because of the closing of Ministik School in June 2017, the onsite modular unit there was demolished and the surrounding area cleaned up. All four of these projects were managed by the EIPS Facility Services department.

Priority 2: Enhance High-quality Learning and Working Environments

In terms of maintenance, operations and custodial projects, EIPS completed 201 summer projects and 127 Infrastructure Maintenance and Renewal projects within the 2017-18 school year. Also, a total of 7,844 new work orders were created and 7,952 work orders were closed. Many of the work orders were carry-overs from the previous year.

Regarding technology, throughout 2017-18, the Division moved away from storing backup data on physical servers at schools. Now, backup storage is saved on the Microsoft Azure cloud service. Not only does the change reduce the number of aging servers in schools, it also offers a backup service for each school that can be used for disaster-recovery purposes. Long-term, the change will have significant cost savings for the Division concerning upkeep and maintenance. In addition, the Division completed its third year of the evergreening correction. In total, \$460,412 worth of technology was distributed to 26 schools, which included the replacement of both staff and student devices. The goal is to continue to bring the comparable levels of technology to schools throughout the Division.

Transportation is another component of quality infrastructure. In the 2017-18 school year, EIPS transported 9,369 students on 161 buses with an average ride-time of 28-minutes-and-35-seconds. It's worth noting, ride-times dropped slightly from the year before, despite an increase of students using the service. Safety, as always, was the priority for the Division as it transports students to and from school. In fact, EIPS Student Transportation is a leader in the province in this area—thanks to the technology it utilizes such as GPS, student scan cards, the Child Check-Mate system and video-surveillance monitoring. The technology is used to support student learning as these are useful tools to manage and optimize rides; ensure students are accounted for when getting on and off the bus; and assist with student management.

Student Transportation also offered the Little Elk Island Adventure, a bus-safety program for first-time riders. The program is locally developed and educates children and parents about school bus procedures and safety. Last year, 548 EIPS families registered for the program. The Little Elk Island Adventure, coupled with kindergarten classroom instruction by Students Transportation, is helping to improve student awareness and behaviour on Division buses.

Opportunities for Growth

The Facility Services department will continue to improve communication between its department, school administrators and all other EIPS departments to ensure it creates and maintains healthy, high-quality learning and working environments and facilities. Building relationships within and outside the department are essential, as it enhances communication around project timelines and status updates. To streamline process, the department also plans to create a one-stop service-centre experience.

The Information Technology department will continue to explore and work with cloud-based services and perform cloud-based readiness assessments for key systems—centrally located on



servers. Similarly, it will move forward with the co-location of firewall and internet services. The move will enhance the reliability and accessibility of internet service to schools. EIPS will also continue to store and utilize data on the cloud, which will allow users to access documents outside of the school and Division domain, as needed. Additionally, EIPS will support its online school community by strengthening the online registration process for students and families—using features available in PowerSchool. Ultimately, this will allow the Division to leverage the available resources in more efficient ways.

Student Transportation will continue to review route optimization to find even more opportunities to provide safe and efficient transportation to EIPS students, while operating within the scope of the transportation budget.

Priority Strategy for Education Plan

Facilities Services will create and implement a one-stop service-centre and an email account for all maintenance, operation, and Infrastructure Maintenance and Renewal requests. Currently, there is a Facility Service Centre phone number in place (780-417-8124) for emergent items and required guidance. The line eliminates the Infrastructure Maintenance and Renewal request email and maintenance logbooks—both areas of concern for school administration. The department will also explore other process efficiencies, continue to enhance communication around project timelines and status updates, and build relationships within and outside the department.

Priorities for the Information Technologies department include developing documentation and reporting processes as a knowledge base for end-users within the Division. Planning will revolve around developing and maintaining digital student records that meet all records-management protocol requirements. Additionally, the department will explore possible PowerSchool modules to enhance the functionality of the student information systems—specifically in the area of online forms. And, as always, the department will continue to improve its network design and regularly evaluate the current processes and risks.

Student Transportation priorities include a continued effort to foster positive relationships between bus operators, families, students and staff; optimizing current and future technologies to find more efficiencies; and building skill for bus operators and transportation staff to ensure upcoming legislative changes are effectively managed.

GOAL 3: Build Capacity

Local Outcome: All staff have the opportunity and are supported in increasing their professional and leadership capacities

Provincial Outcome: Alberta has excellent teachers, school leaders and school-authority leaders

ACCOUNTABILITY PILLAR PERFORMANCE MEASURES	RESULTS IN PERCENTAGES					EVALUATION		
	2013-14	2014-15	2015-16	2016-17	2017-18	ACHIEVEMENT	IMPROVEMENT	OVERALL
Teachers reporting in the past three years to five years the professional learning of in-servicing received from the school authority has been focused, systematic and contributes significantly to their ongoing professional learning	82.6	83.1	84.8	87.3	85.2	Very High	Maintained	Excellent
Teachers reporting over the past three years professional learning opportunities made available through the jurisdiction have been focused on the priorities of the jurisdiction	91.0	88.0	90.0	91.0	89.0	Very High	Maintained	Excellent
Teachers reporting over the past three years professional learning opportunities made available through the jurisdiction have effectively addressed their professional learning needs	79.0	81.0	83.0	85.0	83.0	Very High	Maintained	Excellent
Teachers reporting over the past three years professional learning opportunities made available through the jurisdiction have significantly contributed to their ongoing professional learning	78.0	80.0	82.0	85.0	84.0	Very High	Improved	Excellent
Teachers, parents and students satisfied with the quality of teaching at their school	95.0	96.0	96.0	97.0	n/a	n/a	n/a	n/a

STAFF ENGAGEMENT SURVEY PERFORMANCE MEASURES	RESULTS IN PERCENTAGES					EVALUATION		
	2013-14	2014-15	2015-16	2016-17	2017-18	ACHIEVEMENT	IMPROVEMENT	OVERALL
There is someone at work who encourages my professional learning	n/a	92.0	94.0	94.5	91.2	n/a		
This last year, I have had opportunities at work to grow	n/a	93.0	94.0	95.1	92.9			
My colleagues are committed to doing quality work	n/a	88.0	88.0	96.8	96.0			
I receive recognition or praise for doing good work	n/a	88.0	88.0	89.0	85.8			

ANALYSIS OF RESULTS

Background

Lifelong learning is a value supported and promoted within the Division. In education, research shows teaching quality and school leadership are the most important factors in raising student achievement. For teachers, staff, school administrators and Division leaders to be as effective as possible, they must continually be provided with ongoing opportunities to expand their knowledge and skills to ultimately implement the best educational practices. Great teachers help create great students, so it's critical to pay close attention to how new and experienced educators are trained and supported. Similarly, educational leaders and classified staff require the same ongoing support. When all staff are provided opportunities to continue to learn and grow in their respective areas, the Division as a whole flourishes.

Priority 2: Enhance High-quality Learning and Working Environments

Results

During the 2017-18 school year, a continued effort was made to improve the way professional learning opportunities were communicated to staff. A professional learning lead representative was identified in each school. Representatives were responsible for distributing a monthly EIPS professional learning newsletter and highlighting a divisional professional learning calendar during monthly staff meetings. Overall, feedback from both the Accountability Survey and divisionally administered surveys indicate a high degree of satisfaction among employees concerning the professional learning offered within EIPS.

Similarly, trends from the 2018-19 Accountability Pillar demonstrate EIPS teachers feel the Division consistently offers focused, effective, professional learning opportunities that support teachers' professional learning needs, which significantly contributed to teachers' instructional practice and ongoing professional learning. While the results are strong—receiving an achievement rating of “excellent”—differences do exist between how elementary teachers and secondary teachers responded to the survey questions. On questions relating to professional learning, elementary teachers responded more positively than secondary teachers—by an average of 10% or more. As such, finding ways to engage secondary teachers requires further attention.

In Spring 2018, EIPS also conducted a staff engagement survey to compliment the Accountability Pillar. The survey was completed by all Division staff—certificate and classified. What the results suggest is the Division has conclusively established a culture of learning throughout the organization. Generally, staff feel they have opportunities at work to grow; their professional learning is supported and encouraged; and their colleagues are committed to doing quality work. There was a slight decrease in the number of employees who feel they received recognition or praise for doing good work—85.8% reported positively in this area compared to 89% the year previous. As such, this is a potential area the Division can focus on for improvement.

Regarding professional learning, all new staff members were invited to participate in Off to a Good Start—an EIPS-led orientation conference for new employees. In total, 33 teaching staff, 43 classified staff and 11 principals participated. Another 51 employees participated in a Crucial Conversations training session, which teaches communication skills for when stakes are high, opinions vary and emotions run strong. Project-management training was offered to 23 leadership staff to ensure new initiatives are managed through a research-based process. Principals, assistant principal, directors and classified employee all had the opportunity to participate in a professional learning session hosted by David Irvine, a renowned speaker, author and mentor. The focus: authentic leadership, what it means and how to use it to build cohesive teams. Additionally, first- and second-year principals took part in an eight-session training series entitled, Learning Leaders. Each session,

facilitated by a leadership consultant, focused on the Leadership Quality Standards and how to develop leadership capacity within the Division.

The Division also hosted a Classified Professional Learning Day in March 2018. The event attracted close to 400 classified employees. The morning was led by David Irvine, who showcased how each staff member contributes to student learning. In the afternoon, the Division held 50 professional learning sessions for staff to attend, ranging from topics on literacy and numeracy support to financial, administrative and registrar support. An evaluation survey followed. Ninety-nine per cent of those who responded were either satisfied or very satisfied with the professional learning opportunity.

Additionally, all principals, directors, assistant principals, assistant directors and foremen were trained in Leadership for Safety Excellence in October and November of 2017. Other professional learning opportunities included the Connect to Respect training and the Occupational Health and Safety Orientation—taken by 131 classified staff and 182 certificated staff—and various health and safety online courses—7,996 courses were completed in total.

Opportunities for Growth

Although the Division is pleased with the feedback from staff about professional learning, it's committed to continuing to improve and refine the professional learning communication process. Some opportunities for growth include:

- a more concerted effort to offer support for secondary teachers;
- instructional leadership opportunities for principals with Sandra Herbst, an author, speaker, coach, consultant and educator with extensive experience in leadership;
- supports for teachers to meet the Teacher Quality Standard, particularly in regards to ensuring First Nations, Métis and Inuit education for all students; and
- the use of the lead-teacher model for professional learning in numeracy; literacy; and First Nations, Métis and Inuit.

Priority Strategy for Education Plan

The Division will continue to create and share its monthly professional learning newsletter. It will also develop a Professional Learning Catalogue to highlight professional learning opportunities for all staff. The catalogue will include an intentional focus on secondary literacy and secondary numeracy and topics relevant to departments such as transportation, human resources and finance. EIPS will also continue to use PD Place, an online professional learning platform, throughout the 2018-19 school year. In the 2019-20 school year, PD Place will no longer be available. So, at the time, EIPS will transition to a new platform. Finally, for all professional learning offered through the Division, participants will have the opportunity to provide immediate feedback to presenters through an online survey. The input collected will allow for session improvements and adjustments.

GOAL 4: A Culture of Excellence and Accountability

Local Outcome: The Division uses evidence-based practices to improve student engagement and achievement

Provincial Outcome: Alberta has excellent teachers, school leaders and school-authority leaders

ACCOUNTABILITY PILLAR PERFORMANCE MEASURES	RESULTS IN PERCENTAGES					EVALUATION		
	2013-14	2014-15	2015-16	2016-17	2017-18	ACHIEVEMENT	IMPROVEMENT	OVERALL
Teachers, parents and students indicating their schools in their jurisdiction have improved or stayed the same the last three years	77.9	79.1	80.0	80.2	79.5	High	Maintained	Good
Teachers, parents and students satisfied with the overall quality of basic education	87.1	88.5	88.5	89.3	88.9	Very High	Maintained	Excellent
Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career technology, health and physical education	82.0	82.8	83.4	83.3	82.7	Very High	Maintained	Excellent

EIPS PARENT SURVEY PERFORMANCE MEASURES	RESULTS IN PERCENTAGES					EVALUATION		
	2013-14	2014-15	2015-16	2016-17	2017-18	ACHIEVEMENT	IMPROVEMENT	OVERALL
Percentage of families satisfied with the quality of education their child's receiving at his or her school?	n/a	n/a	91.6	91.4	85.5	n/a		
Percentage of families satisfied with the quality of teaching at their child's school?	n/a	n/a	89.8	89.8	85.5			
Percentage of families satisfied with the leadership in their child's school?	n/a	n/a	83.8	83.6	78.0			

ANALYSIS OF RESULTS

Background

Elk Island Public Schools (EIPS) is committed to ensuring a culture of excellence and accountability. Toward this end, it focuses on continuous improvement, evidence-based decision-making, equitable access to high-quality learning and working environments, and effective and efficient use of resources. These key areas put the Division in the best position to meet its priority of promoting growth and success for every student.

Results

Over the past five years, data from the Accountability Pillar indicates EIPS teachers, parents and students are consistently satisfied with the overall quality of education the Division provides—aligning with the 2017-18 results where 88.9% of respondents said they were satisfied. In fact, the Division's overall provincial rating in this area is "very high." Similarly, the percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies was 82.7%, which is consistent with previous years and again translates to a provincial achievement rating of "very high." Additionally, 79.5% of EIPS teachers, parents and students said schools in the jurisdiction have improved or stayed the same in the last three years—which is rated "good" by the province.

Likewise, on the EIPS Parent Survey, conducted in winter 2018, 85.5% of parents reported being satisfied with the quality of education their child received at their school; 85.5% reported being satisfied with the quality of teaching; and 78% were satisfied with the leadership at their child's school.

Priority 2: Enhance High-quality Learning and Working Environments

During the 2017-18 school year, some of the initiatives the Division undertook to support efficiencies within the system included implementing an online student-registration process; collaborating with Elk Island Catholic Schools to co-ordinate a common date and time for kindergarten registration; and transferring Individual Student Plans to the PowerSchool student information system. The Division also moved away from storing backup data on physical servers at schools. Now, backup storage is saved on the Microsoft Azure cloud service. Not only does the change reduce the number of aging servers in schools, it also offers a backup service for each school that can be used for disaster-recovery purposes. Long-term, the change will have significant cost savings for the Division in relation to upkeep and maintenance.

The Division also implemented a pilot project to determine ways to enhance literacy across all schools in Fort Saskatchewan. Data was collected, and information regarding strategies that had the greatest impact on literacy learning now being leveraged across the system. One was the Supporting Emergent Literacy in Kindergarten project. It was reviewed by the Division and cancelled based on data from the Star 360 assessment-tool, which showed no significant increase in students being able to read at grade level after participating in the project. Going forward, the Division will continue to employ evidence-based decision-making to determine the impact of projects and where to invest its resources.

Furthermore, to support evidence-based decision-making, the Division continued to administer two divisional assessment tools—the Star 360 and Math Intervention/Programming Instrument (MIPI). To complement that work, the Division hired Engage Learning Metrics (ELM), a local software company, to develop an online MIPI assessment tool in spring 2018. The tool allows teachers and administrators to view student results immediately after a student completing the test. As a result, teachers and administrators are able to view individual student results, schoolwide math results, and Divisionwide math results to better assist in identifying trends and areas where students are struggling. The immediacy of the information provided by the new product has resulted in teachers being able to more quickly group students and address areas of concern.

With respect to equity, the Board of Trustees used the Leveraging Student Achievement reserve fund. The purpose: To provide additional resources to schools with the greatest need. In the 2017-18, \$226,975 was distributed from the Leveraging Student Achievement fund to eight schools and the Supports for Students department. Administrators from these schools and department met with the superintendent to propose learning projects and plans to support learning needs. At the end of the school year, Supports for Students and each school reported on the outcomes and results of the projects as they related to improvements in student achievement. It's important to note, without the funding most of these projects that were offered wouldn't have been possible.

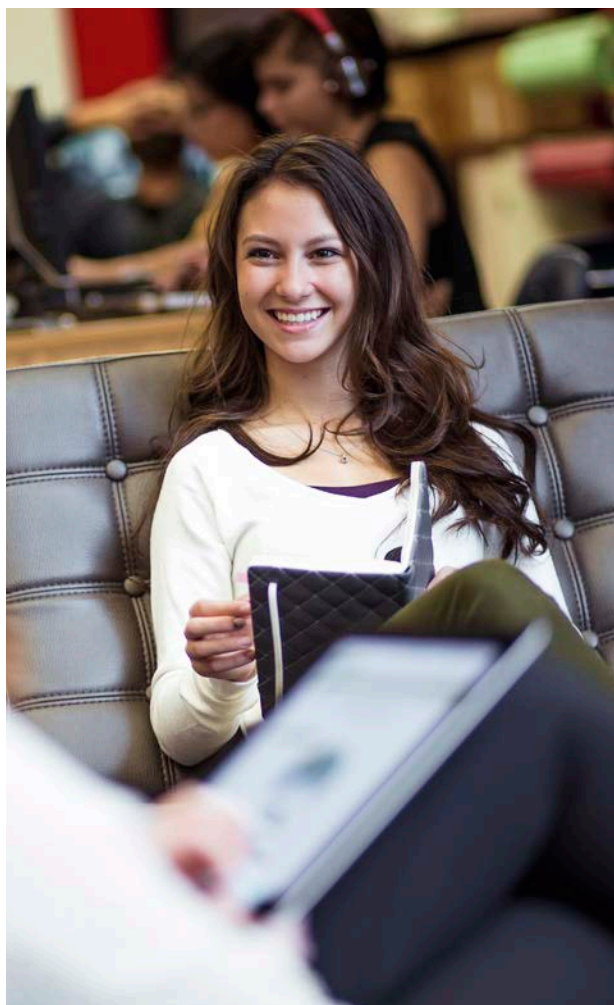
Opportunities for Growth

Within a school division as large as EIPS, there are often efficiencies that can be found to free up additional dollars for student programming. Throughout 2018-19, EIPS will look for ways to streamline operations to build on its culture of continuous improvement and use evidence-based decision-making. By doing this, the Division is in a strong position to support student success.

Priority Strategy for Education Plan

The Division will continue to focus on evidence-based decision-making. By using data and research-based best practices that have the greatest impact on student learning. Similarly, professional learning will focus on building staff capacity to further promote and develop a culture of data-informed decision-making with an emphasis on data from the Accountability Pillar, Star 360 and MIPI.

To meet current- and anticipated-provincial education requirements, EIPS will begin to develop processes to migrate toward online student records by 2020. EIPS will also conduct needs assessments for human resources and payroll, and launch a Request for Proposals for a new Enterprise Resource Planning System.



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Priority 3: Enhance Public Education Through Effective Engagement, Partnerships and Communication



GOAL 1: Parents as Partners

Local Outcome: Student learning is supported and enhanced through parent engagement

Provincial Outcome: The education system is well governed and managed

ACCOUNTABILITY PILLAR PERFORMANCE MEASURES	RESULTS IN PERCENTAGES					EVALUATION		
	2013-14	2014-15	2015-16	2016-17	2017-18	ACHIEVEMENT	IMPROVEMENT	OVERALL
Percentage of parents and teachers satisfied with parental involvement in decisions about their child's education	76.9	77.1	78.1	78.1	78.4	Intermediate	Maintained	Acceptable

EIPS PARENT SURVEY PERFORMANCE MEASURES	RESULTS IN PERCENTAGES					EVALUATION		
	2013-14	2014-15	2015-16	2016-17	2017-18	ACHIEVEMENT	IMPROVEMENT	OVERALL
Percentage of families satisfied with the opportunity to be involved in decisions at their child's school?	n/a	n/a	80.5	79.2	77.5	n/a		
There is open and honest communication within my child's school	n/a	n/a	80.2	79.7	81.2			
The school keeps me informed about my child's progress and achievement	n/a	n/a	86.0	86.1	86.4			

ANALYSIS OF RESULTS

Background

Recognizing the vital role parents and guardians play in education is foundational to everything Elk Island Public Schools does. Divisionwide, parents are regarded as a child's first teacher and a key influencer in shaping attitudes about learning. Their involvement in EIPS schools is continually encouraged, and as a result, their contributions make the schools better places to both learn and grow. As such, EIPS is committed to nurturing this collaborative approach with its families and working together to ultimately improve student achievement and success.

Results

The 2017-18 Accountability Pillar data indicates 78.4% of EIPS parents and teachers are satisfied with the parental involvement taking place within the Division—a number that aligns well with the EIPS Parent Survey conducted in winter 2018. In that survey, 77.5% of families indicated being satisfied with the opportunity to be involved in decisions at their child's school; 81.2% of families reported there is open and honest communication within their child's school; and 86.4% reported EIPS schools keep parents informed about their child's progress and achievement. Collectively, these results suggest EIPS families are content with their involvement and in their communication with schools. While these areas have

remained relatively consistent throughout the year, they continue to be areas of focus.

Last year, a key area of focus for the Division was creating ways to further support parent engagement in the areas of health and wellness, literacy and numeracy. As such, various learning sessions were offered throughout EIPS. In terms of literacy and numeracy, consultants presented at several school councils meetings about what parents can do to support literacy and numeracy at home; tips and strategies were distributed to families detailing how to read with children and practice math; family members were trained as Wee Read volunteers to read with students in 11 elementary schools; resources were shared on school websites and newsletter during Read In Week and Week of Inspirational Math; meetings were set up with school teams to support struggling readers; literacy and numeracy resources were provided to school staff to share with families; and various volunteer opportunities were created to encourage parent participation at literacy and numeracy events such as the Young Authors' Conference.

Regarding health and wellness, a number of initiatives were implemented throughout 2017-18. One of these included a partnership with Eastern Edge Collaborative Services Delivery where information sessions were offered to families on topics concerning mental health—anxiety, use of technology, self-regulation, and understanding and supporting youth with depression. Similarly, the Division offered a series of mental health caregiver sessions with topics that ranged from raising healthy digital citizens to test anxiety to building resilience.

Priority 3: Enhance Public Education Through Effective Engagement, Partnerships and Communication



Other learning sessions offered to support parent engagement include the Family Oriented Programming Sessions, which were provided to families and children in the Play And Learn program. In total, 18 of these sessions were offered—all designed to help families learn about their child’s development and how to practice strategies to enhance their child’s learning, working and playing in multiple settings. Family orientation sessions were organized for all Play And Learning and kindergarten families. And, an Early Learning Screening program was piloted in the 2017-18 school year. The program was an opportunity for families to ask questions and discuss concerns about their child with a teacher, speech language pathologist and an occupational therapist. In addition, an intentional effort was made to include EIPS families in the work the Division did with its First Nation, Métis and Inuit programming. Families were invited to many school-hosted activities and to a professional learning session the Division held about the Pass System.

EIPS families were also engaged through monthly newsletters, used to inform students and families about what’s taking place within the school and the Division. News releases further enhanced communication by informing families about recent successes, decision and challenges within the Division. Additionally, all EIPS schools have social media accounts—either Twitter, Facebook or both—to further connect with families.

Additionally, EIPS organizes an annual Results Review process, which is essentially a forum for schools to share their individual results, annual plans, successes and challenges with the Board of Trustees and school community. Last year, the feedback received

from attendees of the Results Review sessions was highly positive—many saying it offered valuable insight about each EIPS school and the Division as a whole.

Furthermore, all school councils are supported through the EIPS Committee of School Councils (COSC), where school council representative meet regularly with the Board of Trustees and EIPS senior administration. The group met seven times to discuss topics that impact the Division and the provincial education system. In 2017-18, agenda topics included board policies and administrative procedures, the Education Plan, Accountability Pillar results, school fees, digital citizenship, the Alberta Education surveys, truth and reconciliation, the 2018-19 EIPS draft budget and more. Following the meetings, school council representatives who attended share the discussion with their own school council members. In 2017-18, the number of schools represented at each meeting ranged between 22 and 15, totalling an average representation of 17 schools at the meetings—which is consistent with the year previous. Looking ahead, the Division hopes to increase attendance to further enhance parent engagement.

Opportunities for Growth

Although the Division is pleased with the feedback from its families about parental involvement, it’s committed to continually improve and refine its engagement process. As such, more work can be done to ensure input from EIPS families and community is considered as programs are developed and implemented within both schools and departments.

Priority Strategy for Education Plan

Fostering even more engagement with EIPS school families and enhancing the role of parents as partners will continue to be a priority for EIPS throughout the 2018-19 school year. Specific strategies include:

- continue to inform EIPS families about the initiatives and events taking place throughout EIPS;
- continue to provide professional learning opportunities to support efforts around engaging parents;
- continue to offer professional learning sessions to support parents in engaging their child about health and wellness topics;
- continue to provide literacy and numeracy tips to be posted on school and Division websites to support parents in engaging their child’s literacy and numeracy development;
- provide consultants to present to groups of parents, if requested by schools, regarding ways to support a child’s growth in the areas of literacy and numeracy;
- continue to disseminate timely information internally, so everyone within EIPS is well-informed and aware;
- enhance engagement with school councils and the Committee of School Councils (COSC); and
- continue to expand communication with EIPS families on the Division’s and schools’ social media platforms.

GOAL 2: Supports and Services for Students and Families

Local Outcome: Community partnerships support the needs of our students

Provincial Outcome: The education system is well governed and managed

PERFORMANCE MEASURES	RESULTS				
	2013-14	2014-15	2015-16	2016-17	2017-18
SUPPORTS AND SERVICES FOR STUDENTS AND FAMILIES					
Percentage of teachers, parents and students satisfied with accessibility, effectiveness and efficiency of programs and services for students in their community (Accountability Pillar)	70.7	73.5	73.3	71.6	72.1
Number of Central Services partnerships	n/a	n/a	n/a	197	TBD
Number of school partnerships	n/a	n/a	n/a	89	TBD

ANALYSIS OF RESULTS

Background

Elk Island Public Schools (EIPS) believes partnerships with the community are essential to the success of students. While EIPS schools do everything possible to meet the needs of each student, schools can't do it all without the support of the community. The multitude of supports provided by community agencies, businesses and post-secondary institutions play a significant role in providing opportunities to ensure better outcomes for students.

Results

Throughout the 2016-17 school year, many formal and informal partnerships were established Divisionwide. These partnerships continued in to the 2017-18 school year. However, they weren't documented because the Division is developing a new online partnership-recording tool. Compiling the data, with an online tool in development, was counter constructive as it would create workload duplication. Data collection in this area will resume in January 2019.

As such, using data collected in the 2016-17 school year, EIPS established or maintained 197 partnerships within its schools and 89 partnerships through the Supports for Students department. The number of existing partnerships is significant and demonstrates EIPS communities are actively involved in supporting the Division. In fact, most of the existing partnerships are aimed at bringing programs directly into EIPS schools to enhance achievement, wellness, athletics, performing arts, library upgrades and more.

Over the years, the Division has formed a strong relationship with The Learning Partnership to provide opportunities for students to explore careers in science, technology, engineering and math (STEM) fields. Through this relationship the following programs were offered throughout the 2017-18 school year:

Invention Convention: A program that gives students the opportunity to demonstrate the skills they've mastered in class by inventing a new product or process. Students were introduced to The Learning Partnership's Investigate! Invent! Innovate! (I3) program, which integrates STEM with 21st-century competencies. Students were then asked to identify a problem in their daily lives and then create a solution for it—using the skills they've learned

in class. The program culminates with the Invention Convention, an event similar to a trade show where students showcase their inventions. The 2017-18 school year was the third year EIPS offered the program. In total, 137 students participated and 54 inventions were featured.

Scratch Day/Jour du Scratch: A coding and computational thinking skills event for students in grades 4 to 9. Using the Scratch software, students create animations, simulations, computer games, interactive projects, graphic designs, music projects and stories. To accommodate the growing number of interested schools, three Scratch Days were hosted in the 2017-18 school year: two English events and one French event. The English elementary Scratch Day had 444 students participate from 12 elementary schools. The English junior high Scratch Day had 193 students participate from five schools. And, the Jour du Scratch had 230 students participate from two French elementary schools. In total, 870 students took part, completing close to 7,000 challenges, and earning more than 40,000 points.

Coding Quest: The program uses provincial curriculum and critical-inquiry processes to teach fundamental coding skills to students in grades 4, 5 and 6 by challenging learners to create a video game. The program culminates with a regional arcade competition. The 2017-18 school year was the second year EIPS offered the program. In total, 21 teachers registered and 483 students participated in the program. Meanwhile, 66 EIPS students participated in the actual arcade finale, which included 60 curriculum-tied games.

Coding Trek: A coding and computational thinking-based program that challenges students in grades 1 to 3 to help a character, Tulip, solve problems. Learners develop literacy, numeracy and curriculum skills. The final activity was a digital breakout session where learners were tasked with applying what they've learned. The 2017-18 school year was the first year the Division offered the program. In total, eight teachers registered and 217 students participated.

Entrepreneurial Adventure: A program that steps students through the process of creating a small business—with the help of a business mentor—to raise money for a charity of their choice. The 2017-18 school year was the first year EIPS offered the program. In total, one teacher registered and 50 students participated.

Dragon's Nest: A program that tasks students with creating their own business venture with the help of a business mentor. At the end of the program, participants submit a video to pitch their business. Finalists

Priority 3: Enhance Public Education Through Effective Engagement, Partnerships and Communication

are chosen and present the business idea to a panel of judges at the culminating event. The winner receives a cash donation to a charity of their choice. The 2017-18 school year was the first year EIPS offered the program. Two teachers registered and 20 students participated.

Another partnership that directly contributed to student learning involved Historica Canada and SESQUI in spring 2017. Through the partnership, Learning Services received 4,000 free virtual reality viewers. Early in the 2017-18 school year, the viewers were delivered and distributed to all secondary schools based on student populations. The viewers, in conjunction with student mobile devices, allowed teachers to access valuable 360-degree educational content—for example, The Learning Partnership's and Google Expeditions' 360-degree tours of workplaces—which supported the Division's ongoing work in career exposure and explorations. To support the implementation and use of the viewers, Learning Services also created a virtual-reality guide entitled, *Getting started with VR*.

EIPS, in partnership with the Educational Liaison Association of Alberta, also hosted Your Future: Post-Secondary and Career Fair, an annual career-planning initiative. The event brought together more than 40 colleges, universities, polytechnics, private schools and sector experts in one place—the largest event of its kind in Alberta. In addition, EIPS and Alberta Council for Environmental Education worked together to organize a planning session for teachers participating in the Alberta Green Schools initiative.

Through a longstanding partnership with Dow Canada, the Division was able to continue its Partners for Science program—more than 900 science kits were distributed to elementary schools Divisionwide while hands-on supplies and materials were provided to the junior high schools. Additional funding from the company allowed EIPS to support robotics programs in the senior high grades and various junior high STEM and Career and Technology programs. Similarly, Shell Canada teamed up with EIPS to launch the new Shell Skills Centre at Fort Saskatchewan High. The centre allows Fort Saskatchewan High to introduce new courses and programming to students pursuing careers in the trades—particularly in welding and electro-technology. Students enrolled in the program also have ongoing access to trade experts from Shell Canada such as welders, electricians, pipefitters and millwrights.

Work-experience courses and the Registered Apprenticeship Program (RAP) continued to grow—thanks to support from the businesses community. Throughout the year, 19,710 hours were earned by RAP students—up by almost 300 hours from the 2016-17 school year. The Division was also able to continue offering its dual-credit fourth-class power-engineering program, supported by a three-way partnership with EIPS, Shell Canada and Northern Lakes College.

In terms of literacy, the Division launched a Wee Read program with the Alberta Reads Network in 11 of its schools. The program is an early literacy initiative that brings community volunteers into the classroom to share their love of books by reading out loud to children. EIPS also partnered with Strathcona County Library to provide all Grade 7 students will library cards. And, thanks to the 2018 Indigo Adopt a School program, a national initiative to raise money for elementary school libraries, three EIPS libraries received an influx of new books—Andrew School, École Campbelltown and Mundare School.

Additionally, many service-delivery partnerships were maintained or established to assist with wrap-around supports for at risk students. These partnerships included:

- The Mental Health Capacity Building project in Vegreville, funded through a grant from Alberta Health Services.
- The D.A.R.E. program through the RCMP.
- The Regional Collaborative Service Delivery model, which EIPS is the banker board. The model enables collaboration and wrap-around supports at local and regional levels between Alberta Health Services (AHS), Alberta Human Services, school authorities and community partners to better meet the needs of children, youth and their families. In each area, regional partners work collaboratively and share available resources to address regionally identified needs, co-ordinate and leverage systems, build system capacity and plan for sustainability.
- The Violence Threat Risk Assessment Protocol, which include the following community partners: Primary Care Networks – Sherwood Park and Fort Saskatchewan; Children's Services – Edmonton Zone and North Central Zone; AHS Addictions and Mental Health; Family and Community Services – Strathcona County, Fort Saskatchewan, Lamont County, Vegreville; RCMP – Sherwood Park, Fort Saskatchewan, Vegreville.
- Mental health caregiver sessions were offered to parents and community members in Sherwood Park, in partnership with EIPS, Elk Island Catholic Schools and Strathcona County.
- Specialized Services Steering Committee, which the Division is part of through the Early Child Development Community Coalitions. The Committee includes AHS, Allied Health, Getting Ready for Inclusion Today, Family Supports for Children with Disabilities and multiple school divisions. The goal: To enhance supports in the early years.

Through these partnerships the Division is meeting its goal of providing for students and families—a conclusion that's supported by the Accountability Pillar data where 72.1% of teachers, parents and students report being satisfied with the effectiveness and efficiency of programs and services offered to students in their community. While the result is positive, there is room for growth by being more intentional about the partnerships established, communicating effectively what exists and sharing each partnership outcome.

Opportunities for Growth

Community partnerships, need to be strategically built around clearly established Division goals. In turn, this will facilitate the establishment of more partnerships that bring in specific types of community members, organizations and services required to improve results. Other areas for growth the Division will focus on include linking partnerships to the priorities highlighted in the Four-Year Education Plan, and publicly celebrating partnerships and outcomes achieved as a result, with parents and the school community.

Priority Strategy for Education Plan

Effective January 2019, the Division will start to track all partnerships through an online recording tool. The tool will also identify each partnership in relation to its connection with the Four-Year Education Plan EIPS will also work with Off-Campus co-ordinators to promote new opportunities for RAP positions. And, the Division will continue to identify new mentorship opportunities with business, industry and post-secondary institutions to further expose students to career possibilities.

GOAL 3: Engaged and Effective Governance

Local Outcome: The Division is committed to ongoing advocacy to enhance public education

Provincial Outcome: The education system is well governed and managed

PERFORMANCE MEASURES	RESULTS				
	2013-14	2014-15	2015-16	2016-17	2017-18
ADVOCACY					
Number of advocacy areas specifically identified and addressed by the Board of Trustees	n/a	n/a	n/a	5	9
Number of advocacy letters sent to the minister of education	n/a	n/a	n/a	7	10
Number of formal meetings with the minister of education or provincial ministers	n/a	n/a	n/a	8	6
Number of formal meetings with Alberta's members of the legislative assembly	n/a	n/a	n/a	7	6
Number of formal meetings with mayors in the EIPS jurisdiction	n/a	n/a	n/a	4	11
Number of media advocacy articles, radio and television interviews	n/a	n/a	n/a	9	23

ANALYSIS OF RESULTS

Background

Advocating for students, in a manner that affects sustainable funding and shapes educational policy, is a critical role in delivering a strong educational system. Elk Island Public Schools (EIPS) is committed to enhancing policy and practices that best support the learning needs of its students and their successes—from early learning through to high school completion, and beyond. Within EIPS the Board of Trustees’ role as an education advocate often extends beyond the boundaries of the Division. The Board is active in ensuring local, provincial and federal governments understand the Division’s local issues and advocates strongly for excellence in public education. Each year, the Board develops and maintains an advocacy plan and strategically partners with other school boards and associations to strengthen its advocacy efforts.



Priority 3: Enhance Public Education Through Effective Engagement, Partnerships and Communication

Results

Throughout 2017-18, EIPS Board of Trustees worked diligently to ensure the Division's voice was heard on topics such as predictable, sustainable funding; school board autonomy; infrastructure processes and management; future school planning; Alberta Education's vision and direction; transportation funding; collaborative approaches to supporting student and family well-being; building awareness around school board reserves; and sharing the opportunities and challenges for urban and rural schools. To do this, trustees took an active role to increase public awareness around these advocacy topics by engaging the media, government, industry associations, Division families and surrounding community. It also formed an Advocacy Committee, tasked with developing key messages for the Board's nine advocacy areas and building a strategic advocacy plan regarding education funding and autonomous school boards.

In terms of media, various interviews were secured with both local and mainstream news organizations including *The Sherwood Park-Strathcona County News*, *The Fort Saskatchewan Record*, *The Lamont Leader*, *Vegreville News Advertiser*, *The Strathcona Bugle*, *Edmonton Journal*, Mix 107.9, FortSaskatchewanOnline, Country 106.5, CBC Television, CBC Radio, CTV and Global. To accompany these interviews, 31 sets of key messages were developed in relation to the Board's advocacy efforts. Ongoing Board columns were also published in four local newspapers.

Advocacy messaging was also heard during many association and education-based meetings with the Alberta School Boards Association, the Rural Caucus of Alberta School Boards, Canadian School Boards Association and at various provincial and national meetings. At all of these, the Board shared its successes, challenges and concerns with the various levels of government—federal, provincial and municipal. Thanks to these efforts, the Board has established an understanding with its stakeholders about EIPS need and what the issues are facing education. The ongoing communication has also helped to foster respect and develop productive working relationship with other elected officials.

These efforts were also complemented by various advocacy initiatives including 10 advocacy letters written to provincial ministers, six formal meetings with the provincial ministers, six formal meetings with Alberta's members of legislative assembly and 11 formal meetings with mayors in the jurisdiction. Numerous informal meetings were also co-ordinated with municipal and provincial officials to share insight on a range of topics such as school fees, the School Act, the Assurance Model, the age of entry and access, student transportation issues, school-site areas, the Three-Year Capital Plan, class sizes, government support for vulnerable families in rural communities, the Small School by Necessity funding formula, compensation for superintendents, and more.

Additionally, the Board worked hard to ensure good communication with its constituents, families and other community members. As such, trustees presented monthly Board Reports at school council meetings, the Committee of School Council meetings and at regular Board meetings. It also sought feedback from the community through surveys and public-engagement meetings about the Division calendar and school-capital projects. Thanks to these efforts there's a collective understanding about what the needs of EIPS are and that education needs to be a high priority within the province.

Opportunities for Growth

While the Board has developed strong, productive working relationships with various elected officials in the communities EIPS serves, nurturing these is essential. So, in the 2018-19 school year, the Board will continue to build these relationships to ensure regular dialogue continues and a consensus is maintained in the community about issues that require collaboration to formulate workable solutions.

The Board has also developed two focused advocacy plans regarding education funding and autonomous school boards. The plans include strategies, tactics and key messaging in both areas, which the Board will use to advocate for the Division. Leading into the upcoming provincial election, and following the election, the Board will also identify opportunities to strengthen its nine advocacy areas.

Priority Strategy for Education Plan

Identifying issues and advocating on behalf of EIPS and provincial education will continue to be a priority in the 2018-19 school year. Specific strategies include:

- promoting effective communication and building relationships with elected officials;
- Developing and maintaining a focused advocacy plan for the 2018-19 school year;
- strategically partnering with organizations and other school boards to enhance advocacy efforts for the 2018-19 plan;
- continue to meet with all levels of government to advocate, engage and participate in consultations to ensure EIPS' voice is heard;
- continue to work with media to ensure key messages and advocacy areas are strategically in the hands of the public and decision-makers;
- develop new initiatives to continue to engage and mobilize the Division's families and school communities; and
- develop a strategy for advocacy efforts leading up to the provincial election and a strategy post-election.

Summary of Financial Results: 2017-18

The EIPS budget provides stability for schools, maintains essential central services required for Division operations and supports the mission and values of the Division

(see pg. 7, "Foundational Statements").

Key Highlights from 2017-18

A year-end deficit of \$3.1 million lowered the Accumulated Surplus to \$20.6 million. Accumulated surplus is the primary indicator of the financial resources EIPS has available to provide future services. Accumulated surplus includes investment in Board-funded tangible capital assets (\$5.3 million), unrestricted surplus, operating reserves (\$13.9 million) and capital reserves (\$1.4 million).

Operating reserves, of \$8 million, are designated for use by schools and departments to support future years and for specific initiatives approved by the Board. The unallocated Division reserve, which is \$5.9 million, or 3%, provides financial stability for the Division. The minimum level is 2% of the EIPS budget, or approximately \$4 million.

The balance of capital reserves is \$1.4 million, as of Aug. 31, 2018. These reserves are for the purchase of future unsupported capital assets.

Revenue was less than budget by \$3.4 million, primarily because of lower enrolment than projected and a partial reclassification of the Infrastructure Maintenance and Renewal grant as capital revenue. These changes were offset somewhat by the addition of the Classroom Improvement Fund grant, which wasn't included in the Division's spring budget.

Expenses were \$3.6 million less than budgeted, primarily the result of adjusted spending and expense classification—based on the above revenue changes.

Instruction spending comprises 79.1% of the total budget and 81.6% when capital is excluded, which equates to \$9,558 per student.

Board and system administration spending was 3.4% of total expenses, which is below the 3.6% maximum imposed by Alberta Education.

School Generated Funds

The unexpended school generated funds (SGF) were \$1.7 million as of Aug. 31, 2018. SGF revenues in the year were \$7.4 million and comprised of:

- fees of \$3.9 million—for example, field trips, athletics, noon-hour supervision;
- sales and services of \$2.5 million—for example, cafeteria and food programs, graduation;
- fundraising of \$400,000; and
- donations and grants of \$600,000.

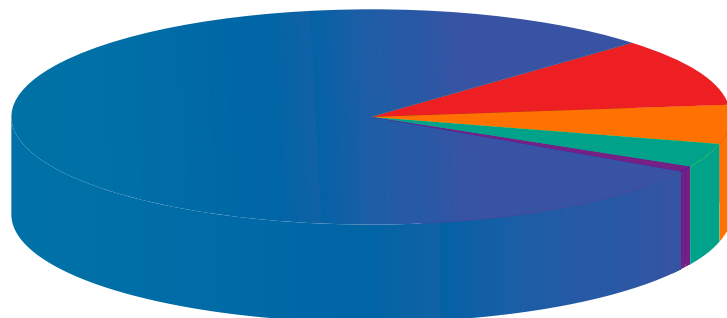
SGF expenses during the year totalled \$7.6 million.

More information about EIPS' audited financial statements is available at www.eips.ca/about-us/financial-information/audited-financial-statements

2017-18 Expenses by Program

All dollar amounts are expressed in thousands

Instruction	\$158,279	79.1%
Plant Operations and Maintenance	\$22,733	11.4%
Transportation	\$11,050	5.5%
Board and System Administration	\$6,804	3.4%
External Services	\$1,193	0.6%
	\$200,059	100%



Budget Summary: 2018-19

The 2018-19 budget has an operating deficit of \$4 million, which is offset by operating reserves. Revenue increased by \$1.7 million to \$200 million, while expenses increased by \$2.4 million to \$204 million from the 2018-19 spring budget.

The targeted Classroom Improvement Fund grant (\$2 million) will continue throughout the 2018-19 school year. The fund is meant to help improve student experiences in the classroom. School projects will focus on addressing classroom experiences by increased teaching and non-teaching staff and supporting students with complex needs, special needs and English-language learners.

ACCUMULATED SURPLUS IS PROJECTED TO BE \$16.7 MILLION, AS OF AUG. 31, 2019, AND IS COMPRISED OF:

- \$8.4 million in operating reserves
 - schools and Central Services – \$2.9 million
 - Division allocated – \$1.2 million
 - Division unallocated – \$4.3 million, or 2.1%
 - \$700,000 in capital reserves
 - \$7.5 million investment in Board-funded tangible capital assets
- NOTE:* Minimum level is 2% of the EIPS budget or approximately \$4 million

ITEMS TO BE FUNDED FROM CAPITAL RESERVES INCLUDE:

- \$300,000 for a parking lot in Ardrossan, \$100,000 for aging equipment at schools and \$200,000 for wireless improvements.

STUDENT ENROLMENT IS 17,170 AS OF SEPT. 30, 2018

- An increase of 23 students, 0.1%, from what was anticipated in the 2018-19 spring budget.
- An increase of 23 students, 0.1%, from Sept. 30, 2017.

STAFF INCREASED TO 1,437.4 FTE

(CERTIFICATED 939 FTE, CLASSIFIED 498.4 FTE)

- A decrease of 1.1 FTE, 0.1%, from the 2018-19 spring budget
- A decrease of 2.6 FTE, 0.2%, from the 2017-18 fall budget

Compensation

- No economic increase is projected—all staff salaries have a 0% increase. Inflationary salary costs are related to grid movement and benefit costs.
- Instruction spending comprises 78.2% of the total budget and 80.6% when capital is excluded, which equates to \$9,625 per student.
- Board and system administration spending is 3.4% of total expenses, which is below the 3.6% maximum imposed by Alberta Education.

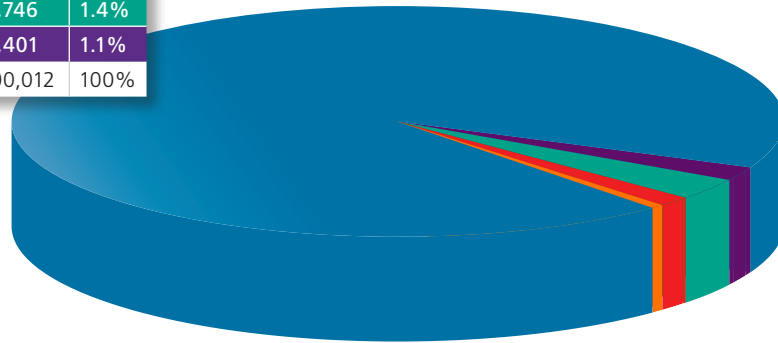
STATEMENT OF REVENUES AND EXPENSES	2018-19 SPRING BUDGET	2018-19 FALL BUDGET	\$ CHANGE	% CHANGE
REVENUES				
Government of Alberta – Alberta Education	\$186,439	\$188,538	\$2,099	1.1%
Government of Alberta – Other	835	1,199	364	43.6%
Fees	5,315	5,128	(187)	(3.5%)
Other Sales and Services	3,168	2,746	(422)	(13.3%)
Other	2,566	2,401	(165)	(6.4%)
	198,323	200,012	1,689	0.9%
EXPENSES				
Instruction	159,214	159,571	357	0.2%
Plant Operations and Maintenance	23,726	25,811	2,085	8.8%
Transportation	10,762	10,765	3	0.0%
Board and System Administration	7,065	7,031	(34)	(0.5%)
External Services	822	805	(17)	(2.1%)
	201,589	203,983	2,394	1.2%
OPERATING SURPLUS/(DEFICIT)	\$(3,266)	\$(3,971)	\$(705)	21.6%

*ALL DOLLAR AMOUNTS ARE EXPRESSED IN THOUSANDS

2018-19 Revenues

All dollar amounts are expressed in thousands

Alberta Education	\$188,538	94.3%
Other Government of Alberta	\$1,199	0.6%
Fees	\$5,128	2.6%
Sales and Services	\$2,746	1.4%
Other	\$2,401	1.1%
	\$200,012	100%



2018-19 Expenses

All dollar amounts are expressed in thousands

Instruction	\$159,571	78.2%
Plant Operations and Maintenance	\$25,811	12.7%
Transportation	\$10,765	5.3%
Board and System Administration	\$7,031	3.4%
External Services	\$805	0.4%
	\$203,983	100%



Capital and Facility Projects

FACILITY SERVICES IS ACTIVELY INVOLVED IN SEVERAL SCHOOL CAPITAL CONSTRUCTION PROJECTS—TOTTALLING MORE THAN \$51.5 MILLION. PROJECTS COMPLETED OR CURRENTLY IN PROGRESS INCLUDE:

- The Ardrossan Elementary replacement school was completed in January 2018.
- Davidson Creek Elementary officially opened to students on Sept. 4, 2018.
- The Wye Elementary replacement school is scheduled for completion in early 2020.
- Custodial, maintenance and operations work included 201 summer projects; 7,952 closed maintenance work orders and 127 Infrastructure Maintenance and Renewal projects.

EIPS ensures all projects follow Alberta Infrastructure processes and government bylaws—municipal, provincial and federal.

EIPS' Three-Year Capital Plan is available at www.eips.ca/about-us/planning-and-results.

Parent Involvement

The 2017-18 diploma examination results, PAT results, and five-year achievement trends were shared with the Committee of School Councils at the November 2018 meeting. Additionally, the *Combined Education Plan and Annual Education Results Report 2017-18* is being shared with the group at the meeting in January 2018. At the school level, achievement results were shared with school councils in October and November of 2018. School councils were also given the opportunity to provide input into their school education plans.

Timelines and Communication

EIPS strives to ensure its families and communities can easily access the *Combined Education Plan and Annual Education Results Report 2017-18*. The report is available from any member of the Board of Trustees or the Office of the Superintendent. It's also available online at www.eips.ca.

Additional supplementary information, including measure details for all performance measures and the Division's "2017-18 Average Class Size Report" is posted on the EIPS website under [Planning and Results](#).

Whistleblower Protection

Section 32 of the *Public Interest Disclosure Act* (2013) requires all school authorities to include an annual report of disclosures in its Annual Education Results Report. During the 2017-18 school year, there were no disclosures within EIPS.

For a copy of the legislation or for more information and resources, visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca.



APPENDIXES



Appendix A

ACCOUNTABILITY PILLAR MEASURE EVALUATION REFERENCE (PROVINCIAL ACHIEVEMENT TESTS)

Achievement evaluation is based on a comparison of current-year data to a set of standards that 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 five, 25, 75 and 95 percentiles. Once calculated, these standards remain in place from year-to-year to allow for consistent planning and evaluation.

The table below shows the range of values defining the five achievement-evaluation levels for each measure.

COURSE	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
English Language Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

NOTES

1. 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%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Appendix A

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. The test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the five improvement-evaluation levels based on the chi-square result.

EVALUATION CATEGORY	CHI-SQUARE RANGE
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

OVERALL EVALUATION TABLE

The overall evaluation combines the achievement evaluation and the improvement evaluation. The table below illustrates how the achievement and improvement evaluations are combined to get the overall evaluation.

IMPROVEMENT	ACHIEVEMENT				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Appendix B

PROVINCIAL ACHIEVEMENT TEST RESULTS COURSE-BY-COURSE SUMMARY WITH MEASURE EVALUATION

COURSE	MEASURE Acceptable Standard (A) Standard of Excellence (E)	ELK ISLAND PUBLIC SCHOOLS REG DIV 14						ALBERTA				
		Achievement	Improvement	Overall	2018		Prev 3 Yr Avg		2018		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 6	A	Very High	Improved Significantly	Excellent	1,195	94.6	1,226	91.3	51,540	83.5	48,248	82.7
	E	Very High	Maintained	Excellent	1,195	26.4	1,226	25.1	51,540	17.9	48,248	19.6
French Language Arts 6	A	Intermediate	Maintained	Acceptable	74	90.5	97	88.8	3,326	85.2	3,007	86.8
	E	Intermediate	Maintained	Acceptable	74	10.8	97	12.2	3,326	12.3	3,007	13.7
Français 6	A	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	93.3	528	90.8
	E	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	23.1	528	18.0
Mathematics 6	A	High	Improved Significantly	Good	1,194	87.0	1,225	81.9	51,486	72.9	48,172	71.6
	E	High	Improved	Good	1,194	20.9	1,225	17.9	51,486	14.0	48,172	13.6
Science 6	A	Very High	Improved Significantly	Excellent	1,194	91.3	1,225	88.0	51,517	78.8	48,180	77.1
	E	Very High	Improved Significantly	Excellent	1,194	45.0	1,225	38.6	51,517	30.5	48,180	27.1
Social Studies 6	A	Very High	Improved Significantly	Excellent	1,194	88.5	1,225	82.0	51,525	75.1	48,170	71.4
	E	Very High	Improved Significantly	Excellent	1,194	35.3	1,225	28.5	51,525	23.2	48,170	20.6
English Language Arts 9	A	High	Maintained	Good	1,197	85.6	1,176	85.4	46,822	76.1	44,296	76.5
	E	High	Maintained	Good	1,197	18.0	1,176	18.1	46,822	14.7	44,296	14.9
English Lang Arts 9 KAE	A	Intermediate	Maintained	Acceptable	43	65.1	33	64.5	1,588	55.7	1,543	60.5
	E	Intermediate	Maintained	Acceptable	43	4.7	33	7.5	1,588	5.9	1,543	5.6
French Language Arts 9	A	Intermediate	Maintained	Acceptable	81	87.7	64	85.3	2,899	81.4	2,660	84.0
	E	Intermediate	Maintained	Acceptable	81	11.1	64	8.1	2,899	9.8	2,660	10.7
Français 9	A	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	82.7	391	87.9
	E	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	22.3	391	24.4
Mathematics 9	A	Intermediate	Declined Significantly	Issue	1,183	69.3	1,158	75.6	46,603	59.2	43,851	66.8
	E	High	Maintained	Good	1,183	19.4	1,158	19.1	46,603	15.0	43,851	18.1
Mathematics 9 KAE	A	Intermediate	Declined Significantly	Issue	67	59.7	50	78.5	2,049	57.4	1,983	59.9
	E	Intermediate	Maintained	Acceptable	67	13.4	50	13.8	2,049	13.6	1,983	13.6
Science 9	A	Very High	Maintained	Excellent	1,203	83.8	1,173	83.0	46,810	75.7	44,341	74.1
	E	Very High	Maintained	Excellent	1,203	26.8	1,173	27.7	46,810	24.4	44,341	22.2
Science 9 KAE	A	High	Maintained	Good	36	80.6	35	82.2	1,528	64.6	1,522	64.1
	E	Intermediate	Maintained	Acceptable	36	16.7	35	21.7	1,528	12.3	1,522	14.3
Social Studies 9	A	High	Maintained	Good	1,207	76.5	1,172	75.1	46,840	66.7	44,267	65.6
	E	Very High	Improved	Excellent	1,207	25.9	1,172	23.9	46,840	21.5	44,267	19.4
Social Studies 9 KAE	A	High	Maintained	Good	32	75.0	37	68.4	1,501	55.2	1,493	57.2
	E	High	Maintained	Good	32	21.9	37	18.1	1,501	14.2	1,493	11.8

NOTES

1. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016-17 and Mathematics 9 in 2017-18, respectively.

Appendix C

ACCOUNTABILITY PILLAR MEASURE EVALUATION REFERENCE (DIPLOMA EXAMINATIONS)

Achievement evaluation is based on a comparison of Current Year data to a set of standards that 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 five, 25, 75 and 95 percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the five achievement-evaluation levels for each measure.

COURSE	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Language Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Language Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Mathematics 30-1	Acceptable Standard	0.00 - 57.63	57.63 - 68.32	68.32 - 78.44	78.44 - 84.84	84.84 - 100.00
	Standard of Excellence	0.00 - 14.01	14.01 - 18.70	18.70 - 29.21	29.21 - 35.39	35.39 - 100.00
Mathematics 30-2	Acceptable Standard	0.00 - 44.98	44.98 - 61.19	61.19 - 73.82	73.82 - 82.40	82.40 - 100.00
	Standard of Excellence	0.00 - 1.59	1.59 - 6.06	6.06 - 13.68	13.68 - 17.02	17.02 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

NOTES

1. 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%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either because of too few jurisdictions offering the course or because of changes in examinations.

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. The test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the five improvement-evaluation levels based on the chi-square result.

EVALUATION CATEGORY	CHI-SQUARE RANGE
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

OVERALL EVALUATION TABLE

The overall evaluation combines the achievement evaluation and the improvement evaluation. The table below illustrates how the achievement and improvement evaluations are combined to get the overall evaluation.

IMPROVEMENT	ACHIEVEMENT				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Appendix D

DIPLOMA EXAMINATION RESULTS COURSE-BY-COURSE SUMMARY WITH MEASURE EVALUATION

COURSE	MEASURE Acceptable Standard (A) Standard of Excellence (E)	ELK ISLAND PUBLIC SCHOOLS REG DIV 14						ALBERTA				
		Achievement	Improvement	Overall	2018		Prev 3 Yr Avg		2018		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	A	High	Declined	Acceptable	816	90.4	780	92.3	30,393	87.5	29,349	86.6
	E	High	Improved	Good	816	15.2	780	11.9	30,393	13.2	29,349	11.3
English Lang Arts 30-2	A	Intermediate	Maintained	Acceptable	420	94.3	462	94.9	16,184	88.0	16,632	89.1
	E	Intermediate	Maintained	Acceptable	420	14.0	462	15.5	16,184	13.1	16,632	11.7
French Lang Arts 30-1	A	Intermediate	Declined	Issue	37	94.6	24	100.0	1,230	93.8	1,312	94.6
	E	Intermediate	Maintained	Acceptable	37	5.4	24	5.5	1,230	11.0	1,312	9.3
Français 30-1	A	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	97.4	146	97.6
	E	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	23.0	146	18.6
Mathematics 30-1	A	n/a	n/a	n/a	519	75.9	507	73.9	20,148	77.8	20,605	73.3
	E	n/a	n/a	n/a	519	30.3	507	25.9	20,148	35.3	20,605	29.4
Mathematics 30-2	A	n/a	n/a	n/a	430	77.7	392	79.0	14,362	74.2	13,516	74.7
	E	n/a	n/a	n/a	430	17.0	392	16.6	14,362	16.4	13,516	16.1
Social Studies 30-1	A	Intermediate	Declined	Issue	709	85.8	668	88.4	21,793	86.2	21,941	86.0
	E	High	Maintained	Good	709	14.8	668	14.7	21,793	17.7	21,941	15.1
Social Studies 30-2	A	Intermediate	Declined	Issue	474	81.6	509	86.1	20,391	78.8	19,847	81.0
	E	Low	Maintained	Issue	474	8.4	509	9.0	20,391	12.2	19,847	12.7
Biology 30	A	High	Improved Significantly	Good	651	90.9	655	86.5	23,026	86.6	22,263	85.0
	E	Very High	Maintained	Excellent	651	33.9	655	33.0	23,026	36.6	22,263	32.6
Chemistry 30	A	High	Maintained	Good	497	81.9	501	82.1	18,770	83.6	19,031	82.3
	E	High	Maintained	Good	497	32.0	501	32.6	18,770	38.3	19,031	35.8
Physics 30	A	High	Maintained	Good	282	84.4	297	86.2	9,679	86.2	10,276	85.1
	E	Very High	Improved	Excellent	282	41.5	297	36.2	9,679	43.6	10,276	39.1
Science 30	A	High	Maintained	Good	217	87.1	208	86.4	9,426	85.4	8,651	84.4
	E	High	Improved	Good	217	31.3	208	24.8	9,426	31.5	8,651	27.6

NOTES

1. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016-17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
3. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

