

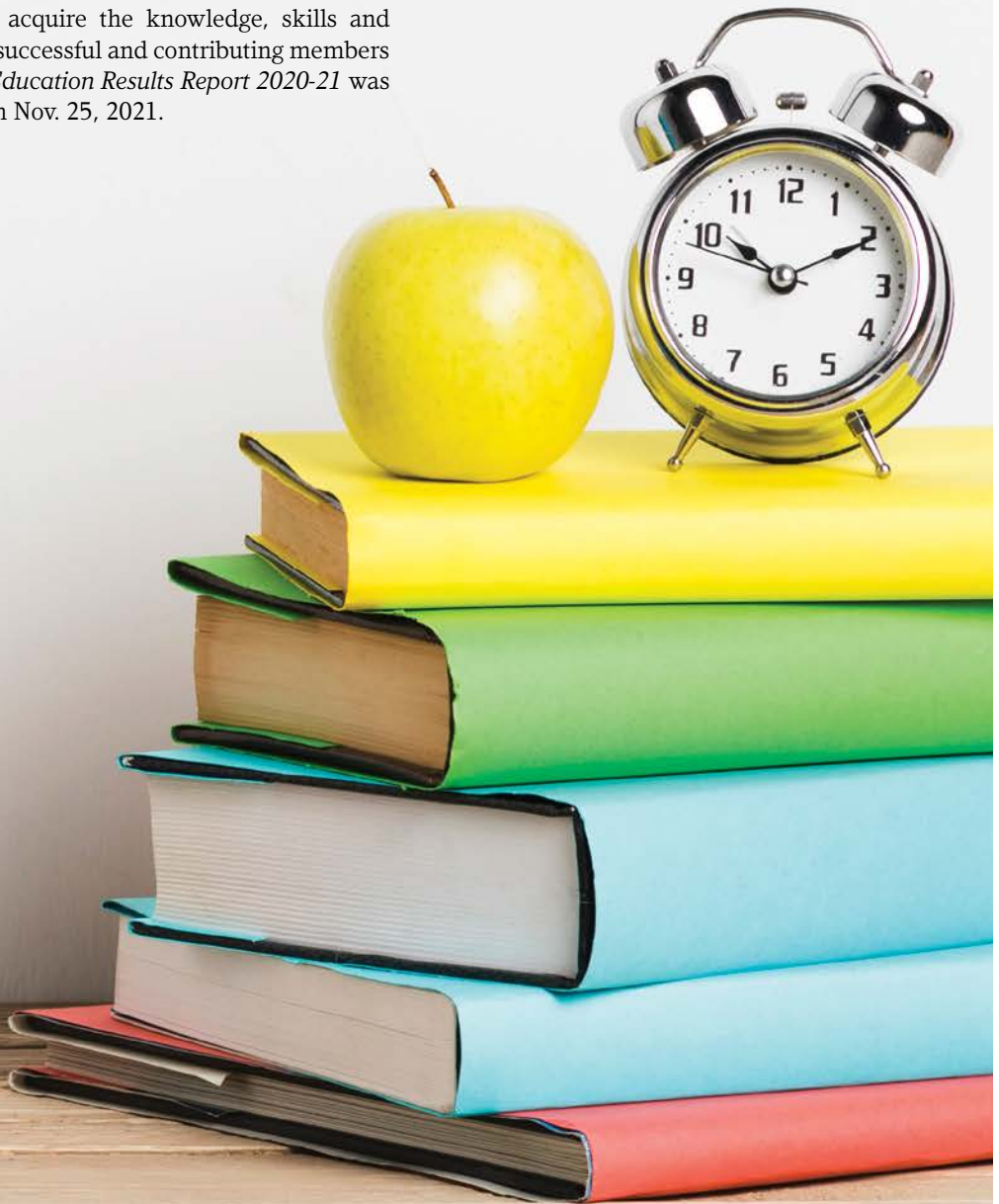
Elk Island Public Schools
Annual Education Results Report
2020-21

Accountability

The *Annual Education Results Report* for Elk Island Public Schools for the 2020-21 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure all students within the Division can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. EIPS' *Annual Education Results Report 2020-21* was approved by the Board on Nov. 25, 2021.



Trina Boymook
Chair, Board of Trustees



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Greetings

Each year, Elk Island Public Schools (EIPS) publishes an *Annual Education Results Report (AERR)*. It details the Division's key priorities and goals, progress toward achieving those priorities and strategies moving forward. I'm particularly proud of this year's *Annual Education Results Report 2020-21*. It was a complex and challenging year. We were operating in the middle of a pandemic and our key focus was ensuring students continue to learn in school and in the safest way possible.

What shines through in this year's *AERR* is despite the challenges, EIPS consistently provided students with a high-quality education, supported student growth and achievement, and continued to develop learners with the skills and knowledge needed to help them succeed. It required tremendous effort, commitment, flexibility and creativity from staff, students and families. I want to thank our entire school community for that collective effort and commitment to strong public education.

On behalf of the Board of Trustees, I invite you to read through this year's *AERR*. Celebrate in our achievements and learn how the Board and Division foster learning environments where students can learn, grow and thrive.

Trina Boymook
Chair, Board of Trustees

The 2020-21 school year was far from simple. We started the year with students re-entering schools during a still relatively uncertain time. While most students returned, EIPS also provided an out-of-school learning option for those not ready to have their child return to school in person. Both options came with challenges. By the fall, these challenges were further exacerbated as we found ourselves in the second wave of the pandemic. And, then a third wave in spring. Schools, students, staff and families all had to adjust to new public-health measures and new routines.

We shifted, adapted, and reacted quickly to a very difficult and unfamiliar situation. Through it all, we stayed committed to providing exceptional education for all students. That commitment is illustrated perfectly in this year's *Annual Education Results Report 2020-21*, which details how the Division's performing and its plans to improve student learning going forward. The report clearly demonstrates the Division continues to meet the priorities and goals set out in the *EIPS 2018-22 Four-Year Education Plan*. For that, I'm so proud. Staff, students and school families together went above and beyond to ensure high-quality, student-centred educational opportunities for all students.

Looking ahead, we'll continue to work together to support a common purpose to promote the growth and success of all students.

Mark Liguori
Superintendent



Profile and Local Context

Elk Island Public Schools (EIPS) is the sixth-largest school division in Alberta, serving approximately 17,125 students from kindergarten to Grade 12 in 43 schools—in Sherwood Park, the City of Fort Saskatchewan, the Town of Vegreville, Strathcona County, Lamont County and the western portion of Minburn County. The Division also employs 1,497 people—903 teachers and 594 non-teaching staff—all of whom work together to inspire students to learn, grow and succeed.

Every day, staff and students are encouraged to pursue opportunities to discover and develop their passions. They're provided with a range of high-quality educational programs and resources to ensure their success. Core academic subjects, optional courses and complementary programs, such as Career and Technology Studies, off-campus education and second-language courses, take place in inclusive learning environments that form the foundation for whatever they choose to do next. Students also have access to a continuum of classroom supports and services, including specialized learning environments;

early intervention and counselling services; and consultative services such as speech-language, hearing, vision, occupational therapy and physical therapy.

There are also myriad educational opportunities that take place within, and outside, the classroom. Highlights include five language programs—English, French, German, Ukrainian and Spanish; three academic programs—Advanced Placement, International Baccalaureate and Junior High Honours; faith-based programs—Alternative Christian and Logos Christian; and the Next Step Outreach program. To complement programming, the Division also boasts strong extracurricular opportunities in all its schools—music, drama, special-interest clubs, athletics and more. It should be noted, however, because of pandemic and related public-health measures, these extracurricular activities were temporary suspended in the 2020-21 school year. Collectively, the diverse programming offered throughout EIPS allows for a well-rounded education and develops learners with the skills and knowledge needed to help them succeed and take on the world.

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

EIPS 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.



A Closer Look: Challenges in 2020-21

COVID-19 PANDEMIC

For the 2020-21 school year, operations were anything but typical. COVID-19 presented significant challenges—from following public-health measures to programming changes to staffing requirements. The Division had to develop an operations plan to ensure schools ran smoothly and in the safest way possible. Some of these measures included hand hygiene, staying home when sick, mask use, physical distancing, ventilation best practices, and enhanced cleaning and disinfection.

Significant adjustments were made to programming. All classes were cohorted, junior high options were altered and senior high schools transitioned to a four-semester system. As well, almost all in-school learning spaces were reconfigured to encourage physical distancing. Schools also had to put protocols in place to ensure operational and health-and-safety efficiencies, such as directional traffic flows, staggered entry and recess, occupancy limits and the removal of excess furnishings. Accommodations were also made to properly support students with special needs. And, at any given time, schools, teachers and students had to be ready to transition to online learning—because of quarantine requirements for close contacts or to accommodate provincewide in-school class suspensions.

In addition to in-school programming, the Division simultaneously offered an out-of-school learning option for families not ready to have their children return in person. The out-of-school option was new territory for the Division. Decisions had to be made quickly, new lesson plans were curated, additional staff were hired, and EIPS launched a new online-learning management tool to facilitate online instruction. All lessons aligned with the subject matter taught in the classroom and ensured students achieved core competencies needed to progress their learning. For the most part, the lessons also aligned with the in-school option to facilitate learning continuity.

On top of everyday operations, EIPS was also responsible for managing each reported COVID-19 case. That included tracking cases, determining close contacts, communicating with families and enhanced cleaning. Every single employee took on added responsibilities to ensure public-health measures were followed, classrooms stayed safe and students felt comfortable attending school. The entire Division was strained. While strained, collectively, everyone came together to ensure learning continued and took place in a safe and healthy way.

It should also be noted, a significant challenge from the pandemic in creating this year's *Annual Education Results Report* was the province's decision to make Provincial

Achievements Tests and diploma examinations optional—for the second straight year. EIPS' *Annual Education Results Report 2020-21* reflects this. As such, most of the results used to demonstrate how EIPS' meeting its priorities, goals and outcomes are based on quantitative and qualitative internal Division data.

EARLY LEARNING

The 2020-21 school year presented significant challenges for the Play And Learn at School (PALS) program because of a substantial reduction in the province's Program Unit Funding—dropping by \$2.18 million. PALS is an early intervention support program for pre-kindergarten children assessed with severe developmental delays. The reduction in funds forced the Division to reconfigure the PALS program at Pine Street Elementary and École Parc Élémentaire. Both schools had to increase their class sizes and reduce some therapeutic services. The reconfiguration was a challenging task as early childhood development is the first and most critical phase of human growth. To compensate for the lost revenue, EIPS used all available resources and altered delivery in a way that still ensured effective programming and an excellent start to learning—a goal in the *EIPS Four-Year Education Plan: 2018-22*.

ADDRESSING STUDENT CAPACITY

Over the last few years, two communities within EIPS have experienced strong residential growth—Fort Saskatchewan and Sherwood Park. In Fort Saskatchewan, the growth is at a point where it affects the Division's ability to provide accommodation for all students living in the area. In Sherwood Park, student space is limited in areas where residential development's occurring. To continue providing high-quality education, the Division's reviewing viable solutions and engaging the community.

Short-term, EIPS plans to accommodate students in Fort Saskatchewan through its Modular Classroom Plan. In Sherwood Park, the greatest concerns are Sherwood Heights Junior High and Davidson Creek Elementary. For Sherwood Heights, the concern is how to accommodate students should the school experience a major system failure. For Davidson Creek, the Division projects it will reach capacity in the next two years. Long-term, to accommodate students, it's critical EIPS receives funding for a new junior-senior high school in Fort Saskatchewan, a replacement school for Sherwood Heights Junior High, and a community-supported solution to best manage student capacity at Davidson Creek Elementary.

EIPS Four-Year Education Plan

Priority 1: Promote growth and success for all students

GOAL 1 EXCELLENT START TO LEARNING

Outcome: More children reach developmental milestones by Grade 1.

GOAL 2 SUCCESS FOR EVERY STUDENT

Outcome: More students are engaged in school and achieve student-learning outcomes.

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

Outcome: Self-identified First Nations, Métis and Inuit students and English Second Language students are demonstrating growth and achievement.

Outcome: More students are supported and prepared for life beyond high school.

Priority 2: Enhance high-quality learning and working environments

GOAL 1 POSITIVE LEARNING AND WORKING ENVIRONMENTS

Outcome: The Division's learning and working environments are welcoming, inclusive, respectful and safe.

GOAL 2 QUALITY INFRASTRUCTURE FOR ALL

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

GOAL 3 A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Outcome: The Division uses evidence-based practices to support and enhance the quality of teaching, learning and leading.

Priority 3: Enhance public education through effective engagement

GOAL 1 PARENT ENGAGEMENT

Outcome: Student learning is supported and enhanced by providing meaningful opportunities for parents to be involved in their child's education.

GOAL 2 ENGAGED AND EFFECTIVE GOVERNANCE

Outcome: The Division is committed to engagement and advocacy to enhance public education.

Planning and Reporting



Every year, Elk Island Public Schools (EIPS) analyzes and interprets its performance and results reports to assess its progress toward achieving the goals and outcomes outlined in the *EIPS Four-Year Education Plan: 2018-22*. 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 mission, values and *Four-Year Education Plan* (see pg. 4, “Profile and Local Context”) to develop new strategies that further support student learning.

ACCOUNTABILITY AND PERFORMANCE

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

- developing and updating plans based on results, contextual information and provincial direction;
- incorporating stakeholder input based on engagement activities at various points throughout the process, as appropriate;
- preparing budgets that allocate or re-direct resources to achieve priorities and meet responsibilities;
- implementing research, practicing informed strategies to maintain or improve performance—within and across domains—and focusing on student growth 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—such as evidence-informed decision-making; and
- communicating and engaging with stakeholders about school authority plans and results.



ACCOUNTABILITY AND ASSURANCE

Every spring, Alberta Education allocates funds to school boards to fulfill their delegated responsibilities of providing education programs for the students they serve. The practice creates an accountability relationship between Alberta Education and Elk Island Public Schools (EIPS), which requires transparency and the obligation to answer for, and publicly report on, the spending of public funds and the results achieved.

In addition, school authorities are responsible for providing assurance to their stakeholders they are fulfilling their responsibilities and students are successful. The key to building public assurance is engaging education partners in the Division's planning and reporting cycle. Within EIPS, that planning and results reporting are integral to the Division's assurance cycle—involving set processes, actions and analysis of evidence. Collectively, it helps create a culture of continuous improvement. EIPS' assurance process includes:

- Before the election of a new Board of Trustees, the Division engages families, students, staff and key stakeholders to provide feedback on the *Four-Year Education Plan*, which captures the Division's strategic direction.
- Every spring, EIPS reviews the *Four-Year Education Plan* and fine-tunes it, which involves stakeholder engagement to develop the Division's goals, outcomes, strategies and success measures.
- The revised education plan informs the EIPS spring budget and individual school education plans—also developed with input from staff and school families.
- After announcing the budget, the Division and its schools allocate or redirect resources to achieve the priorities and meet the responsibilities outlined in the education plans.
- In September, the Division and its schools begin implementing the education plans, using research-based practices, engaging in professional learning, and working to maintain or improve performance in the goals outlined—focusing on student growth and achievement.
- In November, the Division hosts Assurance Reviews of the previous year for schools and departments—using Alberta Education's assurance measures and internal qualitative and quantitative data. The review complements the education plans and allows schools and departments to share their results, annual plans, successes and challenges with the Board and community. Collectively—trustees, staff and families—gain a holistic understanding of what's happening throughout the Division.
- Following the Assurance Reviews, EIPS publishes its *Annual Education Results Report*. The report outlines how the Division's ensuring students achieve the best possible outcomes and meeting the priorities and goals set out in the *Four-Year Education Plan*. Then, the Board of Trustees reviews and approves the report. Once approved, it's shared with the government, school communities, the Committee of School Councils and posted online at eips.ca.
- For the remainder of the year, EIPS and schools monitor the implementation of the education plans and adjust efforts, as needed—incorporating stakeholder input based on engagement activities at various points throughout the process.

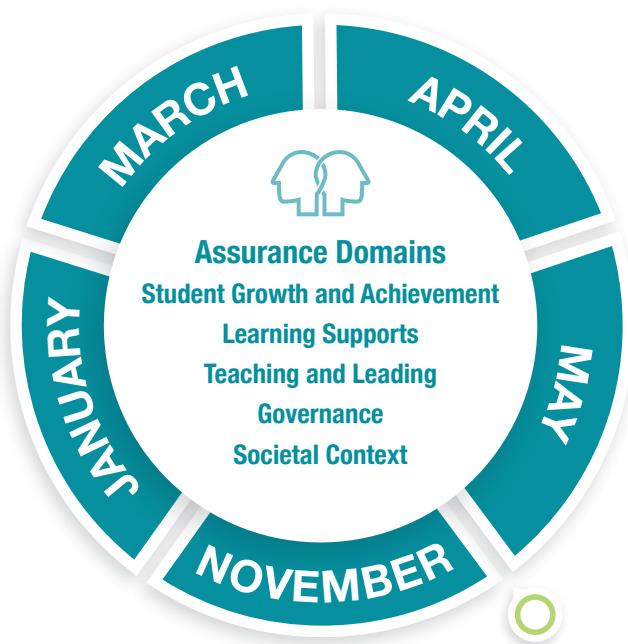
Assurance Cycle

School authorities are responsible for providing assurance they are fulfilling their responsibilities and students are successful

The assurance arises from the combination of policies, processes, actions and evidence that help build public confidence in the education system. It's achieved through relationship building, engagement with education partners, and creating and sustaining a culture of continuous improvement and collective responsibility.

ONGOING GENERATIVE GOVERNANCE

The Board of Trustees consistently reviews emails from stakeholders, and attends monthly school council meetings and Committee of School Councils meetings to gather input and feedback about the Division. Also, a standing generative-governance item is on every Caucus Committee meeting for trustees to share feedback and guide decision-making.



NOVEMBER 2020

- Schools engaged families to review the results from the previous year and attend the assurance reviews.

JANUARY 2021

- The Division engaged the Committee of School Councils (COSC) about the *Annual Education Results Report 2019-20*.
- All EIPS schools conducted consultations with families about school fees for the upcoming school year.

MARCH 2021

- The Division gathered feedback from staff, students and families through several surveys focused on the assurance domains to guide future decision-making, priorities and budget allocations.
- As 2020-21 was the last year of the Board's four-year term, the Division engaged students, staff, families and community members to provide input on an updated education plan. The newly elected Board will use the survey feedback to develop a new *EIPS Four-Year Education Plan*—implemented in year two of the Board's term.
- The province administered the Alberta Education Assurance survey to gather feedback from students, staff and families on the required assurance domains—the data helps guide future decision-making.

APRIL 2021

- Schools engaged staff and families about budget planning and the school education plans.
- Using feedback provided, the Division prepared a budget and updated the *EIPS Four-Year Education Plan: 2018-22* for the upcoming school year.

MAY 2021

- The Division engaged COSC about the Division budget and the *EIPS Four-Year Education Plan: 2018-22*.
- The Division approved the spring budget and submitted its updated *EIPS Four-Year Education Plan: 2018-22* to Alberta Education for the upcoming school year.

JULY AND AUGUST 2021

- *Ad Hoc Assurance* – The Division engaged teachers to provide feedback to Alberta Education about the new draft kindergarten to Grade 6 curriculum.

Alberta Education Assurance Measures: Summary

Measure Category	ELK ISLAND PUBLIC SCHOOLS			ALBERTA			MEASURE EVALUATION		
	CURRENT RESULT	PREV YEAR RESULT	PREV 3 YEAR AVERAGE	CURRENT RESULT	PREV YEAR RESULT	PREV 3 YEAR AVERAGE	ACHIEVEMENT	IMPROVEMENT	OVERALL
STUDENT GROWTH AND ACHIEVEMENT									
Student Learning Engagement	84.5	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
Citizenship	80.4	80.3	80.2	83.2	83.3	83	n/a	n/a	n/a
High School Completion Rate (3 years)	88.9	84.6	84.5	83.4	80.3	79.6	High	Improved Significantly	Good
High School Completion Rate (5 years)	89.9	90.8	89.2	86.2	85.3	84.8	High	Maintained	Good
Provincial Achievement Tests: Acceptable	n/a	n/a	84.4	n/a	n/a	73.7	n/a	n/a	n/a
Provincial Achievement Tests: Excellence	n/a	n/a	27.6	n/a	n/a	20.3	n/a	n/a	n/a
Diploma Examinations: Acceptable	n/a	n/a	85.3	n/a	n/a	83.6	n/a	n/a	n/a
Diploma Examinations: Excellence	n/a	n/a	21.7	n/a	n/a	24.1	n/a	n/a	n/a
TEACHING AND LEADING									
Education Quality	89.3	89.5	89.4	89.6	90.3	90.2	n/a	n/a	n/a
LEARNING SUPPORTS									
Welcoming, Caring, Respectful, and Safe Learning Environments	86.8	84.5	84.1	87.8	n/a	n/a	n/a	n/a	n/a
Access to Supports and Services	80.4	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
GOVERNANCE									
Parental Involvement	77.4	78.9	78.4	79.5	81.8	81.4	n/a	n/a	n/a

*Evaluation measures are based on a three-year average (see pg. 66, "Appendixes").

Notes

1. The 2020-21 administration of the Alberta Education Assurance (AEA) survey was a pilot. Also, participation in the survey was impacted by the COVID-19 pandemic. The 2020-21 results aren't comparable with other years, as such evaluations weren't calculated for the survey.
2. The COVID-19 pandemic impacted participation in the 2019-20 diploma examinations. As such, school-awarded marks determined achievement in diploma course.
3. Use caution interpreting high school completion rate results over time.
4. Alberta Education will update the "n/a" placeholder for the "Current Result" for PAT and diploma examination measures in the fall 2021.
5. Aggregated PAT results are based on a weighted average of the per cent meeting standards—Acceptable and 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).

6. Participation in Provincial Achievement Tests was impacted by the fires in May and June of 2016 and May and June of 2019. Use caution when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated diploma examination results are a weighted average of per cent meeting standards—Acceptable, Excellence. The weights are the number of students writing the diploma examination for each course. Courses included English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1 and Social Studies 30-2.



Priority 1: Promote Growth and Success for All Students

Goal 1: An Excellent Start to Learning

Assurance Domain: Student Growth and Achievement

Local Outcome: More children reach developmental milestones by Grade 1

Provincial Outcome: Alberta's students are successful

Early Years Measures

	2016-17	2017-18	2018-19	2019-20	2020-2021
Total number of children enrolled in the PALS programs	114	130	169	182	124
Total number of children enrolled in kindergarten	1,357	1,274	1,253	1,433	1,465
Number of children entering the PALS program with severe special needs	102	119	142	161 Year 1: 70 Year 2: 91	124 Year 1: 43 Year 2: 81
Percentage of children in their second year who are completing the PALS program with severe special needs	n/a	n/a	n/a	45.1	43.2
Percentage of families reporting because of the PALS program, their child demonstrated growth in development	n/a	n/a	n/a	n/a	100
Percentage of families reporting because of the kindergarten program, their child is becoming ready to enter Grade 1	n/a	n/a	n/a	n/a	94.3

Early Years Teacher Assessment: Pre-test and post-test measures of developmental domains in kindergarten

	AWARENESS OF SELF AND ENVIRONMENT				SOCIAL SKILLS AND APPROACHES TO LEARNING				COGNITIVE SKILLS				LANGUAGE AND COMMUNICATION			
	▲	●	■	n=	▲	●	■	n=	▲	●	■	n=	▲	●	■	n=
Pre-test	1%	10%	89%	n/a	3%	17%	80%	1,085	8%	33%	59%	1,083	2%	19%	79%	1,083
Post-test	0%	3%	97%	n/a	1%	7%	92%	1,199	2%	7%	91%	1,199	1%	7%	92%	1,198

	PHYSICAL DEVELOPMENT FINE MOTOR				PHYSICAL DEVELOPMENT GROSS MOTOR				ALL DOMAINS			
	▲	●	■	n=	▲	●	■	n=	▲	●	■	n=
Pre-test	3%	26%	71%	1,084	3%	20%	77%	1,082	13%	32%	55%	1,082
Post-test	1%	6%	93%	1,199	0%	6%	94%	1,199	4%	12%	84%	1,198

▲ experiencing significant difficulty ● experiencing some difficult ■ appropriate development

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 on families and children between the ages of zero and six, suggests the early years is the most significant period in an individual's life. That's why Elk Island Public Schools (EIPS) identifies "an excellent start to learning" as a goal in its *Four-Year Education Plan*. The goal sets a 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 focused on purposeful, play-based programming.

Results

During the 2020-21 school year, 1,589 children were enrolled in Early Childhood Services (ECS) within EIPS, including 1,465 kindergarten children and an additional 124 in pre-kindergarten programs, which is down by 58 students from the year previous. The reason for the drop: it's not mandatory children enrol in ECS programming, and pandemic-related concerns.

For pre-kindergarten, EIPS offers Play And Learn at School (PALS), an early intervention support program for pre-kindergarten children assess with developmental delays. In the 2020-21 school year, PALS was offered in Sherwood Park, Ardrossan, Fort Saskatchewan, Lamont and Vegreville. To qualify, a child must be identified with a severe developmental delay and between the ages of two-years-and-eight months and four-years-and-eight months.

Year over year, the PALS program sees positive outcomes for learners. In 2020-21, for example, 81 children completed the second year of the PALS program, who at one point, were identified with a severe developmental delay. Of those children, 43.2% graduated from PALS and entered kindergarten without a severe special needs code. Similarly, in the 2020-21 EIPS Parent Survey, 100% of respondents reported their child demonstrated growth in development because of the Division's PALS program. Both results are significant and confirm the Division's early intervention program makes an important difference for young children requiring additional supports and services.

EIPS also offers a kindergarten program in all 26 of the Division's elementary schools—a full-day, alternating-day program. Typically, the program includes the Enhanced Kindergarten initiative—funded using additional Board-approved dollars. The initiative supports successful transitions into Grade 1 by offering extra help to children who aren't meeting developmental expectations. Unfortunately, because of COVID-19 and the public-health measures, the Division wasn't able to offer Enhanced

Kindergarten during the 2020-21 school year. Another initiative temporarily suspending because of the pandemic was the Early Literacy Intervention program. EIPS did start developing the program but had to halt efforts when the province introduced added public-health measures in fall 2020.

ACADEMIC MEASURES

Unlike elementary and secondary programming, Alberta Education does not provide school divisions with data about the impact of early learning programming. Consequently, EIPS has developed internal measures to evaluate the impact of its early learning programming. In 2019-20, EIPS launched a new kindergarten tool, Early Years Evaluation – Teacher Assessment (EYE-TA). The EYE-TA is a research-based assessment tool that measures a child's development in five domains important to school readiness—awareness of self and environment, social skills and approaches to learning, cognitive skills, language and communication, and physical development.

Although launched in 2019-20, post-test data was not collected that year because of the provincewide suspension of in-school classes. As such, 2020-21 was the first year the Division collected pre- and post-test data from the EYE-TA (see pg. 12, "Early Years Teacher Assessment: Pre- and post-test measures of developmental domains in kindergarten"). In analyzing the pre- and post-test overall results for all developmental domains, the data reveals only 595 children, 55%, who entered kindergarten met the overall developmental milestones. However, the post-test measures indicate at the end of kindergarten 1,013 children, 84%, demonstrated appropriate overall development after a year of programming. That result is also supported by data from the 2020-21 EIPS Parent Survey—91% of respondents agreed their child was becoming ready to enter Grade 1 because of the Division's kindergarten program. What both the EYE-TA and survey

The EYE-TA's five development domains are:

1. AWARENESS OF SELF AND ENVIRONMENT

A child's understanding of the world and his or her ability to make connections with home and community experiences.

2. SOCIAL SKILLS AND APPROACHES TO LEARNING

A child's attentiveness during classroom activities and his or her ability to interact with peers while respecting classroom rules.

3. COGNITIVE SKILLS

A child's basic mathematics and pre-reading skills and his or her ability to solve problems.

4. LANGUAGE AND COMMUNICATION

A child's understanding of spoken language and his or her ability to express thoughts and feelings.

5. PHYSICAL DEVELOPMENT

- **FINE MOTOR** – A child's ability to perform small movements that require hand-eye co-ordination.
- **GROSS MOTOR** – A child's ability to perform large movements involving arms, legs and body.



results illustrates is EIPS has a strong kindergarten program focused on growth.

According to current longitudinal research, kindergarten children's EYE-TA scores are strongly related to their reading outcomes at age eight or nine. The EYE-TA's measures of cognitive skills and language and communication are the strongest predictors of a child's ability to read at grade level by Grade 3, followed by fine-motor skills, awareness of self and environment, and social skills and approaches to learning. So, EIPS uses the EYE-TA data to discern the children most likely to require extra support developing their reading skills during their primary school years. Within EIPS, the 2020-21 EYE-TA results for cognitive skills and language and communication reveal 91% to 92% of kindergarten learners are on target to read at grade level by Grade 3. EIPS will also track this cohort of students up to Grade 3 to evaluate the predictive validity of the EYE-TA.

SUPPORTS FOR STUDENTS

For the 2020-21 PALS programs, speech-language pathologists provided a variety of supports to 120 children identified with severe speech and language delays. The speech-language pathologists visited PALS classrooms weekly, supporting the children enrolled, classroom teams and families. Specific services included assessment, individual intervention, small-group intervention, programming adaptations and strategies for families to use at home. The speech-language pathologists also helped develop Individualized Program Plans for those enrolled in PALS, providing strategies to further support the children's goals. Additionally, they collaborated with

a home team of speech-language pathologists to provide co-ordinated service delivery to children with significant communication challenges.

In the kindergarten program, speech-language pathologists received 101 referrals and provided services to children identified with moderate or moderate-to-severe speech and language delays. They also visited kindergarten classrooms to provide either individual or classroom supports at least once every two weeks. Individual intervention was offered to students who had specific speech-sound delays or language delays. Meanwhile, classroom strategies and supports were provided for children with significant language delays. Family coaching and consultations were also provided for many families who had children receiving direct intervention.

Once every two or three weeks, occupational therapists visited PALS classrooms. They provided ongoing consultation, assessment and programming to 75 children with significant challenges in the areas of regulation, self-help skills and motor skills. Occupational therapists also provided strategies and programming ideas to the PALS classroom staff at all five PALS sites for children with milder needs to help progress children's fine-motor skills and independence. They also facilitated professional learning sessions to staff, focused on fine-motor development, regulation and ways to incorporate occupational therapy strategies into the classroom.

For the kindergarten program, occupational therapists focused individualized services on children with significant challenges participating at school. In total, 73 kindergarten children used the individual occupational therapy service. Meanwhile, kindergarten children with

mild-moderate needs were primarily served occupational therapy services in the classroom using strategies and resources provided to the teacher, complemented by one or two occupational therapist visits throughout the year.

EIPS also provided physical-therapy support to children enrolled in the PALS and kindergarten programs. During the 2020-21 school year, children in PALS with significant gross-motor needs received physical-therapy consultation. In kindergarten, children with these needs received a consultative visit to address barriers to participation in the school environment.

BUILDING CAPACITY

Throughout 2020-21, the Division continued using the Loose Parts Play Kits for PALS and kindergarten classrooms. The kits assist in problem-solving, fine- and gross-motor development, hand-eye co-ordination, language and vocabulary building, mathematical and scientific thinking, literacy, and social and emotional development. Thanks to the kit's versatility, children had more ways to discover and be creative during play and exploration. The kits were also available to out-of-school learners to ensure they too had access to play-based learning opportunities.

Similarly, the use of the Phonological Awareness Kits continued in both kindergarten and Grade 1 classrooms—as a shared resource. The kits focus on identifying and manipulating units of oral language and sounds of spoken language. As such, they support phonological awareness, which is a reliable predictor of later reading ability.

Also, the Early Learning department created kits to help diverse-needs learners access literacy and numeracy goals. The kits allow learners to have hands-on, interactive experiences with letters and numbers. They also support educators with activities to engage children in meaningful and developmentally appropriate ways. A range of sensory kits were also developed with engaging activities to enhance and support learning. Similarly, the Occupational Therapy team developed an early learning lending library and sensory kits designed to help teachers working with learners who have sensory needs. Early Learning plans to continue to build the lending library to develop more strategies to encourage play-based learning.

And, to further build staff capacity, EIPS hosted various professional learning sessions, including:

- Instructional Support Plans and Communicating Student Learning Videos for Educators;
- EYE-TA Training for Teachers;
- EYE-TA Training for Administrators;
- Non-Violent Crisis Intervention;
- Individualized Program Plan Training;

- Occupational Therapy and Speech-Language Strategies in the Classroom;
- Social Learning;
- The Practice of Drawing in Early Learning;
- Fine-Motor Progressions; and
- Language Facilitation Strategies and Positive Behaviour Strategies.

PARENT ENGAGEMENT

In previous years, PALS included a series of Family Oriented Sessions that helped families support their child to learn, work, play and behave in positive ways. However, a shift in PUF programming requirements, and the new funding structure, resulted in EIPS having to discontinue the sessions. That said, because the PALS program values family collaboration, the Division found a way to continue to engage families in a similar way. Specialized Supports hosted 21 virtual engagement sessions—made up of speech-language-pathologists, occupational therapists and early learning consultants—all aimed at building family capacity around supporting young learners.

Engagement sessions were also offered for families with children in kindergarten. Specifically, the Division put together a series of videos and resources for families to view. Then, they hosted several live virtual sessions to answer any questions or discuss child concerns with a specialist—speech-language therapists and occupational therapists who focus on targeted developmental areas such as language, speech, fine motor. In total, 88 families registered and attended the live sessions.

Turning again to PALS, the Division provided screening for families interested in the PALS program. Children requiring full speech-language assessments were scheduled for an appointment between April and August. Families also had the chance to ask questions and discuss concerns about their child's development with a speech-language pathologist. In total, 120 children were assessed in speech sounds and language skills to determine possible eligibility for Program Unit Funding and the PALS program. As well, the sessions provided families with friendly faces to chat with about potential challenges their child is facing. Conversations of this nature are often a difficult first step for families seeking supports for their child. The EIPS team helped make this process easier while also providing guidance and direction.

Families also played an integral role in the Individualized Program Plan process—developing and regularly reviewing them. That collaboration helped enhance understanding about the student's learning needs and strengths, communication, transitions plans and future learning needs.

Additionally, schools also held orientation sessions for both PALS and kindergarten families. Individual orientation sessions were offered to PALS parents with their child’s teacher, which 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: provide families and teachers with an opportunity to start developing common objectives for each child’s success.

Because of COVID-19 restrictions, EIPS altered its Kindergarten Information Nights. Each school with a kindergarten program provided information to families using email, social media, phone calls, videos and handouts. Through these, families were introduced to a typical day in kindergarten, informed on the importance of play-based learning and given opportunities to ask questions.

Early Learning also distributed an EIPS Kindergarten

Questionnaire—incoming families filled it out and returned it to schools. The purpose was three-fold. One, it helped start the school-and-home relationship—integral to each child’s success. Two, it allowed the Early Learning team to followup on potential concerns families have about their child’s development. And three, it assisted Supports for Students to develop its Getting Ready for Kindergarten family engagement sessions—that took place in June.

The 2020-21 Getting Ready for Kindergarten sessions focused on fun ways to work on the four key development areas—building independence, speech development, fine-motor skills and literacy. Families attended a virtual session and then had access to the video link to review the session at a later date. In total, 175 families registered and attended each session. Collectively, the questionnaire and sessions allowed EIPS to gain a deeper understanding of the needs of incoming kindergarten learners and how to support them best.



Opportunities for Growth

The continued use of the EYE-TA and analysis of its data is a crucial opportunity for growth. It helps move teacher programming and student achievement forward—a key priority for EIPS. The 2020-21 year was the first opportunity for the Division to complete the post-test EYE-TA assessment. The data gathered in that assessment enables elementary schools to identify students at risk for learning challenges and guides intervention. Annually, principals will review the data with their early learning team and the Early Learning department—Instructional Supports and Specialized Supports—to effectively support all educational needs. Because research clearly demonstrates early intervention plays a critical role in long-term learning outcomes for these students, the Division must continue to identify children who require intervention and ensure they continue to learn and grow, now and in the future.


Another growth opportunity is continuing the Early Learning Screening sessions. The sessions allow families to discuss potential challenges their child has and make guidance and direction easier. Knowing who requires early intervention is an important factor for student success. As such, EIPS will continue with the process.


The final growth strategy in this area is subject-specific consultant support. Research on long-term success in school highlights the importance of early intervention. So, to support early intervention in literacy and numeracy, EIPS will increase its consultant support. The consultants will focus on building capacity in school staff and collaborative planning that supports growth in literacy and numeracy for early learners.





Priority Strategy for Education Plan

EIPS will continue its efforts to ensure more children reach developmental milestones by Grade 1. Strategies include:

 Work collectively in multidisciplinary teams with students and build staff capacity to implement research-based, early intervention strategies. The approach supports students in the Play and Learn at School (PALS) programs in demonstrating growth—measured by scheduled progress reports and year-end composite reports to prepare them for kindergarten.

 The Board allocated additional resources for an Early Learning consultant to build teacher capacity to implement research-based, early literacy and numeracy strategies. The approach supports kindergarten learners in demonstrating growth—measured by the EYE-TA in October and May.

 Use the October EYE-TA results to create an action plan that supports students at a higher risk of not meeting developmental milestones. The plan will also include targeted intervention support for students and prioritizing areas of most need.

 Build capacity for Early Childhood Studies teachers to implement Alberta Education's new curriculum. The strategy will help administrators and teachers feel confident about effectively implementing the new programs of study.

Goal 2: Success for Every Student

Assurance Domain: Student Growth and Achievement

Local Outcome 1: More students are engaged in school and achieve student-learning outcomes

Local Outcome 2: More students achieve a minimum of one year's growth in literacy and numeracy

Provincial Outcome: Alberta's students are successful

Performance Measures

—percentage of students who achieved the acceptable standard (A) and the standard of excellence (E)

		RESULTS						EVALUATION	
		2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	ALBERTA 2018-19	
ALBERTA EDUCATION ASSURANCE SURVEY: OVERALL STUDENT LEARNING OUTCOMES									
Grade 6 and Grade 9 Provincial Achievement Tests (PATs)	A	82	83.6	84.4	84.5	n/a	n/a	73.8	n/a
	E	24.5	25.1	26.7	28.5	n/a	n/a	20.6	n/a
diploma examinations	A	85.2	85.7	85.5	85.2	n/a	n/a	83.6	n/a
	E	19.3	22.7	22.3	21.2	n/a	n/a	24	n/a
Grade 6 PATs – language arts	A	90.7	92.2	94.6	94.2	n/a	n/a	83.2	n/a
	E	26.1	24.1	26.4	24.7	n/a	n/a	17.8	n/a
Grade 9 PATs – language arts	A	84.5	86.1	85.6	83	n/a	n/a	75.1	n/a
	E	18.9	17.6	18	17.3	n/a	n/a	14.7	n/a
English 30-1 diploma examinations	A	92.6	92.3	90.4	93.8	n/a	n/a	86.8	n/a
	E	11.6	11	13.1	15.2	n/a	n/a	12.3	n/a
English 30-2 diploma examinations	A	95.1	94.6	94.3	91.2	n/a	n/a	87.1	n/a
	E	18.9	14.8	14	15.4	n/a	n/a	12.1	n/a
ALBERTA EDUCATION ASSURANCE SURVEY: OVERALL MATHEMATICS LEARNING OUTCOMES									
Grade 6 PATs – mathematics	A	81.6	80.7	87	86.3	n/a	n/a	72.5	n/a
	E	16.9	17.8	20.9	22.9	n/a	n/a	15	n/a
Grade 9 PATs – mathematics	A	75	77.5	69.3	69.9	n/a	n/a	60	n/a
	E	18.1	19.4	19.4	24.4	n/a	n/a	19	n/a
Math 30-1 diploma examinations	A	69.2	74	75.9	76.5	n/a	n/a	77.8	The COVID-19 pandemic resulted in the cancellation of both PATs and diploma examinations. Therefore, these areas have no achievement-measure ratings for the 2019-20 and 2020-21 school years.
	E	19.4	30	30.3	24.7	n/a	n/a	35.1	
Math 30-2 diploma examinations	A	76.9	78	77.7	78.3	n/a	n/a	76.5	
	E	16.2	17.7	17	17.6	n/a	n/a	16.8	

Performance Measures	RESULTS IN PERCENTAGES						EVALUATION		
	2016-17	2017-18	2018-19	2019-20	2020-21	ALBERTA 2020-21	ACHIEVEMENT	IMPROVEMENT	OVERALL
ALBERTA EDUCATION ASSURANCE SURVEY									
Teacher, parent, student agreement students model the characteristics of active citizenship	80.1	80.5	80	80.3	80.4	83.2	High	Maintained	Good
Teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education	83.3	82.7	82.9	83.2	85.5	81.9	Very High	Improved	Excellent
Teacher, parent and student agreement students have access to the appropriate supports and services at school	n/a	n/a	n/a	n/a	80.4	82.6	n/a	n/a	n/a
Teacher, parent and student agreement their child is engaged in their learning	n/a	n/a	n/a	n/a	84.5	85.6	n/a	n/a	n/a
Parent agreement the literacy skills their child is learning at school is useful	n/a	n/a	n/a	n/a	90	n/a	n/a	n/a	n/a
Parent agreement the numeracy skills their child is learning at school is useful	n/a	n/a	n/a	n/a	92	n/a	n/a	n/a	n/a
Parent agreement their child is learning what they need to know	n/a	n/a	n/a	n/a	81	n/a	n/a	n/a	n/a
Parent agreement students find schoolwork interesting	79	76	78	76	83	n/a	n/a	n/a	n/a
EIPS PARENT SURVEY									
My child is demonstrating growth in literacy	n/a	84.2	86.6	89	86.7	n/a	n/a	n/a	n/a
My child is demonstrating growth in numeracy	n/a	88.8	89	89	88.9	n/a	n/a	n/a	n/a
My child's individual needs are met	n/a	86.7	84.2	84.2	83.8	n/a	n/a	n/a	n/a
My child is encouraged to do his or her best	n/a	90.7	89.5	89.5	91.7	n/a	n/a	n/a	n/a
EIPS STUDENT SURVEY (GRADE 9 AND GRADE 12)									
Student agreement they're demonstrating growth in literacy	n/a	n/a	n/a	n/a	80.6	n/a	n/a	n/a	n/a
Student agreement they're demonstrating growth in numeracy	n/a	n/a	n/a	n/a	79.7	n/a	n/a	n/a	n/a
Student agreement their schoolwork is interesting, and they're engaged in their learning	n/a	n/a	n/a	n/a	59.3	n/a	n/a	n/a	n/a
Student agreement they're encouraged to do their best	n/a	n/a	n/a	n/a	89	n/a	n/a	n/a	n/a
Student agreement they're individual needs are being met	n/a	n/a	n/a	n/a	86.3	n/a	n/a	n/a	n/a

Analysis of Results

Background

Elk Island Public Schools (EIPS) is committed to the success of every student and ensuring they have the tools needed to reach their full potential. Facilitating this requires teachers to adapt their 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 literacy and numeracy are foundational to success in learning and life, both are priorities in the *EIPS Four-Year Education Plan: 2018-22*.

Literacy is the ability to read, view, write, design, speak and listen in a way that allows people to communicate effectively. Strong literacy skills ensure the ability to read and write and the capacity to apply these skills effectively to acquire, create, connect and communicate information in various situations. Developing strong literacy skills in

students is critical if they're to reach their full potential in school, the workplace and life. 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 understanding at home, school, work and community. Developing strong numeracy skills in students is critical if they're to reach their full potential.

Results

LITERACY

For the 2020-21 school year, provincial achievement data isn't available for the Provincial Achievement Tests (PAT) and diploma examinations—all PATs and diploma examinations were cancelled because of COVID-19 for the second-straight year. Typically, EIPS uses the data to determine how well students are doing in literacy and numeracy overall. Given the lack of provincial data, results reported in this section of the *Annual Education Results Report* are based on the Division's overall PATs and diploma examinations data between the 2015-16 and 2018-19 school years. Results from the Star 360 Reading Assessment and Math Intervention Programming Instrument (MIPI) data offer further evidence about how EIPS ensures more students achieve a minimum of one year of growth in literacy and numeracy.

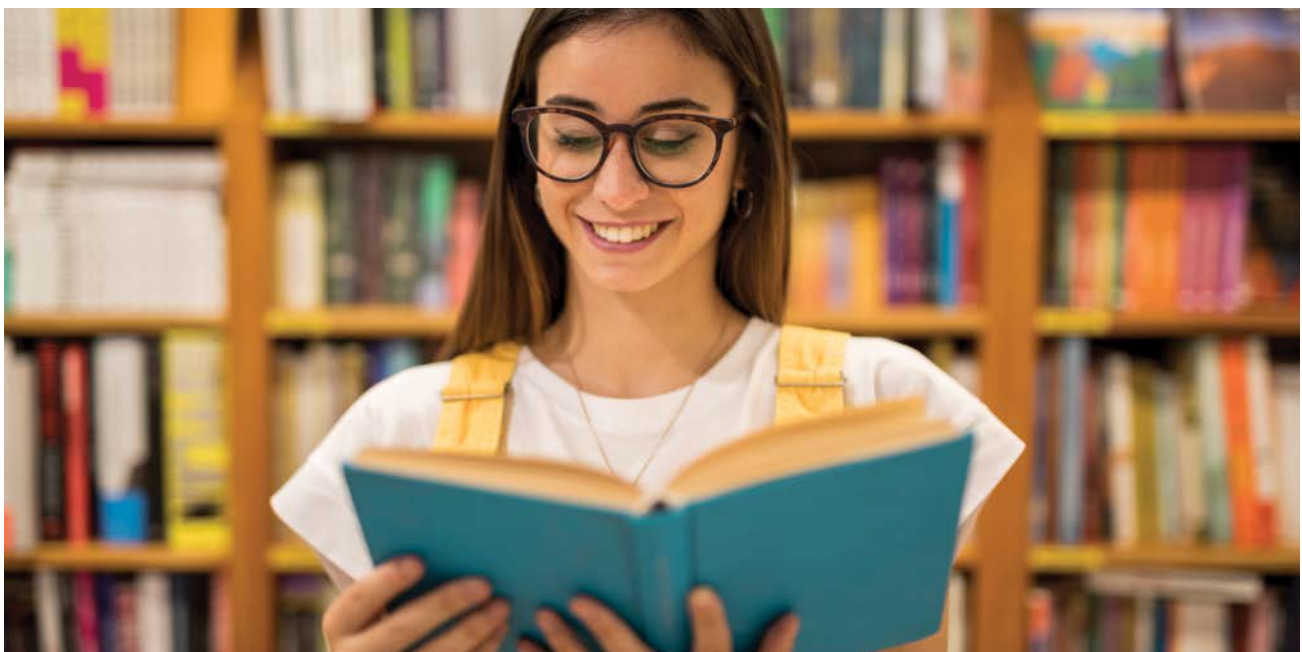
LANGUAGE ARTS RESULTS

While current PAT data is not available, trends in data over the past five years indicate the percentage of EIPS students meeting the acceptable standard is higher than the provincial average. As well, the standard of excellence in Grade 6 English Language Arts is consistently higher than the province. Overall, in 2018-19, 94.2% met the acceptable standard, and 24.7% met the standard of excellence. Comparably, provincially, 83.2% of students met the acceptable standard, and 17.8% met the standard of excellence.

Likewise, the percentage of EIPS students meeting the acceptable standard, and the standard of excellence in Grade 9 English Language Arts is also higher than the province. According to the 2018-19 Alberta Education Assurance results, 83% of EIPS students met the acceptable standard, and 17.3% met the standard of excellence—provincial scores were 75.1% and 14.7%, respectively.

With diploma examination scores, trends in the data over the past five years indicate the percentage of EIPS students meeting the acceptable standard and the standard of excellence in English 30-1 is consistently higher than the province. In the 2018-19 school year, the percentage of EIPS students who achieved the acceptable standard was 93.8%, up from 90.4%. And, 15.4% met the standard of excellence, which is up slightly from the previous year. Comparably, provincially, 86.8% of students achieved the acceptable standard and 12.3% the standard of excellence.

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 91.2%, and 12.1% achieved the standard of excellence. Provincial results were 87.1% and 12.1%, respectively.

The Star 360 Reading Assessments and Star 360 Early Literacy Assessments continued throughout 2020-21. Interestingly, the Division anticipated a rise in the number of students entering a new grade with learning gaps because of the suspension of in-school classes in spring 2020. However, this didn't transpire. In fact, when

comparing the fall 2020-21 results with the fall 2018-19 results, far fewer students than expected enter a new grade with a learning gap (see pg. 21, "Chart 1"). As well, senior high students demonstrated higher grade levels in reading compared to previous years.

Additionally, between fall 2020 and spring 2021, the Division saw increases in the Star 360 results. EIPS students who wrote the Star 360 rose the average grade equivalent by 0.63 (see pg. 21, "Chart 2"). While the increase is less than the target of one year of growth in

CHART 1
EIPS Grade Equivalence | Fall of 2018-19 and 2019-20

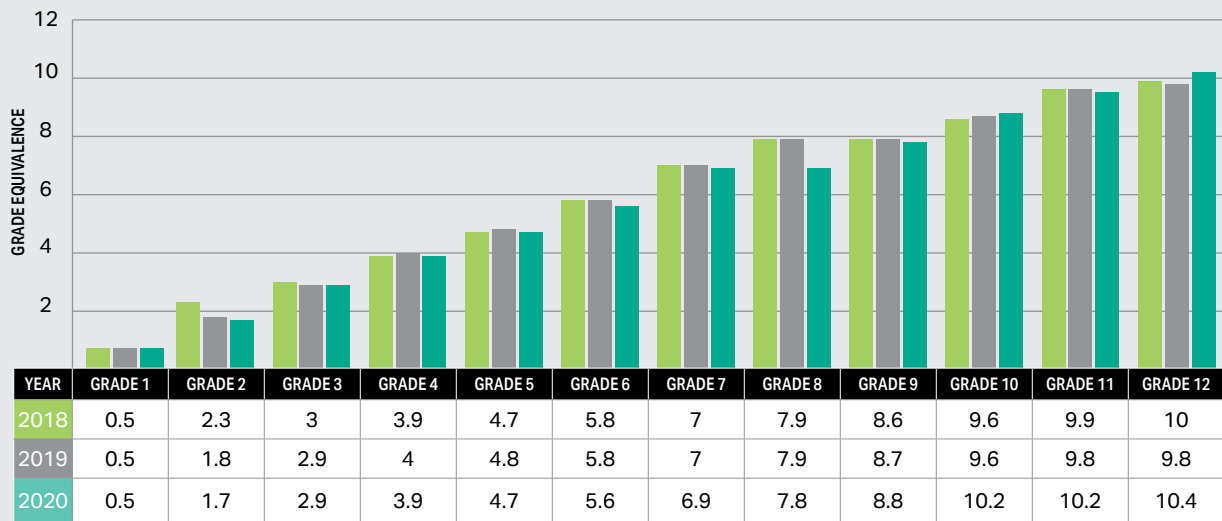
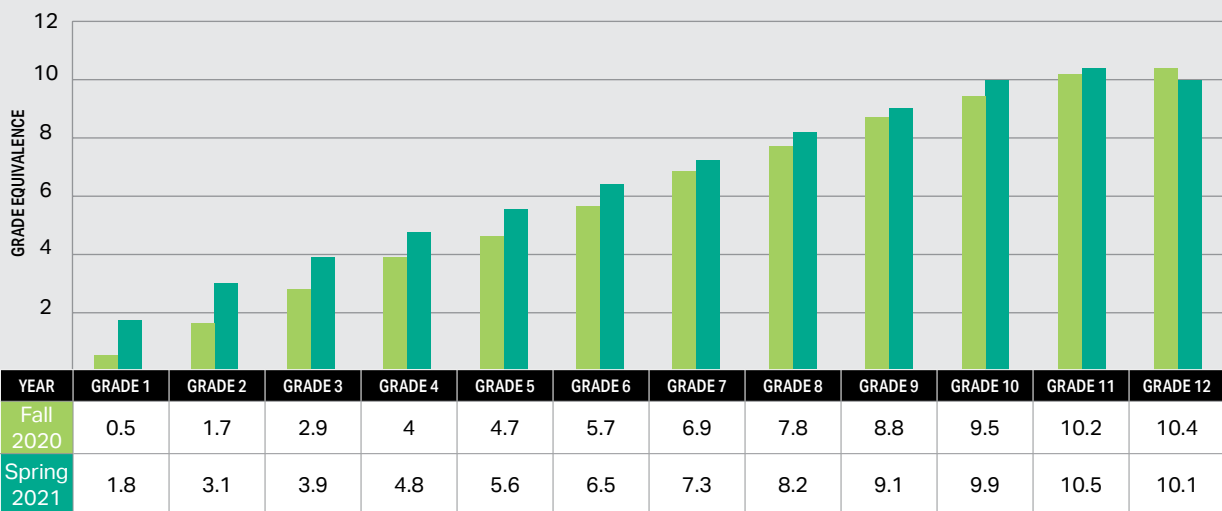


CHART 2
EIPS Grade Equivalence | 2020-21



reading, it's more critical to look at the pre- and post-tests for each grade to determine any learning gaps. As detailed in Chart 2, students in the early grades achieved more than one year of growth. For example, in fall 2020, Grade 1 students scored an average grade equivalent of 0.5. Then in spring 2021, those same students scored an average grade equivalence of 1.8—equalling more than a year of growth.

The same is true for students in grades 2 and 3, who also show more than a year of growth in reading. Following Grade 3, the growth is less significant, which is consistent with most research around literacy. In fact, the current body of research suggests if a student isn't reading at grade level by Grade 3, it's difficult to remediate, even with intervention and support. For instance, a recent study, published in *The Edmonton Journal*, tracking learning loss during COVID-19, suggests after Grade 3, 75% of students with difficulties in reading won't catch up to their grade level later on. Given this and coupled with the fact reading at grade level by Grade 3 is a predictor of high school completion, the Division will continue its efforts to intervene early to improve reading levels by Grade 3.

Also notable is the decrease in students requiring urgent intervention between fall 2020 and spring 2021. Fewer students required urgent intervention by the end of the 2020-21 school year. In fall 2020, 18.4% of students were identified as requiring urgent intervention. By spring 2021, that dropped to 13.7%—illustrating school intervention planning has a positive effect on students and helps increase achievement. During a pandemic, for achievement to increase is a significant area of success—and a direct result of the Division's efforts in literacy.

That's what makes the Star 360 so useful. It offers teachers and schools the ability to identify students early who are struggling in reading. Teachers can access screening information about each student's reading level, grades 1 to 12, and suggestions for instructional strategies and student groupings. In fact, in 2020-21, those students who were reassessed showed consistent growth—determined by measuring individual-student starting points and the amount of improvement made.

In addition to screening students struggling, the Star 360 also identifies students who are reading above grade level to ensure they too are provided with the needed support for continued growth. Using this approach to assessment, intervention and tracking improvement puts the Division in a better position to support, and enhance literacy skills across all grade levels and achieve the goal of more students achieving a minimum of one year's growth in literacy.



BUILDING CAPACITY

At the start of the school year, the Division redeployed literacy and numeracy consultants to support students enrolled in the out-of-school learning program. The five consultants worked full-time teaching students online for the first half of the year. In February, thanks to a federal grant to support schools during COVID-19, the Division hired additional teachers for the out-of-school program, which allowed the consultants to shift to teaching part-time online and go back to consulting, part-time, to help build capacity in teachers across the Division (see pg. 25, "Response to COVID-19").

The pandemic and related public-health measures also resulted in a slight decrease in literacy-related professional learning opportunities offered by the Division. EIPS did continue with the Lucy Calkins Units of Study workshops, which included teachers sharing information and ideas through virtual collaboration and a shared online folder. As a followup, the Division also planned to host the Lucy Calkins Homegrown Writing workshop, delivered by the Teachers College Reading and Writing Project. Unfortunately, COVID-19 forced the Division to postpone the session to the 2021-22 school year. Along with the workshop, the pandemic made the Division rethink how

to offer professional learning. Most professional learning went virtual with consultants supporting teachers using various online platforms. Offerings included Units of Study for Phonics, Readers Workshop, Writers Workshop and group collaborations.

Work also began on a new kindergarten to Grade 3 literacy project, launching in the 2021-22 school year. The aim: To support more students reading at grade level by Grade 3. The project's framework was developed by incorporating high-leverage, early intervention practices identified during the 2020-21 school year. Consultants also worked with out-of-school students in grades 1 and 2 who had lower Star 360 results—providing intense, small-group, online intervention. As a result of the intervention students improved their reading skills. Because reading at grade level by Grade 3 is a predictor of high school completion, the Division plans to expand the program into 17 elementary schools in the 2021-22 school year.

At the secondary level, the Division worked with English language arts teachers and leaders to discuss emergent issues, concerns and sound instructional practices. Work also continued around analyzing diploma examinations and PAT results to determine professional learning goals. The sessions were scoped and sequenced to optimize teacher learning—based on data areas that indicate the most benefit to departments and individuals.

Topics included:

- teaching film and visual literacy in the English language arts classroom;
- teaching the commentary as a personal response to text;
- transcending the five-paragraph essay structure;
- incorporating 21st-century multimodal texts;
- contemporary grammatical structures;
- data to inform classroom practise;
- senior high interdisciplinary literacy;
- conferring and conferencing about reading and writing;
- enhanced voice in academic writing; and
- co-constructing meaning with mentor texts.

Various professional learning opportunities were also offered to French Immersion teachers throughout 2020-21. For the most part, efforts focused on ways to enhance second language literacy growth. As well, additional levelled reading books and literacy resources were purchased for all French Immersion sites. EIPS also bought student licences for a new literacy platform called Lalilo. Geared toward learners in grades 1 and 2, Lalilo helps build capacity in the areas of phonics and comprehension.

NUMERACY

MATHEMATIC RESULTS

Again, provincial achievement data related to numeracy isn't available for the 2020-21 school year. However, trends 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 2018-19 Alberta Education Assurance results, the percentage of all EIPS students who met the acceptable standard increased to 69.9% from 68.9%, and 24.4% achieved the standard of excellence. Provincially, 60% of students met the acceptable standard category, and 19% met the standard of excellence.

In terms of Mathematics 30-1, trends in data over the past five years indicate the percentage of EIPS students meeting the acceptable standard is slightly lower than the province—the exception being the 2016-17 school year. In 2018-19, the percentage of students meeting the acceptable standard in Mathematics 30-1 increased to 76.5% from 75.9%. And, the percentage of students meeting the standard of excellence decreased to 24.7% from 30.3%. Provincially, 77.8% of students achieved the acceptable standard, and 35.1% achieved the standard of excellence.

On the other hand, 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 increased to 78.3% from 77.7%, and the percentage of students meeting the standard of excellence increased to 17.6% from 17%—provincially, the percentages were 76.5% and 16.8%, respectively. It's important to note, a written-response component, worth 25% of the total exam, was added to the Mathematics 30-1 and Mathematics 30-2 exams in the 2018-19 school year. As such, use caution when interpreting the trend data.

The 2020-21 Math Intervention Programming Instrument (MIPI) results are lower in all grades than those in 2019-20 (see pg. 24, "Table 2"). In addition, the percentage of students meeting the benchmark of 60% is lower across all grades compared to previous years (see pg. 24, "Table 2"). The gaps are most marked in Division 3—grades 7 to 9. These students demonstrated the greatest decrease in MIPI scores, which the Division attributes to the disruption in learning related to the pandemic. Collectively too, what the data highlights is the academic impact of COVID-19 and the disruption in learning.

TABLE 1

EIPS MIPI Results | Average test scores per grade (2016-2020)

Grade	MIPI AVERAGE IN PERCENTAGE					NUMBER OF STUDENTS				
	2016	2017	2018	2019	2020	2020	2017	2018	2019	2020
Grade 2	77	83	80	82.4	81.5	1,326	1,329	1,349	1,329	1,079
Grade 3	73	75	71	74.4	72.3	1,422	1,261	1,291	1,335	1,068
Grade 4	71	73	70	71.3	68	1,391	1,403	1,297	1,311	1,102
Grade 5	75	77	69	68	65	1,169	1,272	1,376	1,298	1,116
Grade 6	76	78	69	70	65.3	1,182	1,148	1,327	1,388	1,164
Grade 7	66	69	67	69	61	1,155	1,179	1,174	1,331	1,201
Grade 8	68	69	69	69.3	61.1	1,194	1,142	1,165	1,156	1,061
Grade 9	62	66	63	62.1	55.5	1,155	1,103	1,073	1,018	880
Grade 10	49	54	50	n/a	n/a	969	943	910	n/a	n/a
Grade 10-3	n/a	n/a	n/a	52.3	49.6	n/a	n/a	n/a	215	100
Grade 10C	n/a	n/a	n/a	72.1	63.9	n/a	n/a	n/a	627	628
TOTAL STUDENTS						10,963	10,780	10,962	11,008	9,399

TABLE 2

EIPS MIPI Results | Students meeting benchmark (2018-2020)

Grade	PERCENTAGE OF STUDENTS MEETING BENCHMARK			NUMBER OF STUDENTS MEETING BENCHMARK		
	2018	2019	2020	2018	2019	2020
Grade 2	89.3	91.5	90.8	1,204	1,215	980
Grade 3	77.5	83.5	79	1,000	1,114	844
Grade 4	75.2	78	71.8	975	1,023	791
Grade 5	76.4	72.7	66	1,051	943	737
Grade 6	72.2	75.1	65.1	958	1,042	758
Grade 7	67.5	69.5	54.2	792	925	651
Grade 8	68.2	69.9	51.8	794	808	550
Grade 9	55.7	53.5	40.5	598	545	356
Grade 10	39	n/a	n/a	355	n/a	n/a
Grade 10-3	n/a	40	28	n/a	86	28
Grade 10C	n/a	77.8	62.1	n/a	488	390
TOTAL STUDENTS				7,727	8,189	6,085

BUILDING CAPACITY

Yearlong, EIPS consultants worked with schools to foster numeracy-rich environments. Specifically, they provided resources and facilitated professional learning opportunities to support mathematical language acquisition and mathematic literacy. Consultants also worked closely with teachers and administrators to support school-based numeracy projects. As well, they assisted schools to further build their learning commons with fiction and non-fiction books that feature mathematics as part of everyday life.

Schools throughout EIPS also introduced high-leverage

numeracy instructional practices. It's a teaching strategy where students are active participants and targets mental mathematics, promotes mathematical reasoning and connects mathematics with real-world contexts. Examples of high-leverage numeracy instructional practices include daily math journaling and numeracy warm-ups—Think-Notice-Wonder, Which One Doesn't Belong?, Esti-Mysteries, interactive math word walls and Number Talks.

Another focus area for the Division was secondary mathematics—driven by assessment results. At the junior high level, the Division re-configured its Math 7 and Math

8 common final exams to reflect the same style and format as the Grade 9 Mathematics PAT. At a more granular level, a working-group committee developed a new section, Part A, for the junior high mathematics unit exams. The new section vertically aligns with expectations for the non-calculator section of the Grade 9 PAT. At the senior high level, the common Math 30-1 unit exams were used to address the spread between school-awarded and diploma grades, with attention to problem-solving and conceptual cognitive levels.

In terms of professional learning for secondary numeracy, the focus was mostly on aligning the standards related to Math 30-1 and Math 30-2. For example, one professional learning session entitled, “Crash Course in Teaching Math 30,” examined the program of studies, diploma examination expectations and textbook misalignments. The Division also continued efforts on the Building a Thinking Classroom model, which uses vertical non-permanent surfaces to develop instructional strategies. The model works as an engagement strategy and a resource to build student competencies in problem-solving, communication and fluency with procedures.

NEW CURRICULUM

Curriculum is an important component of ensuring success for all learners. To help prepare and implement the new kindergarten to Grade 6 curriculum, EIPS held a curriculum working session in July 2021. The session included 60 elementary teachers and consultants from across the Division who shared feedback and insight. As a result, it helped build teacher understanding about the new curriculum. Through that collective understanding the group developed scope-and-sequence documents and long-range plans to implement the curriculum across all elementary schools within the Division. The new curriculum is set to launch in fall 2022.

Overall, the Division’s proud of the working group’s efforts to dig deep and make meaning out of a curriculum not fully supported. And, what it demonstrates is a commitment to implement it in a way that benefits students best. In fact, the session was so successful, the group managed to develop scope and sequence documents for all grades in English language arts, French language arts, mathematics, and science (see pg. 25, "Table 3"). EIPS expects the remaining documents completed after the province makes its revisions to the draft curriculum.

Next steps for the Division involve familiarizing all K-6 teachers and administrators with the scope and sequence documents and ensuring all EIPS classrooms implement the new curriculum content at the same time. Doing so allows the Division to collectively focus on the proper resource development including assessment documents.

TABLE 3
New Curriculum: Scope and Sequence

Grade Level	COMPLETED	IN PROGRESS
K	ELA, math, science	wellness
1	ELA, math, science	
2	ELA, math, science	wellness
3	ELA, math, science	
4	ELA, math, science	wellness
5	ELA, math, science	
6	ELA, math, science, physical education and wellness, fine arts (drama, dance, visual arts)	
French Immersion	FLA K-6	

RESPONSE TO COVID-19

After months of learning at home because of the provincewide suspension of in-person classes, students returned to in-school learning in September 2020. COVID-19 case numbers were fairly stable at that time, and the expectation from the province was for students to continue learning throughout the year. That said, learning could take the form of three possible scenarios—near-normal operations, partial in-school operations and at-home learning.

The Division had to be prepared for all three scenarios at any given time. As such, it developed a detailed operations plan outlining how schools were operating and expectations throughout the pandemic. Key measures included masking, cohorting, physical distancing, health screening, staying home when sick, personal hygiene and enhanced cleaning.

By late October, the province found itself amid the second wave of COVID-19. New restrictions were announced. EIPS had to shift with the new measures, and students started moving to temporary online learning—either because they were close contacts of a confirmed COVID-19 case or because of mandatory isolation requirements after testing positive for COVID-19. For some schools, this meant at any given time 50% of students were learning from home.

By the end of November, COVID-19 case counts were so high the province again cancelled all in-school classes for junior high and senior high students. Students transitioned to online learning until early January. Then again, cases rose, and the province found itself in its third wave. Again, the Division adjusted to the new public-health measures, which eventually resulted in a two-week,

provincewide suspension of in-school classes for all students, kindergarten to Grade 12, in May 2021.

In anticipation of possible in-school class closures, the Division launched a new online learning platform, Brightspace, at the start of 2020-21. For EIPS, it was essential to ensure the continuity of learning for when students needed to transition to online learning because of COVID-19 requirements or another provincewide in-school class suspension. What made Brightspace an attractive option was its compatibility with Google and that it allows teachers to post updates, calendar information and all required learning material.

That foresight was a godsend and critical to operations throughout 2020-21. Each time students transitioned to temporary online learning, all they had to do was log in to Brightspace. Once logged in, they selected their scheduled subject and immediately saw teacher updates, lesson plans, required assignments, quizzes and links to virtual instruction. While online learning isn't ideal, Brightspace allowed for a fairly seamless transition from in-school to out-of-school and out-of-school to in-school learning.

For those families not ready to send their child back to school, EIPS also offered an out-of-school learning option for all students during the 2020-21 school year. In total, 27 teachers, one assistant principal and one registrar supported 1,600 students in the out-of-school learning program. Students, who chose the out-of-school learning option, also used Brightspace.

Using Brightspace, elementary and junior high students accessed teacher-directed lesson plans, instructional videos, written instructions, digital and print materials and various learning resources. They also received scheduled online instruction from an EIPS educational consultant or teacher. The lessons aligned with the subject matter taught in the classroom and ensured students achieved core competencies needed to progress their learning.

Similarly, students in grades 10 to 12 accessed lesson plans, instructional material and learning resources through Brightspace. They also received assistance through email correspondence and online teacher support. Senior high students were also part of an online learning group who remained connected to the school. Their school-based teacher assessed and provided feedback on assignments submitted through Brightspace.

For the most part, the out-of-school learning option aligned with the in-school option—allowing students across the Division to learn key themes or units of the curriculum simultaneously during the school year. Again, the goal was to facilitate learning continuity for students who shifted between the in-school option and the out-of-school option.

A significant amount of effort went into professional learning around Brightspace to ensure transitions there were as smooth as possible. Doing so was essential and, in the end, significantly enhanced learning in a digital environment. Interestingly, EIPS discovered other digital platforms and tools that also helped enrich online learning through that professional learning. One example is Desmos, which is an enhanced online graphing calculator that helps engage students and visualize concepts often in a dynamic way.

Overall, EIPS' primary goal was to ensure all students continue learning throughout the pandemic, receiving a high-quality education in healthy and safety school environments. Thankfully, that goal was achieved. It wasn't easy. In fact it was by far the most challenging school year to date. However, through a combined effort—trustees, administration, staff, students and families—schools ran relatively smoothly, operations took place as safely and healthily possible, and students developed the knowledge and skills needed to transition to the next year or world of work.



Opportunities for Growth


EIPS anticipates unfinished learning for students in both literacy and numeracy as a result of COVID-19 and disruptions in learning. Tools such as the STAR 360 and MIPI, and a new locally developed writing screenshot for students in grades 1 to 6 will help identify some of these gaps. In spring 2021, the EIPS Board of Trustees allocated money for the Division to use to address issues related to COVID-19. The Division will use these funds at the school level to address the gaps in learning.





Priority Strategy for Education Plan

EIPS is committed to implementing research-based strategies to support the growth and success for all students. Strategies include:


A As part of the Division's pandemic recovery plan, the Board allocated additional dollars to schools to develop support plans for students negatively affected by the disruption of learning because of COVID-19. Supporting schools in identifying and implementing these plans ensures more students close these learning gaps—measured by the Star 360 Early Literacy Assessment, the Star 360 Reading Assessment, The Reading Readiness Screening Tool, The Diagnostic Reading Tool–2, MIPI, common assessments and government-issued standardized tests.

 Build teacher capacity in kindergarten to Grade 3 focused on continued use of Units of Study for Readers, Writers and Phonics, along with teacher training on specific research-based foundation-literacy practices to target reading gaps. The strategy supports more students in demonstrating growth in literacy and reading at grade level—measured by the Star 360 assessments.

 Build teacher capacity, kindergarten to Grade 6, to implement the new curriculum. The strategy will help administrators and teachers feel more confident about effectively implementing the new programs of study.

 Use a curriculum blueprinting process to develop common assessments in the four core subject areas for students in grades 7 to 12. The strategy supports improvements in achievement and consistency in divisionwide final exams.

(A+2)²
B Assist elementary teachers in implementing guided math, small-group instruction and fun-fact fluency kits. The strategy supports continued student growth in mathematics—measured by the MIPI and Grade 6 Provincial Assessment Tests.

 Support secondary math teachers to implement visual numeracy and vertical whiteboarding in classrooms. The strategy supports continued growth in mathematics—measured by the MIPI, common assessments and government-issued standardized tests.

GOAL 2: Success for Every Student

Assurance Domain: Student Growth and Achievement

Local Outcome 3: Self-Identified First Nations, Métis and Inuit students and English Second Language students are demonstrating growth and achievement

Provincial Outcome: First Nations, Métis and Inuit students in Alberta are successful

Performance Measures of Self-Identified First Nations, Métis and Inuit Students

		RESULTS IN PERCENTAGES					EVALUATION			
		2016-17	2017-18	2018-19	2019-20	2020-21	ALBERTA 2020-21	ACHIEVEMENT	IMPROVEMENT	OVERALL
ALBERTA EDUCATION ASSURANCE SURVEY: 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	69.2	72.4	76.8	n/a	n/a	n/a	n/a	n/a	n/a
	E	14.6	15	16.6	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of students who achieved the acceptable standard (A) and the standard of excellence (E) on diploma examinations*	A	83.0	86.7	80.6	n/a	n/a	n/a	n/a	n/a	n/a
	E	18.1	9.2	11.7	n/a	n/a	n/a	n/a	n/a	n/a
ALBERTA EDUCATION ASSURANCE SURVEY: SENIOR HIGH										
High school completion rate within three years of entering Grade 10		63.2	64.2	70.9	72.9	85.4	62	High	Improved Significantly	Good
Annual dropout rate of students aged 14 to 18		3.4	5.1	1.5	4.3	2.1	5.8	Very High	Improved	Excellent
Percentage of high school students who transition to post-secondary, including apprenticeship, within six years of entering Grade 10		46.4	48.6	44.2	47.1	40.4	35.7	Low	Maintained	Acceptable
Percentage of Grade 12 students eligible for a Rutherford Scholarship		43.8	48.2	49.3	53.8	65.3	39.5	Intermediate	Improved Significantly	Good

* The COVID-19 pandemic resulted in the cancellation of both PATs and diploma examinations. Therefore, these areas have no achievement-measure ratings for the 2019-20 and 2020-21 school year.

Performance Measures

	RESULTS				
	2016-17	2017-18	2018-19	2019-20	2020-21
INTERNAL EIPS DATA					
Number of students who self-identify as First Nations, Métis or Inuit, as of June 30	837	900	906	1,132	1,285
Percentage of schools that created a First Nations, Métis and Inuit project proposal and received funding	70	100	100	100	100
Percentage of schools that have a First Nations, Métis and Inuit education lead	100	100	100	100	100
EIPS PARENT SURVEY					
Percentage of families who feel their child has an understanding of First Nations, Métis and Inuit culture and history	n/a	76.2	78.2	77.9	75.8
EIPS STUDENT SURVEY (GRADE 9 AND GRADE 12)					
Percentage of students who agree they have an understanding of First Nations, Métis and Inuit culture and history	n/a	n/a	n/a	n/a	77.4

Performance Measures of English as a Second Language students	RESULTS IN PERCENTAGES						EVALUATION			
	2016-17	2017-18	2018-19	2019-20	2020-21	ALBERTA 2020-21	ACHIEVEMENT	IMPROVEMENT	OVERALL	
ALBERTA EDUCATION ASSURANCE SURVEY: 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	72.4	84.5	66.8	n/a	n/a	n/a	n/a	n/a	n/a
	E	13.8	18.3	15.3	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of students who achieved the acceptable standard (A) and the standard of excellence (E) on diploma examinations*	A	65.3	57.5	77.8	n/a	n/a	n/a	n/a	n/a	n/a
	E	10.7	16	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ALBERTA EDUCATION ASSURANCE SURVEY: SENIOR HIGH										
High school completion rate within three years of entering Grade 10		81.2	64.9	85.7	90	86.4	78.7	High	Maintained	Good
Annual dropout rate of students aged 14 to 18		3.4	0	3.5	1	3.3	2.6	High	Maintained	Good
Percentage of high school students who transition to post-secondary, including apprenticeship, within six years of entering Grade 10		n/a	54.8	56.3	65.7	63.6	65.4	High	Maintained	Good
Percentage of Grade 12 students eligible for a Rutherford Scholarship		51.9	53.6	40	61.2	54.5	58.5	Low	Maintained	Issue

*The COVID-19 pandemic resulted in the cancellation of both PATs and diploma examinations. Therefore, these areas have no achievement measure ratings for the 2019-20 and 2020-21 school years.

Analysis of Results

Background

An examination of the achievement gap between First Nations, Métis and Inuit students, and other students across the province, underscores the need for action. As such, Elk Island Public Schools (EIPS) and Alberta Education are committed to boosting educational outcomes for these students. Some of the ways it's doing this are by providing First Nations, Métis and Inuit learners with culturally relevant learning opportunities; building capacity to effectively address First Nations, Métis and Inuit learner needs; and strengthening knowledge and understanding about Indigenous history, treaty rights, lands and languages.

The 2020-21 school year is only the second year Alberta Education has required school divisions to analyze and report achievement for English as a Second Language (ESL) learners. As such, data is limited for a full analysis. According to Alberta Education, an ESL student is, "someone who first learned to speak, read and write a language other than English and whose level of English language proficiency precludes them from full participation in learning experiences provided in class." Effective instruction for ESL students needs to support the achievement of grade-level learning outcomes and promote language acquisition. EIPS believes all teachers, in all subject areas, share the responsibility for language development and the provision of supports to ensure the success of all students. Overall, EIPS uses proficiency benchmarks for ESL as the foundation for determining language proficiency levels and programming needs.



Results

FIRST NATION, MÉTIS AND INUIT EDUCATION

EIPS works hard to ensure all students achieve academic growth. Overall, it's successful in accomplishing this. However, an area of ongoing focus is ensuring academic growth for students who self-identify as First Nations, Métis or Inuit. That's because until recently, there appeared to be a visible achievement gap among self-identified students. Thanks to that ongoing effort, the gap is lessening year over year.

Currently, within the Division, 1,285 students identify as First Nations, Métis or Inuit. That's up by 153 students from the year before, which is a significant increase. What the increase indicates is more students within EIPS are proud to acknowledge their culture and heritage, and the Division's creating conditions for a welcoming, inclusive, respectful and safe learning environment.

That success is achieved through a multipronged approach—using First Nations, Métis and Inuit funding to support school projects and Central Services initiatives, enhancing and supporting learning achievement, finding ways to build relationships with the community and capacity building. In terms of the projects and initiatives approach, every school within EIPS completed a First Nations, Métis and Inuit project in the 2020-21 school year. Of these projects, all offered at least one of the following:

- direct supports for Indigenous students;
- professional learning focused on the *Teaching Quality Standard and Leadership Quality Standard*; and
- advanced reconciliation within the framework of the Truth and Reconciliation Commission of Canada's 94 calls to action.

Before approving, each project or initiative was vetted by EIPS and evaluated using an EIPS-developed formula. The formula ensures consistency and calculates how to distribute the project money to each school. To complement the project funding formula, the Division also created a detailed guide for schools entitled, *A Guide to Promising Practices to Support First Nations, Métis and Inuit Funding Allocation*. The guide includes all funding criteria and helpful practices to direct work.

ACADEMIC MEASURES

Because of the pandemic, 2020-21 is the second-straight year there's no available data for Provincial Achievement Tests (PATs) and diploma examinations. However, the 2018-19 results help provide additional context in terms of achievement for students within EIPS who self-identify as First Nations, Métis or Inuit. According to the 2018-19 EIPS

provincial results, 76.8% of self-identified First Nations, Métis and Inuit students met the acceptable standard on all PATs—up from 69.2% in 2016-17 and 72.4% in 2017-18. The 2018-19 provincial average was 54%. Similarly, 16.6% of self-identified First Nations, Métis and Inuit students met the standard of excellence on all PATs—the provincial percentage was 7.4%.

Examining the 2018-19 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 at all but two at the standard of excellence. In Mathematics 6, 73% of EIPS students who identify as First Nations, Métis or Inuit met the acceptable standard, and 12.4% met the standard of excellence. These results are noteworthy because they earned an overall standing of “good” and “acceptable.” Previously, these were identified as areas of “issue” and “concern” in 2017-18. That year, only 68.1% and 5.8% of EIPS students who identify as First Nations, Métis or Inuit met the acceptable standard and the standard of excellence, respectively.

In Science 9, 80% of EIPS students who identify as First Nations, Métis or Inuit met the acceptable standard in 2018-19, up from 69.5% in 2017-18. Similarly, 25.7% met the standard of excellence. The 2017-18 provincial averages were 52.8% and 10.2%, respectively. These results earned the Division an overall standing of “excellent,” which is impressive considering they were “acceptable” in the 2017-18 school year. Furthermore, comparing the 2017-18 and 2018-19 Science 9 acceptable standard results of EIPS students who identify as First Nations, Métis or Inuit with those of all EIPS students, illustrates the achievement gap has closed significantly to 4.7% from 14.3%.

In terms of the 2018-19 overall diploma examinations, results for self-identified First Nations, Métis or Inuit students within EIPS were maintained, with a decrease at the acceptable standard to 80.6% from 86.7% and an increase to 11.7% from 9.2% at the excellence standard. The results suggest the Division closed the achievement gap at the level of excellence.

Looking closer, English 30-1 and Science 30 both received an overall rating of “excellent” for students who identify as First Nations, Métis or Inuit. In English 30-1, 95.7% of students achieved the acceptable standard compared to 84.4% for the province, and 13% achieved excellence compared to 5.4% for the province. In Science 30, 100% of students who self-identify as First Nations, Métis or Inuit achieved at the acceptable standard, and 28.6% met excellence. Comparatively, the provincial results were 81.3% and 10%, respectively.

Meanwhile, in Physics 30, the overall results were deemed “acceptable” with 81.8% of students who self-identify as First Nations, Métis or Inuit meeting the

acceptable standard and 18.2% meeting the standard of excellence. In 2017-18, these were identified as areas of “issue” and “concern” at 71.4% and 0%, respectively.

EIPS also continued its focus on literacy, numeracy and effective instructional practices related to First Nations, Métis and Inuit education. The Star 360 Reading Assessment and the Math Intervention Programming Instrument (MIPI) data helped support efforts in these areas. Specifically, school administration used data from both assessment tools to identify students requiring intervention support in literacy and numeracy. Targeted supports were also used to boost educational outcomes for students who identify as First Nations, Métis or Inuit—funded with the formulated First Nation, Métis and Inuit dollars (see pg. 30, “First Nation, Métis and Inuit Education”).

In terms of the Star 360 results, Chart 3 provides information about how First Nations, Métis or Inuit students perform on the Star 360 assessment as they move up in grades. In general, between 2017 and 2019, the grade equivalence (GE) gains made in terms of for First Nations, Métis or Inuit students were positive. However, the 2020 results tell a different story. In all grades, other than Grade 12, the GE gains dropped, which is likely because of the disruption in learning caused by the pandemic and the public-health measures on cohorting and gathering limits (see pg. 32, “Being in Relation”).

Nevertheless, in looking at the GE across grade levels, there is evidence of continual growth in reading. For example, there was an increase in GE between all consecutive grades, except for grades 10 and 11—the average GE was 0.9, which is still very close to one year’s growth. In fact, 68% of self-identified First Nation, Métis and Inuit students showed one year of growth in reading by the Star 360 in the 2020-21 school year. Similarly, 70% of all EIPS students demonstrated one year of growth.

The gains in mathematics demonstrated by First Nations, Métis and Inuit students in EIPS in fall 2019 were negatively affected by the COVID-19 pandemic as well. The averages for these students declined at all grade levels in fall 2020 compared to fall 2019, but, encouragingly remain generally higher than what was previously observed in 2018. Similarly, the percentage of First Nations, Métis and Inuit students in EIPS reaching the benchmark of 60% declined, with only 56% of students reaching the benchmark in fall 2020 compared to 63% in fall 2019.

Meanwhile, according to the Alberta Education Assurance survey, the three-year high school completion rate for self-identified students improved significantly—up to 85.4% from 72.9% in 2019-20. The provincial percentage was 62%. Similarly, the annual dropout rate for self-identified students aged 14-18 dropped to 2.1%—from 4.3% the previous year. The provincial average was 5.8%.

CHART 3
First Nations, Métis or Inuit Grade Equivalence using the Star 360

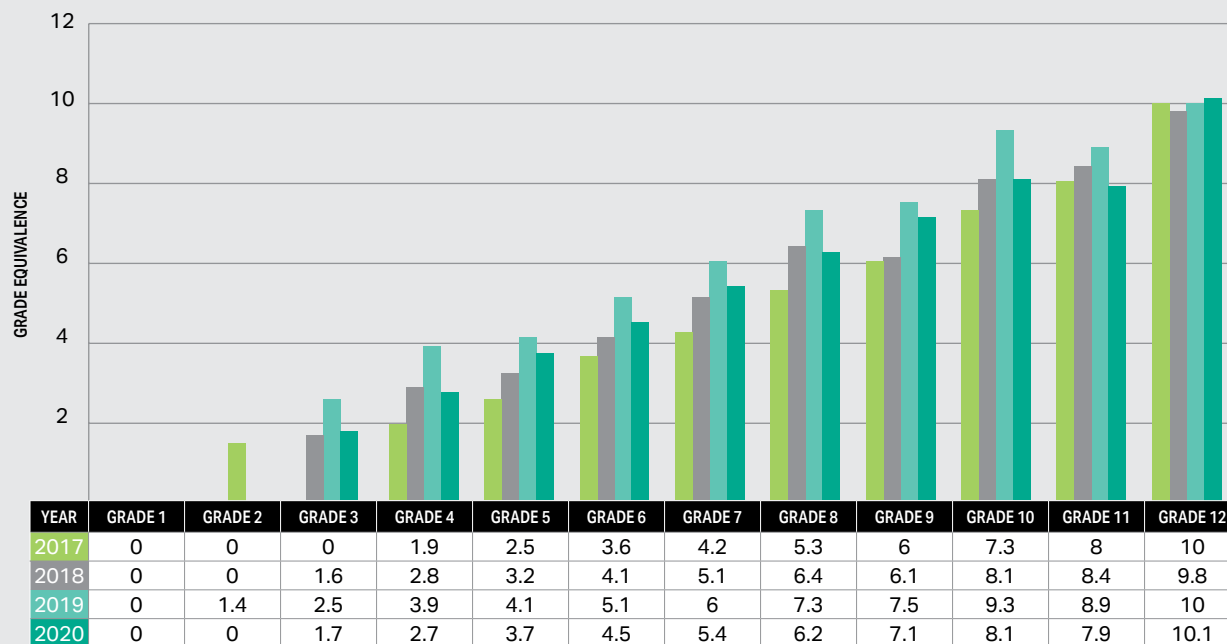


CHART 4

First Nations, Métis or Inuit MIPI Average Test Scores Per Grade



As well, the percentage of Grade 12 students eligible for a Rutherford Scholarship rose to 65.3% from 53.8%—compared to 39.5% provincially.

BEING IN RELATION

Another approach the First Nations, Métis and Inuit education team uses is relationship building with the community. Again in 2020-21, Elder Wilson Bearhead, a member of the Wabamun Lake Indian Band who served as a Chief in his community, Grand Chief of the Confederacy of Treaty 6 First Nation and Alberta Regional Chief for the Assembly of First Nations, played a key role in EIPS achieving this. He provided valuable direction to the First Nations, Métis and Inuit education team and guided work on several new land-based learning spaces—Indigenous outdoor spaces for students, staff and the community to use and learn from the land.

Elder Bearhead also attended and gave witness to three evening virtual Indigenous family gatherings, facilitated by the First Nations, Métis and Inuit education team (see pg. 33, “Building Capacity”). The online gatherings gave space and voice to EIPS families of self-identified students to build community, share hopes and discuss ideas on the work of truth-telling and reconciliation within EIPS. As a result of these virtual family gatherings, the First Nations, Métis and Inuit education team created and implemented

a monthly divisionwide newsletter focused on content, resources and news items relevant to Indigenous students and their families. It also created a regular monthly blog on the EIPS First Nations, Métis and Inuit web page to increase awareness about the excellent work done throughout the Division related to truth, reconciliation and Indigenous education. Thanks to its successes, EIPS will continue hosting the virtual engagement sessions throughout the 2021-22 school year.

As well, Jeremy Albert, EIPS’ First Nations Cultural Advisor, continued to work with schools and families to ensure culturally appropriate teachings and experiences for self-identified students and the general school population. Because of the high demand of his time, and the retirement of Elder Bearhead from daily school visits, Albert was only able to meet with and support individual Indigenous students a few times throughout the school year. EIPS quickly recognized the need and demand for individualized supports were greater than what one full-time position could meet. So, the Division created a new Family School Liaison Worker position for the 2021-22 school year. The new role ensures Indigenous students and their families have the support they need, facilitates respectful relationships between families and schools, and assists students in achieving their learning goals.

BUILDING CAPACITY

For the 2020-21 school year, work continued on leading and deepening understanding of the *Teaching Quality Standard*, *Leadership Quality Standard* and curriculum supports for EIPS students and staff. Ongoing professional learning took place on designated professional learning days, at school staff meetings and through in-house targeted workshops. Some schools also worked with the First Nation, Métis and Inuit Education Centre, developing ways to bring Indigenous histories, perspectives and pedagogies into classroom practice. Other efforts included exploring land-based learning, Lunch-and-Learns and staff-meeting presentations.

One area of concern for the First Nations, Métis and Inuit team was the realization that while EIPS staff and students continue to advance their understanding of Indigenous Peoples' histories, cultures and perspectives, there was not the same level of understanding in the general community. In response, the First Nations, Métis and Inuit team hosted three virtual engagement sessions—open to all EIPS families and community members. The sessions focused on foundational knowledge and creating a safe space for attendees to ask questions and engage in respectful conversation.

As in previous years, EIPS continued to add resources to the Division's lending library—housed at the centre and includes hundreds of titles by First Nations, Métis or Inuit authors and illustrators. Titles were added to the kindergarten to Grade 12 section—both in English and French—and the teacher professional learning collection. It also continued to lend out the highly popular EduKits—created three years ago and contain cross-curricular connections including physical education, health, music, language arts, art, science, information and communications technology, and mathematics. The kits are so popular, with a 100% sign-out rate, the First Nations, Métis and Inuit team decided to create a second set of kits and also added a second Indigenous Peoples Giant Floor Map.

New this year, teachers from Win Ferguson Elementary worked with the First Nations, Métis and Inuit consultant to create an at-home reading and math support pilot program using Indigenous literature as the text selections. Overall, it was a huge success. Indigenous students felt supported and it even helped increase proficiency in the foundational skills. As such, EIPS will continue the program in the 2021-22 school year. Other initiatives included creating a template for an early learning EduKit with Indigenous content—ready for implementation in the 2021-22 school year—and developing Indigenous themed math busy bins to reinforce key numeracy skills through Indigenous games, stories and perspectives.

Professional learning also included creating a senior

high working group committed to helping build teacher capacity around Aboriginal Studies 10, 20 and 30 model classrooms. The classrooms contain culturally appropriate learning experiences and authentic support resources so any senior high student within EIPS can successfully complete the course requirements, regardless of their location and cohort size. Each school also has a First Nations, Métis and Inuit education lead, who participates in regular professional learning sessions and shares back with school staff.

COMMUNITY SUPPORT

Under the guidance of Elder Bearhead, the First Nations, Métis and Inuit team successfully earned a grant from Shell Canada. With the funds, the Division launched Phase 2 of the Indigenous outdoor learning spaces at nine schools—eight in Fort Saskatchewan and one in Bruderheim. The purpose of the outdoor learning spaces is two-fold. First, they are places for students, staff and community members to come and learn from the land. And, two, they are ethical spaces for Indigenous students that represent the land acknowledgment and treaty obligations. Already, the spaces are hugely popular. As such, EIPS plans to continue to build its relationship with Shell Canada to further develop the Indigenous outdoor learning spaces.

Schools also continued efforts to support Orange Shirt Day, Project of Heart, Have a Heart Day, Blanket Exercises, Moose Hide Campaign, Bear Witness Day, Métis Week and National Indigenous Peoples' Day. Several schools also explored land-based learning methods, in partnership with Métis Crossing and Strathcona Wilderness Centre.

Unfortunately, because of COVID-19, many field trips and On-the-Land Culture Camps were cancelled. However, Glen Allan Elementary partnered with The Canadian Human Rights Museum in Winnipeg to create and pilot lessons supporting the Witness Blanket—a virtual exhibit meant to foster understanding among Indigenous and non-Indigenous people. As well, Grade 3 students at Fort Saskatchewan Elementary were one of four groups from across Canada selected to take part in a virtual student-leadership panel—sponsored by Roots of Resilience and the First Nations Family Caring Society. The focus: ways to raise awareness of inequalities between First Nations children and non-Indigenous children. Students from Fort Saskatchewan Elementary told the story of three Indigenous children who faced injustice and inequality in their home communities. They then challenged participants to also take action against injustices.

RESPONSE TO COVID-19

As with all programming throughout the Division, the First Nations, Métis and Inuit team worked closely with the EIPS out-of-school learning team and teachers to present

culturally appropriate lessons to students during online learning. They also continued to develop and share easy-to-access online resources to support special events and day-to-day curriculum supports. As well, to help overcome technology barriers for some Indigenous families needing to transition to online learning, the First Nations, Métis and Inuit team purchased, and lent out Chromebooks to those families requiring support.

ENGLISH AS A SECOND LANGUAGE

Reporting achievement results for the Division's English as a Second Language (ESL) learners is a new addition to the *Annual Education Results Report* as of the 2019-20 school year. Without current Provincial Achievement Test and diploma examination data for a second year in a row, forming an objective and holistic analysis is challenging. However, by analyzing the internal data and provincial results available, it's fair to conclude EIPS is improving its ability to meet the needs of ESL learners.

In terms of high school completion rates, 86.4% of ESL students graduated with a high school diploma within three years of entering Grade 10, which equates to 19 out of 22 students. It's a significant increase from 64.9%

in the 2017-18 school year. The ESL dropout rate was 3.3%, which is up from 1% the previous year. That number represents only 3.4 students, between the ages 14 and 18, who dropped out of school in the 2020-21 school year. As such, EIPS' provincial achievement measure rating is rated as "high."

In terms of post-secondary transition rates within six years of entering Grade 10, eight out of 14 ESL students transitioned to post-secondary education. Considering the estimated out-of-province post-secondary registrations, this equates to 63.6% for ESL students—compared to 47.9% in the province. Finally, the Rutherford Scholarship eligibility rate for ESL students was 54.5%—down from 61.2% last year. While this area is rated as "maintained" by the province it is an issue that EIPS needs to explore.

Reflecting on the previous year, it's believed focusing on benchmarking language proficiency and using the results to target language instructional strategies for each ESL learner benefited students' success. Furthermore, the tracking of the Star 360 Reading Assessment and the Math Intervention Programming Instrument data for all students and developing interventions strategies for those requiring additional support helped all students, including ESL learners.

Opportunities for Growth

FIRST NATION, MÉTIS AND INUIT EDUCATION

A concern for EIPS is the percentage of senior high students who transition to post-secondary school, including apprenticeship programs within six years of entering Grade 10. As such, this is identified as a growth area for the Division. Another growth area is ongoing support for teachers to embed First Nations, Métis and Inuit learnings into the curriculum. A third area for growth is around outdoor learning spaces. Using the grant money from Shell Canada, EIPS created nine outdoor Indigenous learning spaces. The spaces offer a valuable opportunity to enhance land-based learning across the Division.

ENGLISH AS A SECOND LANGUAGE

For EIPS, the greatest growth area in ESL is improving the Rutherford Scholarship eligibility rates. Improving results on the Grade 9 PATs is another growth opportunity. The current data suggests there is some disparity in reading and writing with an almost nine per cent drop on the PATs in 2018-19 from 2017-18. EIPS looks forward to PATs returning to see if results have improved.

Priority Strategy for Education Plan

FIRST NATION, MÉTIS AND INUIT EDUCATION

EIPS is committed to ensuring teachers develop and apply foundational knowledge about First Nation, Métis and Inuit history and perspective for the benefit of all students, staff and community members. Strategies include:

-  Build capacity with promising practices, effective use of authentic Indigenous resources, and targeted professional learning for PALS and early learning teachers.
-  Continue foundational knowledge professional learning for all EIPS education staff by supporting the lead-teacher model in each school and facilitating targeted in-school professional learning.
-  Establish a plan to identify First Nations, Métis and Inuit students who aren't experiencing success and at risk for dropping out. Additionally, develop intervention support that incorporates the guidance of elders and other research-based best practices related to traditional ways of learning.
-  Create a divisionwide program acknowledging and celebrating self-identified First Nations, Métis and Inuit students graduating and moving on to the next phase of their lives.
-  Work to prepare students in career planning, the world of work and transitions to post-secondary school, including apprenticeship opportunities.
-  Continue to support land-based learning initiatives within EIPS schools. The Division will do this through targeted professional learning on promising practices to effectively build relationship with and learn from the land, including developing Indigenous outdoor learning spaces.
-  Continue to develop meaningful relationships between school staff; local First Nations, Métis and Inuit elders; knowledge keepers; and land-based community stakeholders.
-  Continue to host three gatherings a year with self-identified First Nations, Métis and Inuit families to build relationships and engage in respectful conversations.
-  Continue to build foundational knowledge by offering general Division information sessions that include effective inclusion of land acknowledgments, the introduction to the Indigenous Peoples' giant floor map and facilitating the experiential learning Blanket Exercise for interested families.
-  Provide input into the new draft kindergarten to Grade 6 curriculum to ensure it aligns with the truth and reconciliation commitments.

ENGLISH AS A SECOND LANGUAGE

EIPS is committed to ensuring English as a Second Language (ESL) learners continue to grow and achieve. Strategies include:

-  Continue benchmarking assessments and using the results to target other strategies for ESL learners across all classrooms.
-  Continue to track the reading and mathematics results of ESL students and targeting interventions for those who require support.

GOAL 2: Success for Every Student

Assurance Domain: Student Growth and Achievement

Local Outcome 4: More students are supported and prepared for life beyond high school

Provincial Outcome: Alberta's students are successful

Performance Measures	RESULTS IN PERCENTAGES						EVALUATION		
	2016-17	2017-18	2018-19	2019-20	2020-21	ALBERTA 2020-21	ACHIEVEMENT	IMPROVEMENT	OVERALL
ALBERTA EDUCATION ASSURANCE SURVEY: HIGH SCHOOL COMPLETION									
High school completion rate of students within three years of entering Grade 10	81.2	84.6	83.3	84.4	88.9	83.4	High	Improved Significantly	Good
Annual dropout rate of students aged 14 to 18	1.9	1.1	1.7	1.7	1.4	2.6	Very High	Maintained	Excellent
Percentage of Grade 12 students eligible for a Rutherford Scholarship	60.8	62.5	64.7	66.6	70.3	68	High	Improved Significantly	Good
Percentage of students writing four or more diploma examinations within three years of entering Grade 10	56.4	56.4	58.1	60.9	n/a	n/a	n/a	n/a	n/a
ALBERTA EDUCATION ASSURANCE SURVEY: TRANSITION AND WORK PREPARATION									
Percentage of high school students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10	62.4	63	63.2	60.5	62	58.5	Intermediate	Maintained	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	77.8	79	77.8	81.2	84.1	85.7	n/a	n/a	n/a
EIPS PARENT SURVEY: TRANSITION AND CAREER PLANNING									
My child is being taught knowledge skills and attitudes necessary to be successful in life	n/a	n/a	80.9	81.9	82.2	n/a	n/a	n/a	n/a
EIPS STUDENT SURVEY: TRANSITION AND CAREER PLANNING (GRADE 9 AND GRADE 12)									
I feel supported by my school as I prepare for life beyond high school	n/a	n/a	n/a	n/a	68.9	n/a	n/a	n/a	n/a

Analysis of Results

Background

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



Results

The Alberta Education Assurance survey is a tool EIPS uses to stay informed about how it's doing relative to achieving outcomes that lead to success beyond senior high. The 2020-21 results confirm the Division continues to show positive achievement in several important areas for senior high students.

Overall, the Division's high school completion rate received a provincial achievement rating of "high" and "improved significantly." In total, 88.9% of EIPS students graduated within three years of entering Grade 10—up from 84.4% the previous year. Provincially, the percentage was 83.4%. Similarly, EIPS' dropout rate was only 1.4%, compared to the provincial average, 2.6%—earning an achievement rating of "very high." Also noteworthy, the number of students eligible for the Rutherford Scholarship increased in 2020-21 to 70.3%—up from 66.6% the previous year.

Meanwhile, the number of people who feel students are taught the knowledge and attitudes needed to be successful at work increased too. On the provincial Assurance survey, 84.1% of teachers and parents agree students are taught attitudes and behaviours that will make them successful at work when they finish school—up from 81.2% the previous year. Similarly, on the EIPS Parent Survey, 82.2% of parents reported their child is taught knowledge skills and attitudes necessary to be successful in life—up from 81.9% the previous year. Collectively, the data suggests EIPS does a good job preparing students for success that supports their transition into the world of work. For the most part, this is the result of the Division's continued efforts to improve programming offerings at the junior high and senior high levels and establishing career pathways for students to explore.

What wasn't anticipated was the response from one question on the EIPS Student Survey, administered to Grade 9 and Grade 12 students. Only 68.9% of students reported feeling supported by their school as they prepare for life beyond senior high. The result is low. As such, EIPS will further explore this to determine how the Division can support students in this area.

BUILDING CAPACITY

In terms of building capacity, EIPS offered Career and Technology Foundations (CTF) teachers substantial support in the area of effective planning and assessment. CTF courses provide students in grades 5 to 9 the opportunity to explore interests and career possibilities, which is the foundation for Career and Technology Studies (CTS)—offered in senior high. EIPS also provided schools with resources and professional learning opportunities to build a career focus into CTF challenges. For example,

Vegreville Composite High created a Grade 7 design-studies course, which incorporates mathematics, science and art curriculum to ultimately create a dream space. As well, Lakeland Ridge created a Grade 9 marketing and management course, where students study a literary work and then create a campaign to promote and market it.

CAREER PATHWAYS

To support students' success beyond high school, the Division hosted a series of Registered Apprenticeship Placement (RAP) information sessions to deliver information about career pathways programming. Off-campus co-ordinators also worked with each senior high school to provide important programming information to students and families. As well, the Division offered combined Off-Campus Information Evening Sessions for the RAP, Green Certificate and Work Experience programs—held virtually over multiple nights through Microsoft Teams. The sessions were open to students, families and prospective employers. Overall, turnout for the session was up from the previous year. However, there were fewer prospective employers.

Additionally, every year in November, EIPS hosts Your Future: Post-Secondary and Career Fair for students in grades 9 to 12. Annually, the event brings together more than 40 universities, colleges, polytechnics, private schools and sector experts in one place—the largest of its kind in Alberta. During the event, students and family members meet with some of the top post-secondary institutions in Canada, ask questions, talk to experts and learn about future career trends. For the 2020-21 school year, because of the pandemic and public-health restrictions, Your Future was hosted virtually on Microsoft Teams. Although a smaller turnout than normal, student and family participation exceeded all expectations. The event took place over two evenings, with more than 200 participants each night. Overall it was a huge success. In fact, one of the attendees landed a position with Strathcona County as a Junior Forest Ranger, and another attendee was selected to participate in an internship in summer 2021.

In terms of off-campus programming, internal results don't offer a holistic picture in 2020-21. That's because the pandemic, and related public-health measures, forced EIPS to suspend its off-campus placements. The fallout: multiple student lay-offs and loss of RAP placements. As a result, the overall credits and work hours dropped from previous years. In total, EIPS students earned 1,914 credits (47,850 work hours). Of those, 825 credits were earned through RAP, totalling 20,625 work hours. Meanwhile, 19 students earned 94 credits toward the Green Certificate, and three earned 15 credits in the Career Internship program.

Another focus area for EIPS was increasing dual-credit



opportunities. In 2019-20, the Division received a \$50,000 Dual Credit Startup Grant from Alberta Education. EIPS used some of the funds to purchase equipment to expand two apprenticeship programs at Salisbury Composite High—the Auto Service Technician program and Hairstyling and Esthetics program. Then, in 2020-21, EIPS used the remaining grant money to help upgrade infrastructure at Bev Facey Community High, which included new equipment for the fabrication, cabinetmaking, and cosmetology programs. EIPS' also exploring ways to upgrade the school's millwright equipment.

As a result of the upgrades, EIPS offered the following apprenticeship programs in the 2020-21 school year:

- *Automotive Service Technician Apprenticeship* – 60 students participated and 11 students wrote the first-period Automotive Service Technician—three of whom successfully passed
- *Cabinetmaking* – 79 students participated
- *Cooking and Baking* – 68 students participated and 12 students earned the nationally recognized Safe Food Handler Certification
- *Hairstyling and Esthetics*: – 246 students participated

Additionally, EIPS offers a fourth-class power engineering program at all of its senior high schools. Typically, the program includes steam time through Shell Scotford. Unfortunately, in 2020-21, Shell couldn't fulfill the steam time because of the pandemic. However, EIPS was able to partner with Nutrien, an engineering company in Fort Saskatchewan, that took all EIPS power engineering students. In total, five students participated and four successfully completed the program.

Finally, EIPS partnered with Norquest College and Portage College to offer introductory post-secondary courses to senior high students. Through Norquest, 24 students registered in an introductory psychology course, and 21 completed it. Meanwhile, through Portage College, two students completed introductory psychology, one student completed introductory sociology, one student finished a computer science coding and robotics course, and two students earned the Level-1 Early Childhood Certification.

Opportunities for Growth

While EIPS is pleased with the overall results, preparing students for life after school is an ongoing priority. As such, the Division will develop a long-range strategic plan to enhance opportunities for students. The Division will also continue to focus on providing intentional communication about off-campus education, dual-credit and post-secondary programming. It will also explore ways to expand opportunities in these three areas.

Additionally, EIPS will continue developing learner competencies—critical thinking, problem-solving, managing information, creativity and innovation, communication, collaboration, cultural and global citizenship, and personal growth and well-being. The goal, of course, is for students to use these attributes when encountering unfamiliar or challenging situations—skills that help prepare learners for life after senior high. And finally, the Division will continue to find avenues, new and old, to engage families on how best to support their child in preparing for life after senior high.



Priority Strategy for Education Plan

EIPS is committed to supporting students to ensure they're prepared for life after high school.

Strategies include:



The Board allocated additional resources to develop a Division Career Pathways strategic plan to enhance opportunities for students—work experience, off-campus education, apprenticeships, certifications, mentoring, job shadowing. The plan also includes a review of EIPS' Career and Technology Foundations (CTF) and Career and Technology Studies (CTS) programs, facility audits and increasing connections within the community and post-secondary institutions.



Build teacher capacity in grades 7 to 12 around delivering CTF and CTS courses—focusing on the ability to plan, create and evaluate. The strategy ensures students develop competencies that transcend across subjects and outside the school context.



Work with schools to engage families about ways to support their child to prepare for life after senior high—specifically as it relates to career planning and life-skills preparation.



Continue to apply for grants to develop dual-credit courses, based on student interest; teacher expertise; and availability of local colleges, post-secondary institutions and businesses.



Work with Division employees who are journeypersons—chefs, cabinetmakers, millwrights, hairstylists—to develop more apprenticeship-level CTS courses.



Work with post-secondary institutions to explore the availability of free university-transfer courses.

Priority 2:

Enhance High-Quality Learning
and Working Environments



GOAL 1: Positive Learning and Working Environments

Assurance Domain: Learning Supports

Local Outcome: The Division's learning and working environments are welcoming, inclusive, respectful and safe

Provincial Outcome: Alberta's students are successful; Alberta's K-12 education system is well-governed and managed

Performance Measures	RESULTS IN PERCENTAGES						EVALUATION		
	2016-17	2017-18	2018-19	2019-20	2020-21	ALBERTA 2020-21	ACHIEVEMENT	IMPROVEMENT	OVERALL
ALBERTA EDUCATION ASSURANCE SURVEY: WELCOMING, SAFE, INCLUSIVE RESPECTFUL AND CARING									
Teachers, parents and students who agree their learning environments are welcoming, caring, respectful and safe	n/a	n/a	n/a	n/a	86.8	89.4	Very High	Maintained	Excellent
Parents who agree teachers care about their child	n/a	n/a	n/a	n/a	92	n/a	n/a	n/a	n/a
Parents who agree students at their child's school respect each other	n/a	n/a	n/a	n/a	72	n/a	n/a	n/a	n/a
Parents who agree their child's school is a welcoming place to be	n/a	n/a	n/a	n/a	92	n/a	n/a	n/a	n/a
Parents who agree their child is safe at school	93	91	92	92	94	n/a	Very High	Maintained	Excellent
Students who agree their teachers care about them	n/a	n/a	n/a	n/a	81.3	n/a	n/a	n/a	n/a
Students who agree most students respect each other	n/a	n/a	n/a	n/a	63.7	n/a	n/a	n/a	n/a
Students who agree they feel welcome at school	n/a	n/a	n/a	n/a	86.7	n/a	n/a	n/a	n/a
Students who agree they are safe at school	83.7	82.7	83	83	84	n/a	Very High	Maintained	Excellent
ALBERTA EDUCATION ASSURANCE SURVEY: CITIZENSHIP									
Teachers, parents and students who are satisfied students model active citizenship	80.1	80.5	80	80.3	80.4	83.2	Very High	Improved	Excellent
ALBERTA EDUCATION ASSURANCE SURVEY: ACCESS TO SUPPORTS AND SERVICES									
Teachers, parents and students who agree students have access to appropriate support and services at school	n/a	n/a	n/a	n/a	73.1	78.9	n/a	n/a	n/a
EIPS STAFF-ENGAGEMENT SURVEY									
I have the materials and equipment I need to do my work	93	94.3	93.6	95.4	94.9	n/a	n/a	n/a	n/a
The mission, values, priorities and goals of EIPS make me feel my job is important	93	91.7	93.2	95.1	95.9	n/a	n/a	n/a	n/a
I receive recognition or praise for doing good work	89	85.8	89.9	88.8	90.2	n/a	n/a	n/a	n/a
Someone at work cares about me as a person	97.5	96.5	97.2	97.6	97.5	n/a	n/a	n/a	n/a
Overall, I am satisfied with my school or department as a place to work	92.9	88.7	92.8	91.1	93.3	n/a	n/a	n/a	n/a
EIPS PARENT SURVEY									
The school staff care about my child	87.7	89.9	89.9	89.4	90	n/a	n/a	n/a	n/a
My school encourages students to be a responsible, respectful and engaged citizen	n/a	n/a	n/a	n/a	90.1	n/a	n/a	n/a	n/a
My child's school is safe	89.4	88.9	91.2	90.7	89.2	n/a	n/a	n/a	n/a

Performance Measures	RESULTS IN PERCENTAGES					EVALUATION			
	2016-17	2017-18	2018-19	2019-20	2020-21	ALBERTA 2020-21	ACHIEVEMENT	IMPROVEMENT	OVERALL
EIPS STUDENT SURVEY									
Students in Grades 9 and Grade 12 who agree their school encourages learners to be responsible, respectful and engaged citizens	n/a	n/a	n/a	n/a	80.5	n/a	n/a	n/a	n/a
Students in Grades 9 and Grade 12 who feel the staff at their school care about them	n/a	n/a	n/a	n/a	76	n/a	n/a	n/a	n/a
Students in Grade 9 and Grade 12 who agree their school expects students to behave responsibly, and if not, are dealt with fairly	n/a	n/a	n/a	n/a	71.6	n/a	n/a	n/a	n/a
Students in Grade 9 and 12 who agree their individual needs are met at school	n/a	n/a	n/a	n/a	86.3	n/a	n/a	n/a	n/a
Students in Grade 9 and Grade 12 who agree school is safe	n/a	n/a	n/a	n/a	83.5	n/a	n/a	n/a	n/a

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 with a classroom and school environment that is welcoming, inclusive, respectful and encourages a sense of belonging. In this environment, students are best able to learn and develop social responsibility. Equally important is creating this same environment for EIPS staff so they, too, experience success and feel engaged in their learning.

Results

The 2020-21 Alberta Education Assurance Survey results demonstrate EIPS is doing a good job of creating learning environments that are welcoming, inclusive, respectful and safe. Overall, 86.8% of teachers, parents and students agree their learning environments are welcoming, caring, respectful and safe—earning a provincial evaluation rating of “excellent.” Another 92% of parents and 81.3% of students agree teachers care about their child. Eighty-four per cent of students feel safe in their school, and 94% of parents agree. As well, 92% of parents and 86.7% of students agree their child’s school is a welcoming place to be. However, only 72% of parents and 63.7% of learners agree students at school respect each other. As such, this is an area the Division needs to focus on in 2021-22.

Similarly, results from the 2020-21 EIPS Parent Survey and the new EIPS Student Survey, administered annually to gather feedback from families and students about the three priorities outlined in the *EIPS Four-Year Education Plan: 2018-22*, corroborate the above noted findings. In total, 90.1% of parents and 80.5% of students agree EIPS schools encourage students to be responsible, respectful and engaged citizens. Additionally, 89.2% of parents and 83.5% of students strongly agree or agree their school is safe.

Regarding teachers caring about students, 90% of parents strongly agree or agree teachers care about their child. However, only 76% of students strongly agree or agree. Since this is the first year administering the EIPS Student Survey, there’s no comparative data. So, it’s difficult to know if this discrepancy between parents and students is related to COVID-19 restrictions—physical distancing requirements and reduced extracurricular activities. EIPS will examine this area further to determine next steps. Overall, however, the data illustrates the Division has made considerable efforts to incorporate a comprehensive school-health approach in all EIPS facilities—focused on welcoming, inclusive, respectful and safe school environments.

EIPS also supports multiple divisionwide health-promotion activities, such as Bullying Awareness Week and Pink Shirt Day. Common in all activities is an intentional focus on promoting positive behaviours, mental health and wellness. Additionally, the Division continues to play an active role in two provincially funded mental health capacity building (MHCB) projects. One in Strathcona County at Ardrossan Junior Senior High, Fultonvale Elementary Junior High and Lakeland Ridge. The other in Vegreville, which EIPS is the banker board. The goal: To develop and support positive mental health and healthy relationships in children, youth, families and

in-school personnel.

Furthermore, the Division promoted virtual mental health education sessions for families, caregivers and school professionals—offered by Alberta Health Services Addiction and Mental Health. The sessions covered a variety of topics, including anxiety, mental health, depression, sleep behaviours, resiliency, executive functioning skills, technology, the teenage brain and more. The Division also shared resources offered through Alberta Health Services, including resources specifically focused on COVID-19, mental health and well-being.

In terms of nutrition, EIPS continued efforts to promote its School Nutrition Program. Funded by Alberta Education, the program ensures all students at participating schools—Lamont Elementary and Bruderheim School—have access to well-balanced and healthy meals and snacks. In the 2020-21 school year, 244 students participated in EIPS' School Nutrition program daily. The program continued throughout the year, even when whole-classes had to learn at home and when the province temporarily cancelled in-school classes.

BUILDING CAPACITY

To create a climate and culture conducive to learning, EIPS' Supports for Students department promoted social-emotional learning opportunities geared toward school staff. Employees who took part learned ways to integrate positive mental health, healthy relationships and positive behaviour supports into the school and community's fabric. These professional learning sessions explored positive behaviour supports in the classroom; working with students with autism, sexual orientation and gender identity support, non-violent crisis intervention and a trauma-informed approach to support mental health. Even with COVID-19 and the cancellation of in-school classes, these learning series continued using an online platform.

As well, each EIPS school assigned a safe-contact staff member to support students, regardless of their sexual orientation or gender identity. Each safe-contact member attended meetings and workshops, and had access to tools and resources to properly support students and adults in their schools.

The Division also continued to use The Violence Threat Risk Assessment protocol, an approach involving a network of local partners that work together to prevent violence in schools and the community. Partners include the RCMP, Children's Services, Family and Community Services, Alberta Health Services and Primary Care Networks. In total, EIPS had three certificated trainers, by the Crisis Prevention Institute, and two more trainers who offered the Non-Violent Crisis Intervention training, again through the Crisis Prevention Institute. Overall, 112 certificated and classified staff attended the Non-Violent

Crisis Intervention sessions in the 2020-21 school year.

Other professional learning opportunities included the Division's Connect to Respect training and an Occupational Health and Safety Orientation—taken by 1,352 employees. Additionally, a total of 2,535 online health-and-safety courses were completed using Safetyhub in 2020-21, bringing the total to date to 19,749. As well, staff completed 1,720 COVID-19 Job Hazard Assessment modules, 945 Hour-Zero COVID-19 training modules, 635 WHMIS 2015 training modules, and 12,900 emergency preparedness courses through Hour Zero.

FOSTERING A HEALTHY ENVIRONMENT FOR STAFF

Equally important is the Division's continued effort to enhance quality-working environments for staff, which is paying off. According to the 2020-21 Staff Engagement Survey, 93.7% of certificated staff and 95.4% of classified staff feel they have the resources and materials needed to do their work. Similarly, 95.4% of certificated and 94.4% of classified staff feel the mission, values, priorities and goals of EIPS make them feel their job is important. Other highlights include: 98.3% of certificated staff and 96.2% of classified staff feel someone at work cares about them; and 93.4% of certificated staff and 93.1% of classified staff are satisfied their school or department is a good place to work. Collectively, these are strong indicators of staff engagement and positive working environments for Division employees.

The Division also actively promotes the Alberta School Employee Benefits Plan's Employee and Family Assistance Program (EFAP), a proactive health program providing confidential support services to staff and their families. EFAP is a confidential, short-term counselling service for employees with personal problems affecting their work performance. A variety of mental and emotional health and wellness resources are also available through the Alberta School Employee Benefit Plan, Homewood Health and Alberta Health Services.

Other 2020-21 strategies the Division used to improve its occupational health and safety measures include:

- regular Health and Safety Committee meetings;
- occupational health and safety site representative assignments;
- annual occupational health and safety audits;
- the creation of an *EIPS COVID-19 Workplace Handbook* and an online "COVID-19 Staff Information Page"—available on the Division's intranet site;
- continuation of the Connect to Respect program, which promotes welcoming, inclusive, respectful and safe learning and working environments; and
- promotion of Board Policy 19: Welcoming, caring, respectful and safe learning and working environments.

Opportunities for Growth


Healthy relationships and positive mental health continue to require deliberate efforts to ensure promotion and prevention, early identification, early intervention, treatment and followup for students who need the services. As such, this is a significant growth area for EIPS—particularly important this year, given the prolongation of the pandemic. In fact, for many students and staff, COVID-19 created heightened anxieties and fears, which were exacerbated with the suspension of in-school classes, change in routines and ongoing disruptions in learning. To effectively deal when fallout of COVID-19, EIPS will put plans in place to work with and support all staff and students’ mental health and wellness throughout 2020-21.


As well, EIPS will continue to provide education and support to school staff about mental health literacy and service pathways for students who need help. And, as always, the Division will continue to support all schools implementing sexual orientation and gender identity (SOGI) resources, restorative practices, trauma-informed approaches, Non-Violent Crisis Intervention training for staff and the Violence Threat Risk Assessment, when necessary.





Priority Strategy for Education Plan


EIPS will continue its efforts to ensure its learning and working environments are welcoming, inclusive, respectful and safe. Strategies include:


 As part of the Division’s pandemic recovery plan, the Board allocated additional resources to each school to develop social and emotional well-being plans to support students negatively impacted by COVID-19.


 Conduct an organizational health-needs assessment to determine the impact COVID-19 had on staff’s social and emotional wellness, and needed staff-wellness activities divisionwide.


 Ensure a consistent, divisionwide implementation of all necessary health-and-safety protocols during the 2021-22 school year.

 Provide safety excellence training to new Leadership staff.

 Maintain the Division’s Occupational Health and Safety Certificate of Recognition. As well, address any factors that could affect EIPS’ Certificate of Recognition status or obstruct continuous improvement.

 Continue to offer sessions and information related to health and wellness for families.

 Co-ordinate with government agencies and community partners to provide professional learning, awareness and access to resources related to welcoming, inclusive, respectful and safe and healthy learning environments.

 Revisit the current system program application and levelling processes to find efficiencies, reduce redundancies and ensure equity in resource allocations.

GOAL 2: Quality Infrastructure for All

Assurance Domain: Learning Supports

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

Provincial Outcome: Alberta's K-12 education system is well-governed and managed

Performance Measures	RESULTS IN PERCENTAGES				
	2016-17	2017-18	2018-19	2019-20	2020-21
EIPS FACILITIES					
Overall school-utilization rate	77	75	73	75	72
Number of new, replacement or modernization capital projects funded versus requested	1 of 4	3 of 4	1 of 4	0 of 1	0 of 1
Approved modular unit classrooms	11 approved 3 demolished	0 approved	1 approved 8 demolished 3 relocated	1 relocated	6 relocated
Number of modular units installed and hooked up with occupancy for school startup	11	n/a	0 (4 late)	1	6
Number of projects completed as part of the Infrastructure Maintenance and Renewal program	175	127	121	151	161
Number of maintenance projects completed	212	201	340	457	450
Number of work orders requested	8,043	7,844	8,723	10,455	9,470
Percentage of work orders completed	99.6	93	99	93	96
<i>EIPS Parent Survey:</i> Percentage of parents who rate the physical condition of their child's school as excellent, good or fair	n/a	n/a	81.1	80.6	96.1
<i>EIPS Student Survey:</i> Percentage of students in Grade 9 and Grade 12 who rate the physical condition of their school as excellent, good or fair*	n/a	n/a	n/a	n/a	91.2
EIPS TECHNOLOGY					
Number of schools rewired to Category 6 standards	6	10	15	18	21
Number of schools funded with evergreening technology	24	26	31	0	3
Number of schools with 100 Mbps bandwidth	n/a	n/a	n/a	7	2
Number of schools with 200 Mbps bandwidth	n/a	n/a	n/a	27	6
Number of schools with 300 Mbps bandwidth	n/a	n/a	n/a	1	28
Number of schools with 400 Mbps bandwidth	n/a	n/a	n/a	1	1
Number of schools with 500 Mbps bandwidth	n/a	n/a	n/a	1	1
EIPS TRANSPORTATION					
Number of bus riders at the end of June	9,304	9,369	9,271	9,041	7,380
Number of buses	160	161	153	157	161
Average bus ride time	28.5	28.4	28.6	29.3	27.5
Percentage of buses with a GPS tracking system	100	100	100	100	100
Number of parents and students who participated in the Little Elk Island Adventure bus-safety program	420	548	853	862	846

Background

Elk Island Public Schools (EIPS) is committed to providing high-quality learning and working environments. The Division does this through effective planning and managing of its infrastructure, which includes facilities, technology and the transportation of students.

Results

FACILITY SERVICES

Throughout the 2020-21 school year, the Facility Services department oversaw many projects, including project managing the relocation of six modular units. Four units moved to SouthPointe School—two from Pine Street Elementary and two from École Campbelltown—and two units moved to Ardrossan Junior Senior High from École Campbelltown. Facility Services also completed the closeout of Heritage Hills Elementary, including the seasonal deficiencies and securities release discussions with Strathcona County. It also finished the abatement, demolition, seasonal deficiencies and reclamation of Wye Elementary. Other tasks included completing 450 maintenance, operations and custodial projects; 161 Infrastructure Maintenance and Renewal (IMR) projects; and 9,470 work orders.

Additionally, to stimulate the economy, the Government of Alberta provided EIPS with \$2.56 million through the Capital Maintenance Renewal program. Facility Services plans to use the funds on four capital projects that all involve ventilation mechanical system upgrades.

INFORMATION TECHNOLOGIES

Throughout 2020-21, two key focus areas for the Information Technologies department were network connectivity and reliable access. The reason: increased IT demands during the pandemic caused by the shift to online learning and the out-of-school learning program. As a result, several EIPS schools and sites experienced connection, flooding and latency issues. So, to resolve the issue, the Division engaged its network provider and consultant services.

In total, 24 schools required increased bandwidth allocation because of the surge in internet traffic and the frequency of flooded packets on the network. Change orders to increase bandwidth were initiated and completed, as per the vendor's schedule—sometimes taking two to three weeks to adjust a school site. An inquiry was also opened with Axia, an Alberta-based bandwidth provider, to determine if the issues were local to EIPS or

a company-wide issue. It also engaged a consultant firm to provide an assessment and remediation plan. The resulting assessment will determine the Division's next steps to allocate the increased bandwidth at the 24 schools.

In addition to networking efforts, the Information Technologies department received evergreening funding from the Division to replace ageing Chromebooks and iPads at three school sites. While funding was provided, the Division's currently at risk with its staff- and student-technology level because of a reduction in evergreening allocations—done for budgeting reasons. As such, EIPS' exploring options to ensure technology tools are available to deliver optimal digital learning opportunities to students in schools.

Other initiatives included upgrades to cabling and services. Using IMR funding, Information Technologies worked with the Facility Services department to update network data cabling at two sites—Rudolph Hennig Junior High and Ardrossan Junior Senior High. The project required Information Technologies to work closely with Facility Services and the vendors to remove existing cabling and upgrade to Category 6. The department completed both school sites before school startup in September 2021. Additionally, Information Technologies supported two requests for proposal related to VOIP and photocopiers—the Division's telephone and print service infrastructure. Both projects leveraged Division dollars to upgrade and improve services provided for the end-users.

STUDENT TRANSPORTATION

Transportation is another component of quality infrastructure for EIPS. In the 2020-21 school year, the Division transported 7,380 students on 161 buses with an average ride-time of 27 minutes and 30 seconds. In the 2020-21 school year, four additional buses were added from the year before for two reasons: One, to reduce the ride time of students attending specialized programs; and two, for capacity issues on buses in Fort Saskatchewan and Sherwood Park. Overall, given the urban-rural mix, divisionwide ride times are favourable.

Safety was again the priority for the department 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 uses, such as GPS, student scan cards, the Child Check-Mate system and video-surveillance monitoring. The technology is also useful for managing and optimizing rides, ensuring students are accounted for when getting on and off the bus, contact tracing for close contacts and assisting with student management.

As well, despite the pandemic, Student Transportation still offered the Little Elk Island Adventure, a bus-safety program for first-time riders. The program is locally developed and educates children and families about school bus procedures and safety. In the 2020-21 school year, the number of families who took part in the program decreased slightly from the previous year—likely pandemic related. Overall though, the program was again a great success, by improving rider behaviour on Division buses and giving families a clear understanding of EIPS bus expectations.

Unlike previous years, Student Transportation wasn't able to deliver in-person professional learning to bus operators because of public-health restrictions. Instead, it used an online tool to send monthly quizzes to operators focused on a variety of topics. To ensure optimal

participation, bus operators were offered incentives to complete the quizzes. The department also stayed in contact with bus operators through a monthly newsletter.

Throughout spring and summer 2021, Student Transportation also spent a significant amount of time preparing for the upcoming school year—optimizing bus routes, onboarding a new web-based routing software and training new bus operators in with the Mandatory Entry-Level Training (MELT).

The department also established a cleaning process encompassing a deep clean of buses twice daily, cleaning high-touch areas at transfer sites and a daily disinfection process with an electrostatic sprayer. In addition, the department developed a personal protective equipment policy for students and bus operators. All students had to wear masks at bus stops, while riding the bus and at transfer sites. Similarly, bus operators had to wear masks at all times at bus stops and transfer sites when children boarded and disembarked buses. The policy also included the purchase of personal protective equipment, such as cleaning products, hand sanitizers for students boarding the bus and electrostatic sprayers. The policy remains in place for the 2021-22 school year.

Opportunities for Growth

FACILITY SERVICES

Building relationships within and outside the department continues to be an opportunity for growth as it enhances communication around project timelines and status updates. As such, Facility Services will continue to improve communication between its departments, school administrators, all other EIPS department, and the municipalities in the communities it serves. The goal: To ensure healthy, high-quality learning and working environments and facilities.

Another growth area with respect to Division infrastructure is to focus on preventative strategies to reduce breakdowns in building facilities and equipment, improve service delivery with an emphasis on reducing overdue work orders, establish an Infrastructure Maintenance and Renewal plan to enhance long-term project planning and look for financial efficiencies within the department.

INFORMATION TECHNOLOGIES

Information Technologies will continue to support an effective and efficient enterprise system, including improvements to the PowerSchool and the atrieveERP system. Last year, to ensure a robust online-learning experience, the Division introduced a new online learning platform, Brightspace. In the 2021-22 school year, the Information Technology department plans to dedicate significant time developing the platform and building capacity around using the tool for communication and enhancing instruction in the classroom.

Additionally, the department aligned the Division's education goals by incorporating the education-technology

team with Information Technologies. There are many functions within the Information Technologies portfolio the educational-technology team can help with in terms of context and consultation. Some of this includes configuration design and process support to guide training and professional learning for end-users.

Other growth areas for Information Technologies include network, record-management and security improvements. Specifically, the department will continue its efforts on the network- and infrastructure-design improvements—working to improve stability while providing seamless access to core education and business systems. The department will also continue to provide ease of access to information through Division-aligned data systems and processes. Records management and retention—transferring student records to a digital format—and developing e-collect forms for efficient workflow processes are also key focus areas for the department. Furthermore, the department will continue to protect data by building a privacy, security and digital leadership culture.

STUDENT TRANSPORTATION






Student Transportation will continue to review route optimization to find even more opportunities to provide safe and efficient transportation to EIPS students—while also operating within the scope of the transportation budget. Other growth areas for the department include improving the flow and tracking information between schools, bus operators, families and contractors and developing a professional learning program for bus operators to build capacity in student management to support safe rides for students further.



Priority Strategy for Education Plan




FACILITY SERVICES

Throughout the 2021-22 school year, Facilities Services will carry out the following strategies:

-  Eliminate the playground inspection costs in EIPS rural areas. Instead, the Division will train and certify building operators to conduct monthly inspections—saving EIPS roughly \$60,000 annually.
-  Focus on preventative strategies to reduce unscheduled breakdowns. Additionally, the Division will evenly distribute preventative-maintenance work orders to minimize demand.
-  Work with municipalities to ensure joint-use agreements and planning agreements are in place, as per the *Municipal Government Act* and *Education Act*.
-  Establish an Infrastructure Maintenance and Renewal (IMR) plan for a three- to five-year period. The plan will enhance the Division's long-term project planning.
-  Continue to improve service delivery, with emphasis on 90-day overdue work orders.




INFORMATION TECHNOLOGIES

Throughout the 2021-22 school year, the Information Technologies department will carry out the following strategies:

-  *Enterprise* – The department will continue to support an effective and efficient user experience through maintaining and enhancing a secure, robust and reliable IT environment. It will also continue to implement student and business information systems, infrastructure and cloud technology projects to maintain and facilitate changes to the education and business needs of the organization.
-  *Information* – The department will provide ease of access to information through Division-aligned data systems and processes. These include records management, retention-review processes, student-records transfer to a digital format, the development of the atrieve ERP, e-collect forms for efficiencies and migrating department files to SharePoint.
-  *Privacy and Security* – The department will continue to protect data by building a privacy, security and digital leadership culture. Strategies include access and role reviews for student information and business systems, multi-factor authentication, development of a disaster-recovery strategy and testing, and establishing a Cybersecurity Committee.

STUDENT TRANSPORTATION

Throughout the 2021-22 school year, Student Transportation will carry out the following strategies:

-  Develop online tools for schools, bus operators, families and contractors to report incidents and facilitate the flow of information and tracking.
-  Complete the migration of the transportation software to a web-based version for improved co-ordination and dissemination of data.
-  Build a program focused on student management to help bus operators facilitate a safe ride for all students.

GOAL 3: A Culture of Excellence and Accountability

Assurance Domain: Teaching and Leading

Local Outcome: The Division uses evidence-based practices to support and enhance the quality of teaching, learning and leading

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

Performance Measures	RESULTS IN PERCENTAGES					EVALUATION		
	2016-17	2017-18	2018-19	2019-20	2020-21	ACHIEVEMENT	IMPROVEMENT	OVERALL
ALBERTA EDUCATION ASSURANCE SURVEY								
Teachers reporting in the past three to five years the professional development and in-servicing received from the school authority was focused, systematic and contributed significantly to their professional growth	87.3	85.2	84.2	86.4	86.6	Very High	Improved	Excellent
Teachers reporting over the past three years professional development opportunities made available through the jurisdiction have been focused on the priorities of the jurisdiction	91	89	87	91	94	Very High	Improved	Excellent
Teachers reporting over the past three years professional development opportunities made available through the jurisdiction have effectively addressed their professional development needs	85	83	83	85	86	Very High	Improved	Excellent
Teachers reporting over the past three years professional development opportunities made available through the jurisdiction have significantly contributed to their ongoing professional development	85	84	83	84	84	Very High	Maintained	Excellent
Teacher, parent and student satisfaction with the overall quality of basic education	88.5	89.3	88.9	89.5	89.3	Very High	Improved	Excellent
Teachers, parents and students indicating the schools in their jurisdiction have improved or stayed the same in the last three years	80.2	79.5	81	80.2	82.8	Very High	Improved	Excellent
Parents satisfied with the overall quality of teaching at their child's school	91	88	91	90	92	Very High	Improved	Excellent
Parents satisfied with the quality of education their child's receiving at school	91	90	91	92	91	Very High	Maintained	Excellent

Performance Measures	RESULTS IN PERCENTAGES				
	2016-17	2017-18	2018-19	2019-20	2020-21
EIPS PARENT SURVEY					
Families satisfied with the quality of education their child's receiving at their school	91	85.5	88.6	86.4	86.9
Families satisfied with the quality of teaching at their child's school	89.5	85.5	88.4	86.4	88.5
Families satisfied with the leadership in their child's school	83.3	78	81.2	80.9	84.2
EIPS STAFF-ENGAGEMENT SURVEY					
There is someone at work who encourages my professional learning	94.5	91.2	94.4	94	94.6
In the last year, I've had opportunities at work to grow	95.1	92.9	94.1	94.8	92.7
My colleagues are committed to doing quality work	96.8	96	97	97.6	97.1
I receive recognition or praise for doing good work	89	85.5	89.9	88.8	90.2

Background

Lifelong learning is a value supported and promoted within the Division. Research points to teaching quality and school leadership as the most important factors in raising student achievement in education. For teachers, staff, school administrators and Division leaders to be as effective as possible, they need ongoing opportunities to expand their knowledge and skills. Collectively, these lead to the best educational practices and learning experiences for students. As such, it's critical to pay close attention to how new and experienced educators are trained and supported. The same is true for educational leaders and classified staff. Ultimately, when all staff have opportunities to learn and grow, in their respective areas, Elk Island Public Schools (EIPS) flourishes as a whole.

Results

Overall, feedback from the 2020-21 Alberta Education Assurance survey indicates a "very high" degree of satisfaction among employees about the professional learning offered within EIPS. These results are impressive and suggest despite a shift in the way professional learning was offered—using a virtual platform because of COVID-19 and public-health restrictions—the Division still maintained its ability to provide high-quality professional learning. For example, 86.6% of EIPS teachers feel the Division consistently provides focused and effective opportunities that support teachers' professional learning needs—up from 86.4% the previous year.

More teachers also report the professional learning opportunities offered within the Division address or contribute to their professional development. Similarly, 94% of teachers agree the professional learning opportunities provided focused on the Division's priorities over the past three years—up from 91%. As such, it's fair to extrapolate the Division's professional learning is tightly tied to the *EIPS Four-Year Education Plan: 2018-22* and contributes to teachers' instructional practice.

To complement the Alberta Education Assurance survey, EIPS also conducted a staff-engagement survey in spring 2021. The survey was completed by all Division employees—certificated and classified. What the results suggest is the Division has a well-established culture of learning. In fact, on all related measures, the responses continue to improve. Furthermore, 94.6% of staff reported there is someone at work who encourages their professional learning; 92.7% said they have opportunities at work to learn and grow; 97.1% reported their colleagues are committed to doing quality work; and 90.2% of employees felt they received recognition or praise for doing good work.

BUILDING CAPACITY

On an annual basis, all probationary, permanent and continuing-contract employees develop, implement and

review a Professional Growth Plan. Each plan is pertinent to the employee's position and reflects their professional learning goals and objectives. The Professional Growth Plans demonstrate a relationship to the quality standard for all staff, and incorporate the education plans of the school or department, Division and Alberta Education. Overall, the plans foster instructional improvements, professional growth and enhanced practice for all employees.

Most years, EIPS also invites new staff members to participate in Off to a Good Start (OTAGS), an EIPS-led orientation conference for new employees. In the 2020-21 school year, the Division was unable to offer OTAGS. The reason: pandemic-related public-health measures and minimal new staff hires—only two new probationary teachers were hired. Instead of OTAGS, the two employees received a one-on-one teacher mentor for onboarding support. Similarly, new substitute teachers and classified hires were provided with an onboarding orientation session and training.

The Division also hosted a virtual Classified Professional Learning Day, with 520 classified employees attending the keynote-speaker session—featuring Doug Keeley, a leading communicator, entrepreneur and self-professed leadership junkie—who discussed how storytelling fuels leadership, culture and success. The day also included targeted training for all classified staff groups. Meanwhile, Human Resources provided scheduled check-ins and support webinars to business managers about the Division's new enterprise resource planning system, atrieveERP.

Similarly, the Supports for Students department hosted numerous professional learning sessions throughout the year. For the most part, the sessions focused on capacity building in the areas of literacy; numeracy; discipline; crisis intervention; early learning; career pathways; curriculum; assessment; analysis of achievement data; First Nations, Métis and Inuit history and culture; land-based learning; counselling; and inclusive practices.

Opportunities for Growth

Although the Division is pleased with the feedback from staff about professional learning, COVID-19 presents new challenges—specifically the inability to conduct face-to-face sessions. As such, exploring engaging ways to support capacity building through virtual platforms is essential throughout the 2021-22 school year.

Furthermore, EIPS will continue to build staff capacity around the Division’s various online platforms, including Brightspace, atrieveERP and PowerSchool. As well, for succession planning purposes, EIPS will implement a mentorship program and increase targeted training for certain staffing needs within the Division.



Priority Strategy for Education Plan

EIPS will continue its efforts to support and enhance the quality of teaching, learning and leading. Strategies include:



Develop targeted and functional professional learning for classified and certificated staff focused on key competencies required for specific positions—using the Unified Talent software program to track competencies and required certifications.



Continue to develop onboarding sessions for new hires and comprehensive leadership-readiness workshops to ensure the successful transition and succession into new positions.



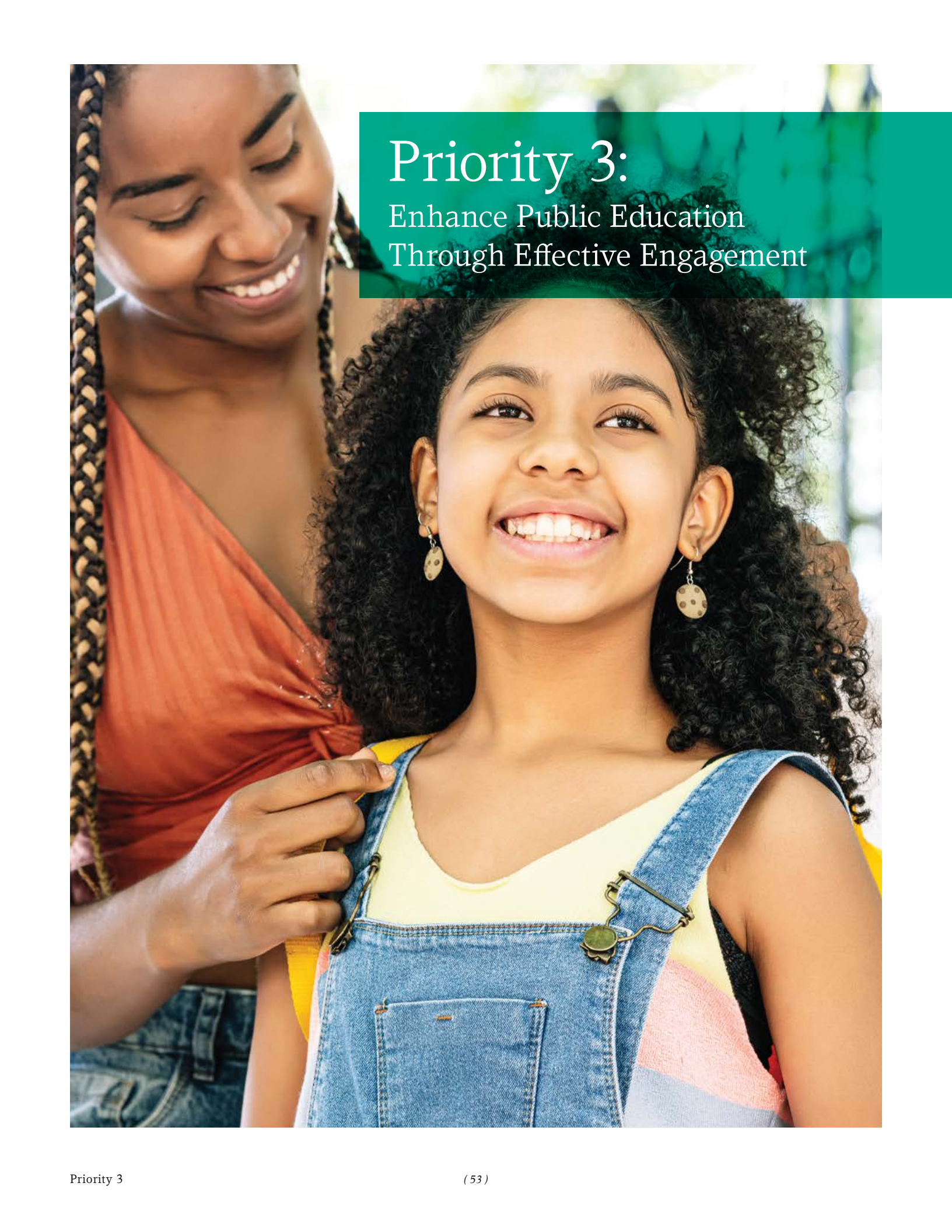
Continue to offer professional learning in response to student achievement results in literacy and numeracy as these are priorities for the Division.



Engage in pilot projects to test the efficacy of research-based practices on student learning. The Division will then use the results to determine what practices to integrate at a system level.



Develop a targeted professional learning plan to support staff in building capacity to effectively use the Division’s online platforms, including Brightspace, atrieveERP and PowerSchool.



Priority 3:

Enhance Public Education
Through Effective Engagement

GOAL 1: Parent Engagement

Assurance Domain: Governance

Local Outcome: Student learning is supported and enhanced by providing meaningful opportunities for parents to be involved in their child's education

Provincial Outcome: Alberta's K-12 education system is well-governed and managed

Performance Measures	RESULTS IN PERCENTAGES					EVALUATION		
	2016-17	2017-18	2018-19	2019-20	2020-21	ACHIEVEMENT	IMPROVEMENT	OVERALL
ALBERTA EDUCATION ASSURANCE SURVEY								
Parents and teachers satisfied with parental involvement in decisions about their child's education	78.1	78.4	77.7	78.9	77.4	Intermediate	Maintained	Acceptable

Performance Measures	RESULTS IN PERCENTAGES				
	2016-17	2017-18	2018-19	2019-20	2020-21
EIPS PARENT SURVEY					
Families satisfied with the opportunity to be involved in decisions at their child's school	79.2	77.5	79.8	80	77.5
Families that agree there is open and honest communication within their child's school	79.7	81.2	84	83.3	84.9
Families that agree the school keeps them informed about their child's progress and achievement	86.1	86.4	88	87.1	87.2
Families satisfied with the Division's commitment to engaging families in matters that affect public education	n/a	n/a	n/a	n/a	79.2

Analysis of Results

Background

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

Results

According to the 2020-21 Alberta Education Assurance survey data, 77.4% of EIPS parents and teachers are satisfied with the parental involvement taking place within the Division. That number aligns with results from the EIPS Parent Survey, conducted in March 2021. In total, 77.5% of families indicate satisfaction with the opportunity to be involved in decisions at their child's school. Additionally, 84.9% of families report open and honest communication within their child's school; 87.2% say EIPS schools keep parents informed about their child's progress and achievement; and 79.2% are satisfied with the Division's commitment to engaging families in matters that affect public education. Collectively, these results suggest EIPS families are content with their involvement

and communication with schools. Overall, this remains relatively consistent year-to-year, most likely because it's a continuous focus area for the Division.

BUILDING CAPACITY

Ongoing communication with new families is another area of continuous focus for the Division. The early learning Play and Learn at School (PALS) program highly values family collaboration and working jointly to benefit children. Even through the pandemic, the Division found ways to engage families using a series of engagement sessions. In total 21 family engagement sessions were hosted—facilitated virtually by speech-language pathologists, occupational therapists and early learning consultants—focusing on 11 topic areas to build family capacity around ways to support young learners.

To complement these, individual orientation sessions were offered to PALS families with their child's teacher. These collaborative sessions included discussions about the child's interests and strengths, specific needs, parental hopes and goals, communication protocols, transportation arrangements and what to expect on the first day of school.

EIPS also offered family engagement sessions for the kindergarten program. Specifically, the Division put together a series of videos and resources for families to view. Then, hosted several live virtual sessions to answer questions or discuss concerns with a specialist—speech-language therapists and occupational therapists—about targeted developmental areas, such as language, speech and fine-motor skills. In total, 88 families registered and attended the live sessions.

As well, Supports for Students co-ordinated several virtual kindergarten information nights, named Getting Ready for Kindergarten. The sessions focused on fun and playful strategies families can use to prepare their child for kindergarten—using critical developmental skills, such as building independence, speech development, fine-motor development and literacy for young children. EIPS followed up the sessions with a kindergarten questionnaire for families to gather more information about early screening, assessments, and programming needs for the upcoming school year.

Families also played an integral role in the Instructional Support Plan (ISP) process—both in developing student ISPs and the regular review of these documents. As a result, it enhanced understanding around individual student learning needs and strengths and communication among families, students and teachers. The collaboration also helped the Division develop long-term plans for these learners, which helps both school and families.

Finally, the Division explored ways to support further parent engagement in health and wellness. The result: EIPS partnered with the Alberta Health Services Addiction and Mental Health, to offer a series of virtual information sessions for families, caregivers and school professionals on a variety of topics, including technology and the teenage brain, respectful limit setting with adolescents, cannabis information, understanding depression, breaking the cycle of anxiety, building executive functioning skills, sleeping your way to better mental health and test anxiety.

ENGAGING FAMILIES

Families who enrolled their children in the out-of-school learning program within EIPS became instant partners in education. To support this relationship, the Division launched a new online learning management system, Brightspace. It was critical to implement the new system to support effective communication and online instructions between teachers, students and families.

The reason for choosing Brightspace: It's compatible with Google; includes teacher updates, calendar information and learning resources; and allows students to submit assignments, complete quizzes and see grades and teacher feedback.

To further enhance this relationship between home and school, the Division established an Out-of-School Learning Parent Engagement Committee to work with families with children enrolled in the kindergarten to Grade 9 out-of-school learning option. The committee met five times between January and June and was instrumental in the creation of WOW Wednesdays—extra learning sessions for out-of-school learners, such as line dancing, physical education activities and art classes.

As well, at the end of 2020-21, the Division created a transition form for out-of-school learners to complete. The form was optional and asked questions about the child's learning characteristics, short-term educational goals, and concerns about returning to in-school learning. Once submitted, the form was sent to the child's school to help ease their transition back to in-school learning.

Similarly, in the out-of-school PALS program, the Supports for Students department created a one-of-a-kind online resource centre for nine learners between the ages of two and four. Even this year, the online resources continue to be available. In fact, both EIPS and families use the resources to support ongoing engagement in the early learning process.

Throughout 2020-21, some learners did disengage in out-of-school learning—122 in total. As such, EIPS hired three additional family school liaison workers in the fourth quarter of the school year. Thanks to those efforts, 46 students fully re-engaged with their learning, and 25 partly re-engaged. Despite numerous efforts, there were still 51 students and families who didn't re-engage with learning during the 2020-21 school year.

Another engagement effort area was around Indigenous education. In fact, EIPS held three virtual engagement sessions for families of non-Indigenous students. The aim was to bring awareness about what students are learning in the classrooms and help build understanding about the Truth and Reconciliation Commission of Canada's calls to action—38 people attended the sessions. Additionally, the Division hosted another three virtual engagement sessions for families of indigenous students to identify areas of support, gather feedback and help set future direction—48 people attended the sessions.

At the senior high level, EIPS hosted its annual Your Future: Career and Post-Secondary—held virtually over two days, through Microsoft Teams (see pg. 37, "Career Pathways"). Although it was a smaller event than previous years, student and family participation exceeded expectations, with more than 200 participants each day. The Division also hosted a series of Off-Campus Information Evenings for families and the local

community to learn more about the Divisions Registered Apprenticeship Program, and Green Certificate and work experience courses. In total, four sessions were hosted, with roughly 20 attendees at each session.

Furthermore, in January, all EIPS schools conducted consultations with their families about school fees for the upcoming year. At each consultation, principals outlined the current school fees for courses, noon supervision, activities and extracurricular initiatives. Families were then asked to provide input. Using the feedback gathered—and parameters approved by the Board of Trustees—principals developed school fee schedules for the 2021-22 school year. As a followup, schools scheduled a second meeting to go over the new fee schedules with families.

The Division also administered its annual EIPS Parent Survey to gather information on how it's doing relative to meeting the goals and outcomes identified in the *EIPS Four-Year Education Plan: 2018-22*. New in 2020-21, the survey also included a question about what families want the Board to consider when developing the new *Four-Year Education Plan*—being implemented in 2022-23. In total, 3,198 families provided input, which EIPS will use to help inform new strategies and enhance learning.

Other engagement efforts included regular school communication and monthly newsletters—used to inform

students and families about what's taking place within the school and Division. News releases further enhanced communication by informing families about recent successes, decisions and challenges within the Division. Plus, all EIPS schools used social media platforms to further connect with families—especially around the COVID-19 guidelines and protocols.

Lastly, each EIPS school council is also supported through the Division's Committee of School Councils. School council representatives meet regularly with the Board of Trustees and EIPS senior administration. In the 2020-21 school year, the group met seven times to discuss topics impacting the Division and the provincial education system—meetings continued throughout the pandemic, albeit virtually. Some of the agenda topics included regular COVID-19 updates, operations throughout the pandemic, the *Annual Education Results Report 2019-20*, Indigenous education within EIPS, advocacy issues, accessing technology, the new draft K-6 curriculum and inclusive education. Following each meeting, school council representatives who participated, shared the discussion topics with their own school council members. In 2020-21, the number of schools represented at each meeting ranged between 21 and 28, totalling an average representation of 23 schools at the meetings—up from the previous year.



Opportunities for Growth

Although the Division is pleased with the feedback from families about parental involvement, EIPS' committed to continually improving and refining its engagement process. As such, family engagement remains a growth area for the Division. Specifically, EIPS' assurance framework will ensure the Division considers input from school families and community members as part of it's decision-making process.



Priority Strategy for Education Plan

Fostering even more engagement with EIPS school families is an ongoing priority for EIPS. Strategies include:

-  Continue to offer professional learning sessions and information to support families in engaging with their child about health and wellness topics—paying particular attention to social and emotional well-being plans to support students negatively impacted by COVID-19.
-  Continue to expand communication with EIPS families through updates, newsletters, news releases and social media platforms.
-  Continue to inform EIPS families about the initiatives and events taking place throughout the Division.
-  Provide resources to families about ways to support a child's growth in the areas of literacy, numeracy and career planning.
-  Continue to offer consistent experiences to ensure families learn about school results and provide input into the School Education Plan, the Division Four-Year Education Plan and EIPS budget priorities.
-  Implement the assurance framework with school families.
-  Continue to disseminate timely information internally and externally, so everyone within EIPS is well-informed and aware.
-  Build the capacity of school council representatives by paying for each school's membership with the Alberta School Councils Association and sponsoring representatives to attend the annual conference.

GOAL 2: Engaged and Effective Governance

Assurance Domain: Governance

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

Provincial Outcome: Alberta's K-12 education system is well-governed and managed

Performance Measures	RESULTS				
	2016-17	2017-18	2018-19	2019-20	2020-21
EIPS INTERNAL DATA					
Number of advocacy areas specifically identified and addressed by the Board of Trustees	5	9	3	2	5
Number of advocacy letters sent to the Minister of Education	7	10	4	5	7
Number of formal meetings with the Minister of Education or provincial ministers	8	6	3	4	0
Number of formal meetings with Alberta's members of the legislative assembly	7	6	2	6	2
Number of formal meetings with mayors and reeves in the EIPS jurisdiction	4	11	2	4	2
Number of media advocacy articles, radio and television interviews	9	23	21	84	138

Analysis of Results

Background

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



Results

Throughout the 2020-21 school year, the EIPS Board of Trustees worked diligently to ensure the Division's voice was heard on various topics, including advocating for COVID-19 supports and resources, addressing learning gaps, early learning funding, the value of public education, the draft curriculum, Sherwood Heights Junior High replacement school, student capacity solutions, and the College of Alberta School Superintendents (CASS) professional status legislation. To increase public awareness around these issues, the Board engaged the media, government, industry associations, Division families and surrounding community—generally by virtual platforms because of the pandemic and the ongoing public-health restrictions.

These efforts were further strengthened through the Board's Advocacy Committee. Every year, the committee develops key messages for the Board's advocacy areas and refines and executes a strategic advocacy plan based on the advocacy areas identified by the Board. For the 2020-21 school year, the key focus areas were education funding, school re-entry planning, early learning funding, changes to the draft K-6 curriculum and autonomous school boards.

In terms of media, 41 news releases were distributed, resulting in various interviews 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*, *ThreeSixty Alberta*, *Mix 107.9*, *FortSaskatchewanOnline*, *Country 106.5*, *CBC Television*, *CBC Radio*, *CTV* and *Global*. In total, 508 news stories were published—138 of which focused on Board advocacy topics. To accompany these interviews, eight sets of key messages were developed in relation to the Board's advocacy efforts. Ongoing Board columns were also published in four local newspapers. Collectively, they showcase the innovative learning taking place within the Division, the vibrant partnerships the Division has established, and why EIPS is an exceptional place to learn and work.

As well, advocacy messaging was heard during many virtual association and education-based meetings with the Alberta School Boards Association, the Canadian School Boards Association and all three levels of government—federal, provincial and municipal. At all of these, the Board shared its successes, challenges and concerns. Thanks to these efforts, the Board has established an understanding with stakeholders about EIPS needs and the issues facing education. The ongoing communication has also helped foster respect and develop a productive working relationship with other elected officials.

These efforts were complemented by various advocacy initiatives, including seven advocacy letters written to the Minister of Education, two formal meetings with Alberta's legislative assembly members and two formal meetings with mayors in the jurisdiction. To address curriculum concerns an area-expert consultant was hired to review the new draft K-6 curriculum and provide in-depth feedback on the necessary changes before being implemented. Significant effort was also spent advocating for changes to the province's *Funding Manual for School Authorities*, particularly about early learning funding. Fortunately, changes were made in this area as a result of the Board's advocacy efforts. Numerous informal meetings were also co-ordinated with municipal and provincial officials to share insight on a range of topics impacting the Division (see pg. 59, "Results").



Additionally, the Board worked hard to ensure good communication with its constituents, families and other community members. For example, trustees presented monthly Board Reports at school council meetings, the Committee of School Council meetings and at regular Board meetings—all were virtual. EIPS also remains committed to its public engagement strategy, which outlines the tactics and tools to use in all EIPS consultation efforts. Using the strategy as a framework, the Board successfully reached out to Division families and key stakeholders on a range of topics, from budget priorities to school capacity and capital projects. Because of these efforts, the Board is better informed, stakeholders understand the needs of EIPS, and the community supports making education a high priority issue within the province.

Opportunities for Growth

While the Board has developed strong and productive working relationships with elected officials in the communities EIPS serves, nurturing and further strengthening these is essential. As such, in the 2021-22 school year, the Board will continue to foster and build these relationships to ensure regular dialogue continues and community consensus is maintained about issues that require feedback to formulate workable solutions. Additionally, the Board's developed an advocacy plan centred around education funding, the value of public education in Alberta and autonomous school boards. The plan includes strategies, tactics and key messaging, which the Board will use to advocate for the Division. The Board will also identify opportunities to strengthen additional advocacy areas, as identified.



Priority Strategy for Education Plan

Identifying issues and advocating on behalf of EIPS and provincial education is a continued priority in the 2021-22 school year. Strategies include:

-  Promote effective communication and build relationships with elected officials.
-  Develop and maintain a focused advocacy plan for the 2021-22 school year.
-  Strategically partner with organizations and other school boards to enhance advocacy efforts.
-  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.
-  Continue to use the Division's public engagement strategy to guide all public engagement efforts—at the Division and school levels.
-  Develop new initiatives to engage and mobilize the Division's families and school communities.

Financials and Reports

Summary of Financial Results 2020-21

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. 4, “Profile and Local Context”).

Key Highlights from 2020-21

A year-end surplus of \$6.11 million increased the accumulated surplus to \$24.37 million. The 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 (\$6.33 million), unrestricted surplus, operating reserves (\$16.85 million) and capital reserves (\$1.19 million).

Operating reserves of \$3.43 million are designated for use by schools and departments to support future years. The unallocated Division reserve—which is \$13.42 million, or 7% of the EIPS budget—provides financial stability for the Division. The minimum level is 2%, or approximately \$4 million.

The balance of capital reserves is \$1.19 million as of Aug. 31, 2021. These reserves are for the purchase of future unsupported capital assets.

Revenue was greater than predicted in the spring budget by \$2.47 million. The Division received \$6.11 million from the federal government’s Safe Return to Class Fund, announced after developing the budget; unbudgeted targeted funding to relocate modular classroom units; the COVID-19 Critical Worker Benefit; and support for teacher secondments. These variances were offset by reductions in revenue related to decreased enrolment and increased spending on capital maintenance projects instead of operating projects. Also, fees, sales revenue, fundraising and donations decreased as extracurricular activities were cancelled or reduced because of the pandemic and the related public-health restrictions.

Expenses were \$8.35 million less than budgeted—primarily the result of adjusted spending on staffing, contracted services and supplies because of the pandemic. Spending on capital maintenance projects, instead of operating projects, also contributed to the variance. Overall, instruction spending comprised 78% of the total budget, which equates to \$8,935 per student—excluding capital expenditures. The remaining spending was on operations and maintenance (13%), transportation (6%), system administration (2%) and external services (1%).

School Generated Funds

The unexpended school generated funds (SGF) were \$1.94 million as of Aug. 31, 2021. SGF revenues in the year were \$2.74 million and comprised of:

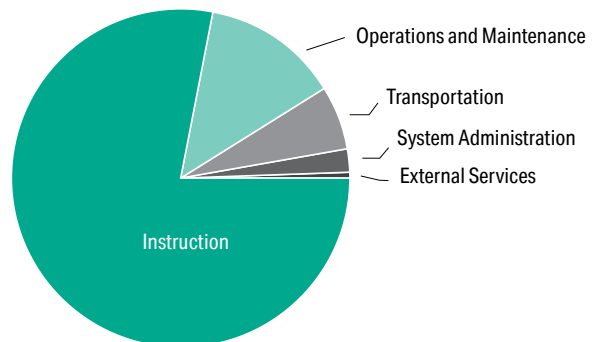
- fees of \$1.39 million—for example, field trips, athletics, noon-hour supervision;
- sales and services of \$869,000—for example, cafeteria and food programs, graduation;
- fundraising of \$66,000; and
- donations and grants of \$415,000.

As well, the Division’s SGF expenses totalled \$2.74 million in the 2020-21 school year.

2020-21 Expenses by Program

Program	Amount	Percentage
Instruction	\$146,687	78.1%
Operations and Maintenance	\$24,602	13.1%
Transportation	\$11,627	6.2%
System Administration	\$3,999	2.1%
External Services	\$847	0.5%
TOTAL	\$187,762	100%

All dollar amounts are expressed in thousands



For more information about the Division’s audited financial statements visit, eips.ca.



Budget Summary 2021-22

The EIPS 2021-22 Fall Budget has an operating deficit of \$5.38 million, which is offset by operating reserves. Also, revenue increased by \$2.56 million to \$192.88 million from the EIPS 2021-22 Spring Budget. And, expenses increased by \$1.08 million to \$198.26 million.

ACCUMULATED SURPLUS

The Division projects a \$18.99 million accumulated surplus, as of Aug. 31, 2022, comprised of:

- \$11.08 million in operating reserves;
 - schools and Central Services departments – \$1.5 million
 - Division allocated – \$1.1 million
 - Division unallocated – \$8.48 million, or 4.26% of the EIPS operating expenses—balance is \$4.48 million above the minimum level set by EIPS, which is 2%, or approximately \$4 million
- \$1.77 million in capital reserves; and
- \$6.14 million in investment in tangible capital assets.

RESERVE USE

Capital items the Division is funding from operating reserves:

- \$20,000 for modular connecting link;
- \$100,000 for ageing equipment at schools; and
- \$300,000 for technology improvements.

STUDENT ENROLMENT IS 17,124, AS OF SEPT. 29, 2021

- A decrease of 52 students, 0.3%, from what was anticipated in the EIPS 2021-22 Spring Budget.
- An increase of 155 students, 0.9%, from Sept. 30, 2020.

STAFF INCREASED TO 1,305.75 FTE

(Certificated 850.78 FTE, Classified 454.97 FTE)

- An increase of 2.84 FTE, 0.22%, from the EIPS 2021-22 Spring Budget

COMPENSATION, INSTRUCTIONAL AND ADMINISTRATION SPENDING

- 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 78.7% of the total budget and 80.9% when capital is excluded, which equates to \$9,416 per student.
- System administration spending is \$4.16 million, 2.1% of total expenses, which is within the \$6.3 million grant provided by Alberta Education. The additional funds were distributed for other divisional uses, as allowed in the *Funding Manual for School Authorities 2021-22 School Year*.

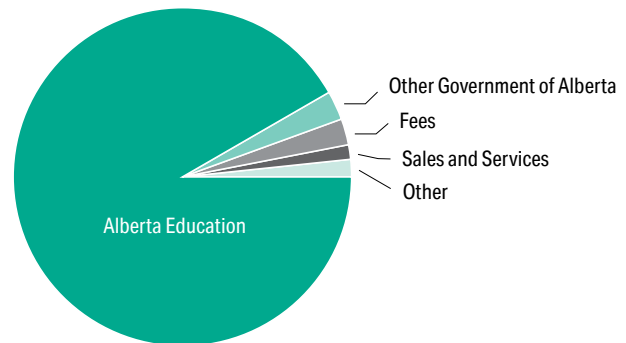
Revenues and Expenses Analysis 2021-22 Budget

STATEMENT OF REVENUES AND EXPENSES	2021-22 SPRING BUDGET	2021-22 FALL BUDGET	\$ CHANGE	% CHANGE
REVENUES				
Government of Alberta – Alberta Education	\$174,833	\$177,298	\$2,465	1.4%
Government of Alberta – Other	4,882	4,981	99	2.0%
Fees	5,434	5,126	(308)	(5.7%)
Other Sales and Services	2,525	2,525	-	0.0%
Other	2,649	2,954	305	11.5%
TOTAL	190,323	192,884	2,561	1.3%
EXPENSES				
Instruction	155,844	156,018	174	0.1%
Operations and Maintenance	24,287	24,829	542	2.2%
Transportation	12,301	12,413	112	0.9%
System Administration	4,453	4,156	(297)	(6.7%)
External Services	290	843	553	190.7%
TOTAL	197,175	198,259	1,084	0.5%
OPERATING SURPLUS/(DEFICIT)	\$(6,852)	\$(5,375)	\$1,477	(21.6%)

All dollar amounts are expressed in thousands

2021-22 Revenues by Source

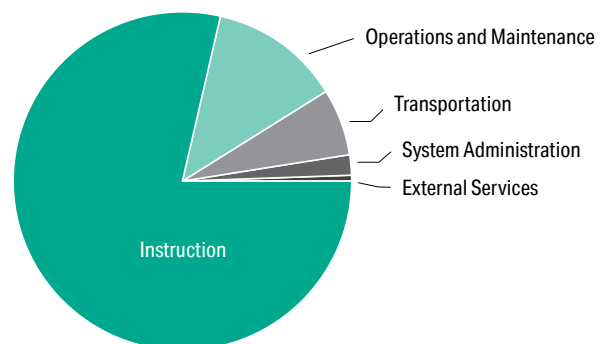
Alberta Education	\$177,298	91.9%
Other Government of Alberta	\$4,981	2.6%
Fees	\$5,126	2.7%
Sales and Services	\$2,525	1.3%
Other	\$2,954	1.5%
TOTAL	\$192,884	100%



All dollar amounts are expressed in thousands

2021-22 Expenses by Program

Instruction	\$156,018	78.7%
Operations and Maintenance	\$24,829	12.5%
Transportation	\$12,413	6.3%
System Administration	\$4,156	2.1%
External Services	\$843	0.4%
TOTAL	\$198,259	100%



All dollar amounts are expressed in thousands

Division Reports

Capital and Facility Projects

Throughout the 2020-21 school year, Facility Services was actively involved in school-capital construction projects—totalling more than \$4.72 million. For all capital projects, EIPS follows Alberta Infrastructure processes and government bylaws—municipal, provincial and federal.

Projects completed or currently in progress include:

- The Heritage Hills Elementary closeout—completed September 2020.
- Wye Elementary abatement—completed December 2020.
- Wye Elementary demolition—completed December 2020.
- Wye Elementary seasonal deficiencies and reclamation—completed summer 2021.
- Modular unit relocation—to SouthPointe School from Pine Street Elementary and École Campbelltown completed September 2021.
- Modular unit relocation—to Ardrossan Junior Senior High from École Campbelltown completed September 2021.
- Roofing projects completed at Fort Saskatchewan High, Sherwood Heights Junior High, Uncas Elementary and Win Ferguson Elementary.
- 450 custodial, maintenance and operations projects; 9,470 closed maintenance work orders; 161 Infrastructure Maintenance and Renewal projects and four major projects through the Capital Maintenance Renewal program.

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

Parent Involvement

The Division will share the *Annual Education Results Report 2020-21* with the Committee of School Councils in January 2022. At the school level, achievement results were shared with school councils in November 2021. School councils were also given the opportunity to provide input into their school education plans.

Timelines and Communication

EIPS strives to ensure families and communities can easily access the *Annual Education Results Report 2020-21*. The report is available from any member of the Board of Trustees, the Office of the Superintendent or online at eips.ca, along with additional supplementary information.

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 2020-21 school year, there was one disclosure within EIPS. For a copy of the legislation or for more information and resources, visit the Public Interest Commissioner's website at yourvoiceprotected.ca.

Appendixes

Alberta Education Assurance Measures: Overall Summary Measure Evaluation Reference

ACHIEVEMENT EVALUATION

Achievement evaluation is based on comparing current-year data to a set of standards, which remain consistent over time. The standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 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.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0 - 66.3	66.3 - 71.63	71.63 - 77.5	77.5-81.08	81.08 - 100
Three-Year High School Completion	0 - 65.95	65.95 - 74.1	74.1 - 84.79	84.79 - 89	89 - 100
Five-Year High School Completion	0 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100
Provincial Achievement Tests: Acceptable	0 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100
Provincial Achievement Tests: Excellence	0 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100
Diploma Examinations: Acceptable	0 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100
Diploma Examinations: Excellence	0 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.2	23.2 - 100
Education Quality	0 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.6	89.6 - 100
Parental Involvement	0 - 70.76	70.76 - 74.58	74.58 - 78.5	78.5 - 82.3	82.3 - 100

Notes

- For all measures the range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the "Very High" evaluation level, values range from greater than or equal to the lower value to 100%.

IMPROVEMENT TABLE

For each jurisdiction, improvement evaluation consists of comparing the current-year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. 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 - 3.83 (current < previous 3-year average)
Maintained	less than 1
Improved	1 - 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 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

Definitions for Measures and Key Terms

The **First Nations, Métis and Inuit** results reported for the Alberta Education Assurance measure include students who self-identified as First Nations, Métis or Inuit on student registration forms. School authorities must report on the Alberta Education Assurance results for First Nations Métis, and Inuit students in education plans and annual education results reports for monitoring and improving education outcomes.

High School Completion Rate is the percentage of students in the Grade 10 cohort who completed high school by the end of their third year or fifth year, adjusted for attrition.

- High school completion is defined as receiving an Alberta high school diploma, certificate of high school achievement or high school equivalency; entering a post-secondary level program at an Alberta post-secondary institution; registering in an Alberta apprenticeship program; or earning credit in a minimum of five Grade 12 courses, including a language arts diploma exam course and three other diploma examination courses.

Post-Secondary Transition Rate (six-year) is the percentage of students in the Grade 10 cohort who entered a post-secondary-level program at an Alberta-based post-secondary institution or registered in an Alberta-based apprenticeship program within six years of entering Grade 10—adjusted for attrition.

- An estimate of the out-of-province post-secondary enrolment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of the province.

Diploma Examination Participation Rate (four-plus exams) is the percentage of students in the Grade 10 cohort who wrote four or more diploma examinations by the end of their third year of high school—adjusted for attrition.

- A student isn't considered a diploma examination participant, if they don't have an examination mark.

Dropout Rate is the percentage of students, 14 to 18 years, registered in Alberta's kindergarten to Grade 12 system who dropout the following year—adjusted for attrition.

- An initial age-specific cohort of students, 14 to 18 years, is established for a given school year, excluding the following groups: students who aren't registered on September 30 of the school year; students registered in schools not affiliated with Alberta, such as Lloydminster;

students registered in schools under provincial or federal authorities; students identified as having a moderate or severe cognitive or severe multiple disabilities; visiting and exchange students; and students attending Hutterite colony schools.

- A student who was in Alberta's education system is considered to have dropped out if:
 - there is no evidence of their participation in the Alberta education system the following school year, including in Alberta-based post-secondary and apprenticeship programs; or
 - they didn't complete high school (see pg. 68, "High School Completion Rate").

Rutherford Scholarship Eligibility Rate is the percentage of Alberta Grade 12 students who have met the eligibility criteria for a Rutherford Scholarship based on course marks in grades 10, 11 and 12.

- Students must have completed at least one Grade 12 course. Students in the following categories are excluded: students who aren't registered on September 30 of the school year; students registered in schools not affiliated with Alberta, such as Lloydminster; students registered in schools under provincial or federal authorities; students identified in the Grade 12 school year as having a moderate or severe cognitive disability or severe multiple disabilities; learners identified in the Grade 12 school year as a visiting and exchange student; and students 20 years of age or older on September 1 of the school year.

Provincial Achievement Test Results (acceptable and excellence) are based on all students in each grade—total enrolment in the grade plus the ungraded students in the corresponding year of schooling. Results are calculated for each test. The overall result is the average of each test's results, weighted by the number of students enrolled.

- *PAT: Acceptable* – per cent of students who achieve the acceptable standard on Grade 6 and Grade 9 Provincial Achievement Tests.
- *PAT: Excellence* – per cent of students who achieve the standard of excellence on Grade 6 and Grade 9 Provincial Achievement Tests.
- In the 2020-21 school year, the province made all PATs optional for students because of the disruption in learning during the pandemic.

Diploma Examination Results (acceptable and excellence)

are based on the numbers of students writing each diploma exam. The overall diploma exam result is the average of each exam weighted result, by the number of students writing.

- *Diploma: Acceptable* – per cent of students who achieve the acceptable standard, 50%, on a diploma examination.
- *Diploma: Excellence* – per cent of students who achieve the standard of excellence, 80%, on a diploma examination.
- In the 2020-21 school year, the province made all diploma examinations optional for students because of the disruption in learning during the pandemic.

Survey Measures

In public, separate and francophone schools, all students in grades 4, 7 and 10; their parents; and teachers are included in the Alberta Education Assurance survey. In charter schools and Level 2 private schools, students in Grade 4 and above; their parents; and all teachers are included in the Alberta Education Assurance survey.

- The measure results for parents and teachers are calculated by aggregating the responses to all questions that comprise the measure.
- The measure result for students is calculated by first aggregating the responses to questions within each grade grouping and then taking a simple average across grade groups.
- The overall measure result is calculated by taking the simple average of measure results for parents, teachers and students.

SOURCE: Alberta Education

