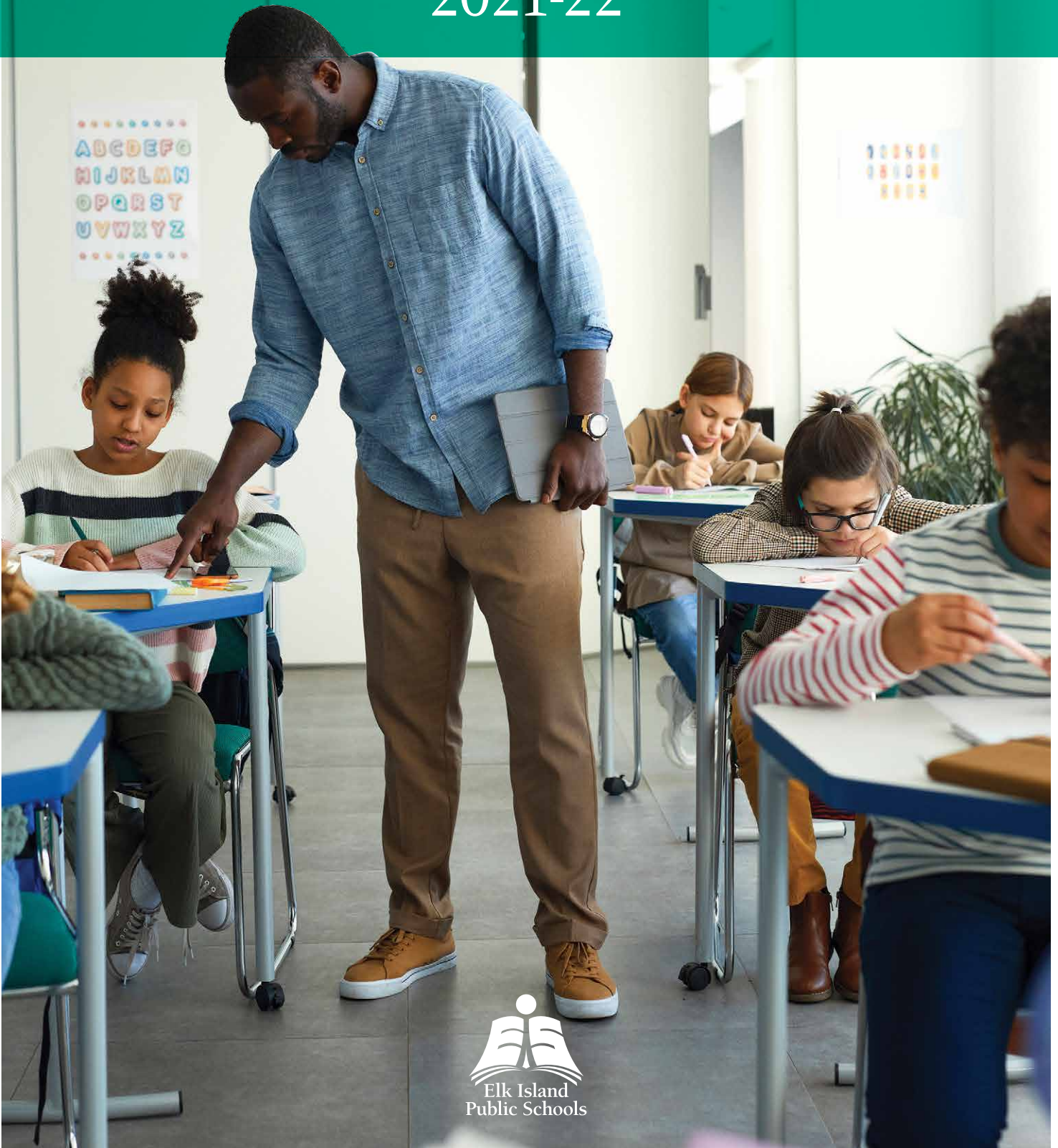


Elk Island Public Schools
Annual Education Results Report
2021-22

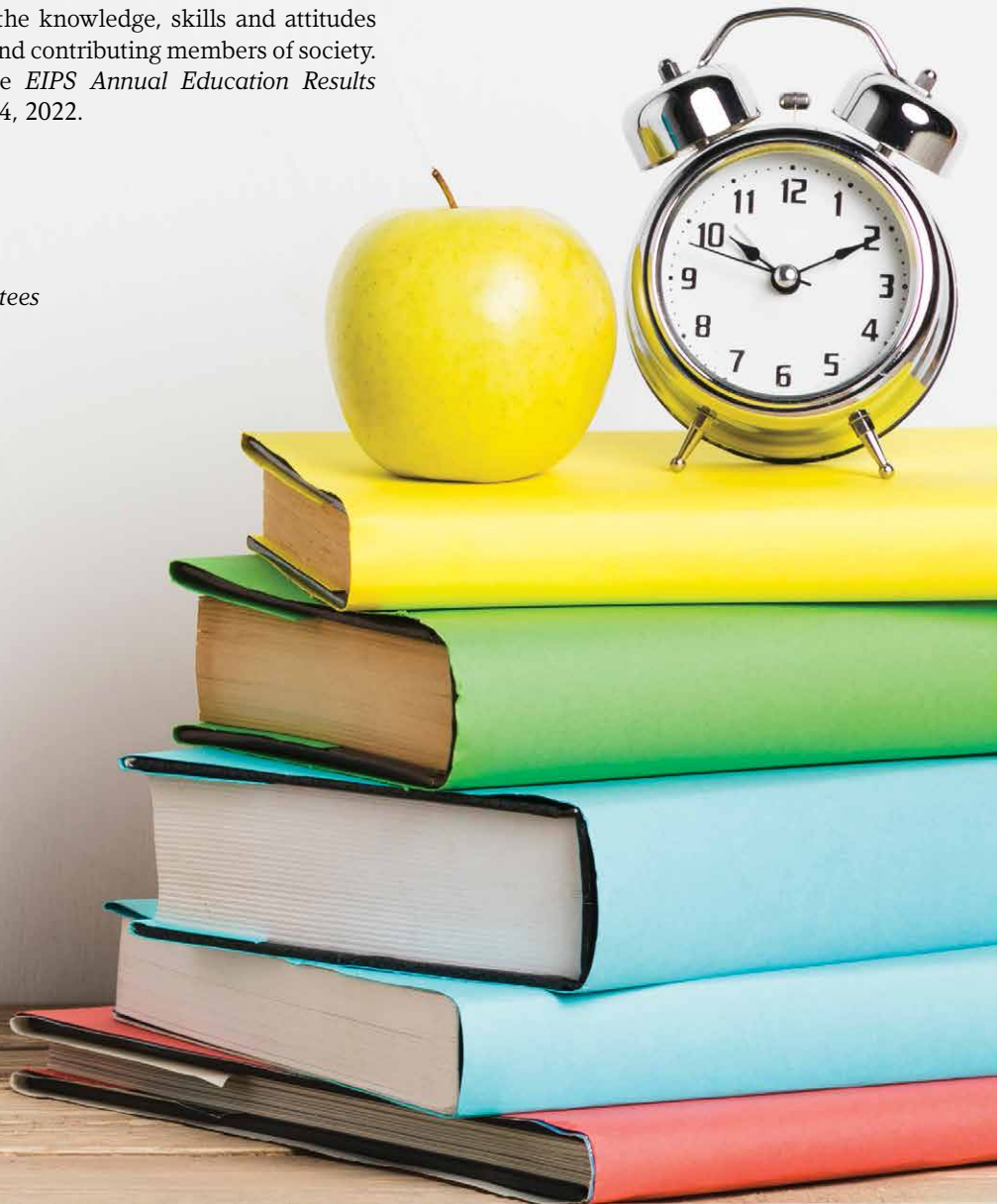


Accountability

The *Annual Education Results Report* for the 2021-22 school year was prepared under the direction of the Elk Island Public Schools Board of Trustees in accordance with the responsibilities listed within 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 students' outcomes and ensure all learners can acquire the knowledge, skills and attitudes needed to be successful and contributing members of society. The Board approved the *EIPS Annual Education Results Report 2021-22* on Nov. 24, 2022.



Trina Boymook
Chair, EIPS Board of Trustees



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Greetings

I'm particularly proud of Elk Island Public Schools (EIPS) *Annual Education Results Report 2021-22*, which details the Division's key priorities and goals, progress toward achieving those priorities and strategies moving forward. For the third-straight year, the Division operated under incredibly complex circumstances navigating the pandemic and the ensuing operational challenges.

What shines through most is, despite the challenges, EIPS consistently provides students with a high-quality education, supports student growth and achievement, and strives to develop learners with the skills and knowledge needed to succeed. These successes are impressive and the result of determination and hard work from teachers, administrators, support staff, students, families and community partners. For that, I thank you.

Looking ahead, the Division will use the report to help guide planning to meet students' needs and the communities' expectations. On behalf of the Board of Trustees, I invite you to read through this year's report. Celebrate our achievements and learn how EIPS fosters learning environments so students can learn, grow and thrive.

Trina Boymook
Chair, EIPS Board of Trustees

It's a pleasure to share with you the *EIPS Annual Education Results Report 2021-22*. The report reflects the Division's performance, student successes, growth opportunities and plans to enhance student learning. Like the year before, 2021-22 was far from normal.

We started the school year, again, amid a pandemic with operations guided by the changing public-health measures. Early on, we discovered many students faced learning gaps because of COVID-19 and associated learning disruptions. We constantly had to shift focus, adapt and find ways to mitigate the learning loss we were seeing. On top of that, the province released its new elementary curriculum—in spring 2022. With a September 2022 roll-out date, EIPS had to quickly develop an implementation plan and resources to ensure a smooth transition for students and staff.

Through it all, EIPS stayed committed to providing exceptional education for all students. That's illustrated nicely in this year's *Annual Education Results Report*. The report demonstrates the Division continues to meet the priorities and goals set out in its *Four-Year Education Plan*.

For that, I'm so proud.

Everyone went above and beyond to ensure high-quality, student-centred educational opportunities for all students. Thank you for that collective effort and commitment to strong public education. Looking ahead, we'll continue to work together to support a common purpose to promote the growth and success of all students.

Mark Liguori
EIPS Superintendent



Profile and Local Context

Elk Island Public Schools (EIPS) is Alberta's sixth-largest school division, serving approximately 17,460 students from kindergarten to Grade 12 in 43 schools—in Sherwood Park, Fort Saskatchewan, Vegreville, Strathcona County, Lamont County and the western portion of Minburn County. The Division also employs 1,543 people—925 teachers and 618 non-teaching staff—who 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, including:

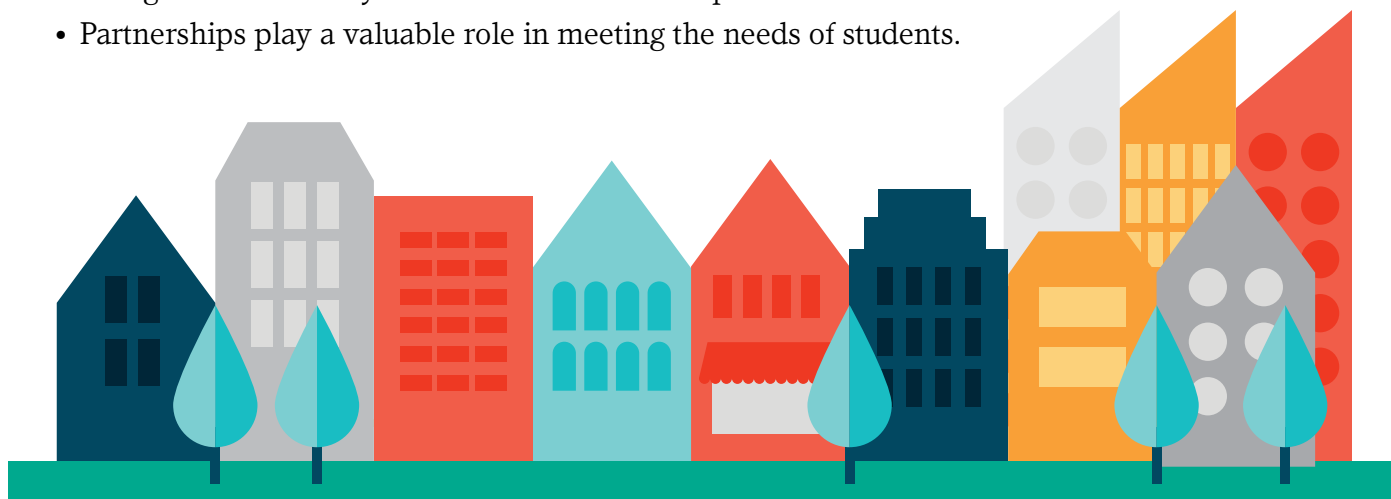
- five language programs—English, French, German, Ukrainian and Spanish;
- three academic programs—Advanced Placement, International Baccalaureate and Junior High Honours;
- faith-based programs—Alternative Christian and Logos Christian; and
- Next Step Outreach—in Sherwood Park, Fort Saskatchewan and Vegreville.

To complement programming, the Division also boasts strong extracurricular opportunities in all its schools—music, drama, special-interest clubs, athletics, plus more. Collectively, the diverse programming offered throughout EIPS ensures a well-rounded education that develops learners with the skills and knowledge needed to succeed, now and after they finish school.

Mission: To provide high-quality, student-centred education that builds strong, healthy communities – *EIPS Four-Year Education Plan: 2018-22*

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.



EIPS Four-Year Education Plan: 2018-22

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 demonstrate 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.

A Closer Look: Challenges in 2021-22

THE PANDEMIC

Operations were again far from typical for the 2021-22 school year. The school year started with stringent public-health measures to mitigate school spread of the COVID-19 Delta variant making its way through the province. By December, the Omicron variant took over, leading to record-high COVID-19 case counts provincewide. The province reacted with added public-health measures and extending the winter break for all school divisions to help get the virus under control.

Like the year before, EIPS responded by developing, tweaking and refining its operations plan to ensure schools ran smoothly and in the safest way possible. Measures included mask mandates, vaccine requirements, enhanced cleaning and disinfection protocols, stay-at-home guidelines, public-health best practices, occupancy limits and visitor restrictions. As provincial public-health restrictions changed, so did EIPS' operations plan. The Division also had to balance the plan between shifting public-health measures and school-community feedback. For some families, the Division wasn't doing enough, and for others, it was doing too much. For the most part, however, families voiced agreement with EIPS' decisions and measures to navigate the pandemic.

LEARNING LOSS

EIPS also spent substantial energy on recovering, assessing and mitigating the pandemic's impact from the previous two school years. In March 2020, the province cancelled all in-school classes leaving students to learn online at home for the rest of the school year. In 2020-21, students re-entered schools but were transitioning back and forth from in-person learning to temporary online learning to help manage COVID-19 cases within the province. By early 2021-22, the Division noticed a portion of learners were behind academically because of the learning disruptions.

Literacy and numeracy were two key areas the Division noticed learning gaps for students. Right away, the EIPS Board of Trustees allocated funds, \$1 million, for the Division to develop a pandemic recovery plan. The goal: To support students negatively affected by the pandemic and the learning disruptions. Divisionwide, schools developed intervention plans to tackle the learning loss and prevent further academic challenges. Intervention plans included small-group instruction, new literacy and numeracy resources, and professional learning focused on reading and math intervention-instructional strategies. The province also provided additional money to help school divisions close learning gaps for students in grades

1 through 3. All literacy and numeracy approaches were intentional to ensure students overcame the learning loss and were ready for future learning success. For 2022-23, the Board allocated more funding to allow all the pandemic recovery efforts to continue.

MENTAL HEALTH AND WELL-BEING

In addition to learning loss, the length of the pandemic presented several mental health challenges for students, educators and caregivers—those already coping with mental health conditions were especially vulnerable. The most common condition was heightened anxiety, stress and dysregulated behaviour—resulting from the prolonged learning disruptions, isolation and health fears. The Division also observed social- and emotional-developmental delays, which it attributes to the loss of peer interactions, isolation and limited engagement in social activities.

Again, the EIPS Board stepped in and allocated additional funding so the Division could develop and implement a mental health strategic plan. The aim: To better support students' and staff's social-emotional and positive mental health development. Part of that work included hiring a Mental Health Advisor who developed the strategic plan and provided education and resources on mental health literacy, service pathways, re-engagement and social-emotional regulation strategies.

In spring 2022, the Division also hosted a student forum, grades 9 and 12, looking at how to support student mental health and well-being (see pg. 49, "Building Capacity"). Organizers heard two common themes: the school re-entry was challenging—mentally and socially, and students had limited social interactions during the pandemic—most interactions were through online and social media platforms. The Division will use the feedback to further develop the mental health strategic plan and incorporate digital-citizenship lesson planning into everyday classroom learning.

THE NEW CURRICULUM

In early 2022, after strong opposition from school divisions, teachers and families provincewide, Alberta Education again revised the new draft elementary curriculum. The revisions resulted in a delayed release of the final curriculum and changes to the implementation timeline. Instead of rolling out all subjects simultaneously, the province changed the roll-out to a phased-in grade approach, starting in fall 2022. It also backed away from introducing all subjects at the same time, deciding only to introduce three subjects—mathematics, English language

arts and literature, and physical education and wellness—and the remaining five later.

The Board advocated for a phased-in approach, so it was welcome news for the Division. However, the start-and-stop action and changing curriculum expectations created significant challenges for EIPS. Growing concerns about the curriculum further compounded the challenges, including its emphasis on memorization, its developmental appropriateness and the lack of provincial resources to roll out the new programs of study in the 2022-23 school year.

To ensure a smooth transition for students and staff, the Board allocated more funds so teachers could confidently implement the new curriculum in fall 2022. Using the Board-allocated money, EIPS concentrated efforts on building teacher capacity and resource development. As such, the Division quickly put together a New Curriculum team, made up of seven curriculum and assessment area-expert teachers. Soon after, the group organized professional learning opportunities, developed resource materials for staff, assessments documents, report cards and created high-quality unit plans for subjects launching in the fall. Throughout 2022-23, the team will continue expanding this work to ensure capacity-building opportunities that lead to successful student learning.

STUDENT ACCOMMODATIONS

As part of the Division's reporting requirements to Alberta Education, EIPS reviews programs, enrolment transitions and boundaries regularly. When areas of concern are identified, the Division works to determine how best to resolve the issue. In 2021-22, the Division developed a Three-Year Engagement Strategy to address student accommodations. The plan identifies four projects where the Division can improve operations to best serve students. It also details strategies and timelines to consult the different school communities over the next three years. Collectively, the plan ensures EIPS continues providing high-quality education to all students.

PROJECT 1: STRATHCONA COUNTY

Over the next three years, EIPS will engage school communities within Strathcona County about how best to accommodate students with existing EIPS infrastructure. Specifically, how to address school capacity issues, explore attendance areas, improve system-programming transitions, and enhance accommodations for French Immersion programming. Public consultations started in June 2022. More are planned for 2022-23. The Board will review all the feedback before making any final decisions.

PROJECT 2: FORT SASKATCHEWAN

Over the last few years, Fort Saskatchewan has experienced substantial residential growth. In fact, the

growth is at a point where it affects the Division's ability to provide accommodation for students living in the area. For EIPS, addressing enrolment pressures at James Mowat Elementary is one of the most pressing issues within the city.

Despite the addition of one modular classroom, enrolment projections indicate the school will reach capacity in 2022-23. The reason: James Mowat Elementary is the designated receiving school for the city's new Westpark neighbourhood. As such, the Division anticipates the high enrolment to continue at the school as Westpark develops and families move in.

The Division will form a community-supported solution to manage the school's growth and address the enrolment issues. Public consultations started in June 2022—two public meetings and an online survey. The remaining consultations take place in 2022-23. The Board will review all the feedback and make a final decision about how best to address the school's enrolment pressures in November 2022.

PROJECT 3: EIPS LOGOS CHRISTIAN PROGRAM REVIEW

Over the last few years, enrolment in the EIPS Logos Christian Program has declined significantly, making it challenging to offer fulsome Logos programming. To determine the best possible solution, EIPS is seeking feedback from the Logos school community to address the enrolment concerns. Public consultations started in June 2022—two public meetings and an online survey. The remaining consultations take place in 2022-23. The Board will review all the feedback and make a final decision about how to ensure the Logos program continues to provide high-quality educational experiences to students in spring 2023.

PROJECT 4: VALUE-SCOPING SESSION FOR A.L. HORTON ELEMENTARY AND VEGREVILLE COMPOSITE HIGH

Currently, EIPS has two school facilities in Vegreville. The schools provide kindergarten to Grade 12 programming to students living in the town and surrounding areas. Both schools have low utilization rates with significant maintenance costs. As such, the Division, in partnership with Alberta Education, has implemented plans to conduct a value-scoping session with community stakeholders within Vegreville and area. The goal: To develop possible community-supported options to better utilize the two spaces. The value-scoping session will take place in fall 2022.

In addition to the four mentioned projects, EIPS also conducted two stakeholder consultations with A.L. Horton Elementary's school community. The focus: enrolment concerns in the school's Ukrainian Bilingual program.

Planning and Reporting



Every year, Elk Island Public Schools (EIPS) analyzes and interprets its performance and assurance 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. 3, “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 points throughout the process, as appropriate;
- preparing budgets that allocate or redirect resources to achieve priorities and meet responsibilities;
- implementing research, focusing on student growth and achievement, and practicing informed strategies to maintain or improve performance—within and across domains;
- 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 fulfil 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 annual reporting—about achievement results and public-money spending.

School authorities are also responsible for assuring students are successful, stakeholders carry out and public assurance. That's why annually, EIPS always engages education partners in its planning and reporting—integral to the Division's assurance cycle. Doing so involves set processes, actions and analysis of evidence, which, in turn, builds a culture of continuous improvement.

EIPS ASSURANCE PROCESS

- Before a new Board of Trustees election, the Division engages families, students, staff and key stakeholders on its *Four-Year Education Plan*, which captures EIPS' strategic direction.
- Every winter, EIPS reviews the *Four-Year Education Plan*, engages stakeholders and fine-tunes the plan detailing its goals, outcomes, strategies and performance measures.
- The revised education plan informs EIPS' spring budget and school education plans—also developed with input from staff and school families.
- In May, after announcing the budget, the Division and schools allocate or redirect resources to achieve the priorities and meet the responsibilities outlined in the education plans.
- In September, the Division and 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 in the education plans—focusing on student growth and achievement.
- In late fall, the Division conducts Assurance Reviews with schools and departments—using Alberta Education's assurance measures, and internal qualitative and quantitative data. The reviews complement the education plans and allow schools and departments to share their results, annual plans, successes and challenges with the Board and community. Through the process, trustees, staff and families gain a more holistic understanding of what's happening throughout the Division.
- Following the Assurance Reviews, EIPS produces an *Annual Education Results Report*. The report outlines how the Division ensures students achieve the best possible outcomes and met the priorities and goals set out in the *Four-Year Education Plan*. Once reviewed and approved by the Board, it's published and shared with the government, school communities, 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.

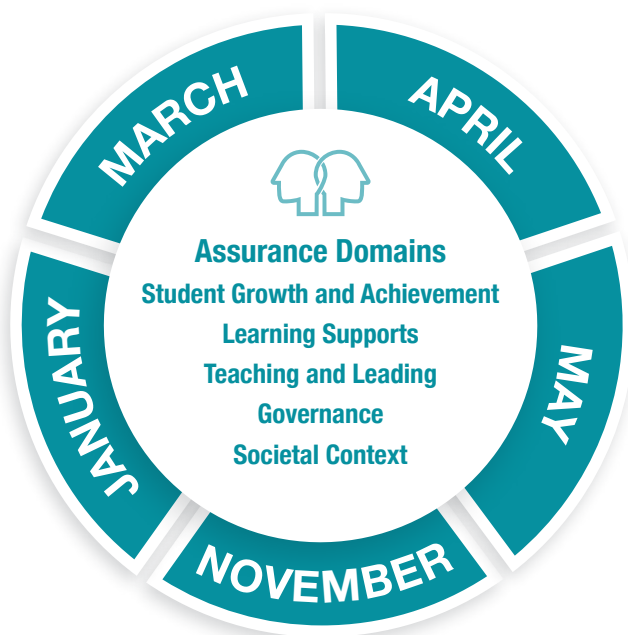
Assurance Cycle

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

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

ONGOING GENERATIVE GOVERNANCE

Regularly, the Board of Trustees reviews emails from stakeholders, attends monthly school council meetings and participates in the Committee of School Councils meetings to gather feedback about the Division. It also ensures a standing generative-governance discussion happens at every Board Caucus meeting for trustees to share input and, ultimately, help inform decision-making.



NOVEMBER 2021

- Schools engaged families to review the results from the previous year and attend the Assurance Reviews.

JANUARY 2022

- EIPS engaged the Committee of School Councils (COSC) about the *Annual Education Results Report 2020-21*.
- The Division administered a Year-in-Review Survey to gauge stakeholder confidence about EIPS' work and progress toward meeting the goals and outcomes listed in the *EIPS Four-Year Education Plan*.

FEBRUARY-MARCH 2022

- All EIPS schools completed consultations with families about school fees for the upcoming school year.
- The Division gathered feedback from staff, students and families through surveys focused on the *EIPS Four-Year Education Plan* to help guide future decision-making, priorities and budget allocations.
- 2021-22 was the last year of the former Board's education plan. As such, EIPS engaged students, staff, families and community members to provide input on an updated education plan. The newly elected Board used the survey feedback to develop a new *EIPS Four-Year Education Plan: 2022-26*—implemented in Year 2 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.
- The Division engaged COSC about the draft *EIPS Four-Year Education Plan: 2022-26*.

MAY 2022

- The Division engaged COSC about the spring budget.
- The Division approved the spring budget and submitted the new *EIPS Four-Year Education Plan: 2022-26* to Alberta Education for the upcoming school year.

JUNE 2022

- The Division hosted six stakeholder-engagement sessions as part of its Three-Year Engagement Strategy to address programming and school capacity issues.

ONGOING

- The Division published a quarterly newsletter, *EIPS Quarterly Update*, featuring articles about the Division, the work of the Board and the importance of public education. The audience: locally elected officials, industry partners, community partners and local chambers of commerce.

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 | 83.5 | 84.5 | n/a | 85.1 | 85.6 | n/a | n/a | n/a | n/a |
| Citizenship | 79.3 | 80.4 | 80.1 | 81.4 | 83.2 | 83.1 | High | Declined | Acceptable |
| High School Completion Rate (3 years) | 87.6 | 88.9 | 85.8 | 83.2 | 83.4 | 81.1 | High | Improved | Good |
| High School Completion Rate (5 years) | 91.2 | 89.9 | 89.6 | 87.1 | 86.2 | 85.6 | High | Improved | Good |
| Provincial Achievement Tests: Acceptable | n/a | n/a | 84.5 | 67.3 | n/a | 73.8 | n/a | n/a | n/a |
| Provincial Achievement Tests: Excellence | n/a | n/a | 28.5 | 18 | n/a | 20.6 | n/a | n/a | n/a |
| Diploma Examinations: Acceptable | n/a | n/a | 85.2 | 75.2 | n/a | 83.6 | n/a | n/a | n/a |
| Diploma Examinations: Excellence | n/a | n/a | 21.2 | 18.2 | n/a | 24 | n/a | n/a | n/a |
| TEACHING AND LEADING | | | | | | | | | |
| Education Quality | 88.6 | 89.3 | 89.7 | 89 | 89.6 | 90.3 | High | Declined | Acceptable |
| LEARNING SUPPORTS | | | | | | | | | |
| Welcoming, Caring, Respectful and Safe Learning Environments | 85.3 | 86.8 | n/a | 86.1 | 87.8 | n/a | n/a | n/a | n/a |
| Access to Supports and Services | 80.1 | 80.4 | n/a | 81.6 | 82.6 | n/a | n/a | n/a | n/a |
| GOVERNANCE | | | | | | | | | |
| Parental Involvement | 76.9 | 77.4 | 78.3 | 78.8 | 79.5 | 81.5 | Intermediate | Maintained | Acceptable |

NOTE 1: Evaluation measures are based on a three-year average, categories marked "n/a" still don't have a three-year average (see pg. 75, "Appendixes").

NOTE 2: Data is based on the most current Alberta Education Assurance results provided by Alberta Education, May 27, 2022.

Notes

1. The COVID-19 pandemic impacted participation in the 2019-20 and 2020-21 diploma examinations. As such, school-awarded marks determined achievement in diploma course.
2. Use caution interpreting high school completion rate results over time.
3. 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).
4. Participation in Provincial Achievement Tests was impacted by the fires in 2016 and 2019, and by the COVID-19 pandemic between 2020 and 2022. Use caution when interpreting trends over time for the province and those school authorities affected by these events.
5. 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 Performance Measures | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|---|---------|---------|---------------------------------|---------------------------------|----------------------------------|
| EIPS INTERNAL DATA | | | | | |
| Total number of children enrolled in the PALS programs | 130 | 169 | 182 | 124 | 139 |
| Total number of children enrolled in kindergarten | 1,274 | 1,253 | 1,433 | 1,465 | 1,260 |
| Number of children entering the PALS program with severe special needs | 119 | 142 | 161 Year 1: 70 Year 2: 91 | 124 Year 1: 43 Year 2: 81 | 139 Year 1: 102 Year 2: 37 |
| Percentage of children who completed their second year of the PALS program with severe special needs | n/a | n/a | 45.1 | 43.2 | 56.7 |
| EIPS PARENT SURVEY | | | | | |
| Percentage of families reporting their child demonstrated growth in development because of the PALS program | n/a | n/a | n/a | 100 | 80 |
| Percentage of families reporting their child is becoming ready to enter Grade 1 because of the kindergarten program | n/a | n/a | n/a | 94.3 | 92.8 |
| EIPS YEAR-IN-REVIEW SURVEY | | | | | |
| Percentage of stakeholders confident EIPS provides supports and services needed to prepare pre-kindergarten and kindergarten children for Grade 1 | n/a | n/a | n/a | n/a | 92.3 |

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% | 1,247 | 3% | 14% | 83% | 1,251 | 7% | 31% | 62% | 1,247 | 2% | 15% | 83% | 1,251 |
| Post-test | 0% | 3% | 97% | 1,272 | 1% | 8% | 91% | 1,273 | 2% | 5% | 93% | 1,272 | 1% | 6% | 93% | 1,274 |

| | PHYSICAL DEVELOPMENT FINE MOTOR | | | | PHYSICAL DEVELOPMENT GROSS MOTOR | | | | RESPONSIVE TIERED INSTRUCTION (RTI) | | | |
|-----------|---------------------------------|-----|-----|-------|----------------------------------|-----|-----|-------|-------------------------------------|-----|-----|-------|
| | ▲ | ● | ■ | n= | ▲ | ● | ■ | n= | ▲ | ● | ■ | n= |
| Pre-test | 4% | 21% | 75% | 1,250 | 3% | 21% | 76% | 1,250 | 11% | 30% | 59% | 1,246 |
| Post-test | 1% | 5% | 94% | 1,273 | 1% | 4% | 95% | 1,273 | 4% | 10% | 86% | 1,271 |

▲ experiencing significant difficulty ● experiencing some difficulty ■ 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 are 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 *EIPS Four-Year Education Plan: 2018-22*. The goal sets the groundwork for implementing strategies that ensure as many children as possible, entering Grade 1, reach developmental milestones. To facilitate this, all 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.

Equally important is for children in kindergarten to Grade 3 to develop strong early literacy and numeracy foundations. Both are critical for success in these areas later in life. In fact, in literacy, reading at grade level by Grade 3 is a predictor of high school completion. As such, teachers work diligently to ensure learners read at grade level. They also participate in ongoing professional learning focused on research-based foundational practices. The ultimate goal: For all students to experience one-year growth in both literacy and numeracy, annually.

Results

During the 2021-22 school year, 1,399 children were enrolled in Early Childhood Services within EIPS, including 1,260 kindergarten children and an additional 139 in pre-kindergarten programs. Overall, kindergarten enrolment dropped by 205 students and pre-kindergarten enrolment increased by 15 students. The drop in kindergarten registrations is likely because of the pandemic. Kindergarten isn't mandatory, so many families chose to keep their kindergarten child home in 2021-22.

Within EIPS, pre-kindergarten instructions takes place through the Play And Learn at School (PALS) program—offered in Sherwood Park, Ardrossan, Fort Saskatchewan, Lamont, Mundare and Vegreville. It's an early intervention program for children assessed with developmental delays. To qualify, the assessed child must be between the ages of two-years-and-eight months and four-years-and-eight months. Year to year, the PALS program continually sees positive outcomes for learners. For example, in 2021-22, 37 children completed their second year of PALS, all identified with a severe developmental delay at one point. Of those children, 43.3% graduated from PALS, entering kindergarten without a severe special needs code at all. That's significant.

Similarly, in the 2021-22 EIPS Parent Survey, 80% of respondents reported their child demonstrated growth in development because of PALS. The Early Years Evaluation results confirm this—both at the kindergarten readiness and developmental growth categories.

The Division also offers a kindergarten program in all 26 of its elementary schools. Year-over-year, the program sees positive outcomes for learners. For example, according to the 2021-22 Parent Survey, 92.8% of families



reported because of the kindergarten program, their child was ready to enter Grade 1. Similarly, the 2021-22 EIPS Year-In-Review Survey indicates 92.3% of families, staff and Grade 12 students are confident EIPS provides the needed supports and services to prepare pre-kindergarten and kindergarten children for Grade 1.

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 uses internal assessments to evaluate its successes.

Specifically, EIPS launched a new kindergarten tool, Early Years Evaluation – Teacher Assessment (EYE-TA), in

the 2019-20 school year. The EYE-TA is a research-based assessment tool that measures a child's development in the 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. EIPS administers the assessment at the start of every school year and again near the end of the school year.

EYE-TA results show EIPS has a strong early learning program, focused on growth

According to the overall 2021-22 EYE-TA pre- and post-test results for the developmental domains, only 59% of children entering kindergarten met all five developmental milestones—in 2020-21, it was 55%. However, post-tests results shows by the end of kindergarten, 86% of children demonstrated appropriate overall development—up from 84% the year before. What that shows the Division is it 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 ages eight and nine. For example, the strongest EYE-TA predictors of a child's ability to read at grade level by Grade 3 are cognitive skills and language and communication. That's followed by fine-motor skills, awareness of self and environment, and social skills and approaches to learning. Knowing this, EIPS uses the EYE-TA data to discern children most likely to require extra support to develop their reading skills during their primary school years.

Additionally, the Division's 2021-22 EYE-TA results for cognitive skills reveal 93% of kindergarten learners are on target to read at grade level by Grade 3—up from 91% the year before. Likewise, language and communication skills results suggest 93% of kindergarten learners are on target to read at grade level by Grade 3—up from 91% the year

before. Overall, these are strong results. EIPS will continue to track these cohorts of students to Grade 3 to evaluate the predictive validity of the EYE-TA.

SUPPORTS AND SERVICES

For the 2021-22 PALS programs, speech-language pathologists provided a range of supports to 135 children identified with severe speech and language delays. Services included assessments, individual intervention, small-group intervention, programming adaptations and strategies for families to use at home. Weekly, the speech-language pathologists visited PALS classrooms to support students, staff and the development of Individualized Program Plans—detailed strategies to better support each child's growth. For those with significant communication challenges, EIPS provided a team of speech-language pathologists to provide collaborative and co-ordinated support.

In the kindergarten program, speech-language pathologists received 245 referrals and provided services to children with moderate or moderate-to-severe speech and language delays. Weekly, they visited kindergarten classrooms to offer either individual or classroom supports at least once every two weeks. Similarly, EIPS offered individual intervention to students with specific speech-sound delays or language delays. Family coaching and consultations were provided for families with children receiving direct intervention and less significant needs. As well, classroom strategies and supports were provided for children with significant language delays.

Occupational therapists also visited PALS classrooms regularly. They provided ongoing consultation, assessment and programming to 85 children with significant challenges in the areas of regulation, self-help skills and motor skills. For children with milder needs, occupational therapists provided strategies and instruction ideas to classroom staff to help progress their fine-motor skills and independence. They also facilitated professional learning

The EYE-TA's five development domains are:

1. AWARENESS OF SELF AND ENVIRONMENT

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

2. SOCIAL SKILLS AND APPROACHES TO LEARNING

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

3. COGNITIVE SKILLS

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

4. LANGUAGE AND COMMUNICATION

A child's understanding of spoken language and 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.

sessions—focused on fine-motor development, regulation and ways to incorporate occupational therapy strategies into the classroom. Lastly, PALS occupational therapists facilitated individual family consults and were a part of an early learning team that provided virtual sessions to support families with toileting, feeding, fine-motor and self-regulation skills.

Meanwhile, for the kindergarten program, 45 kindergarten children used EIPS' individual occupational therapy service—available to children with significant challenges. For those with mild-moderate needs, occupational therapy was offered in the classroom using therapist-directed strategies and resources. The students were also seen by an occupational therapist once or twice throughout the year.

Lastly, EIPS provided physical therapy to children enrolled in the PALS and kindergarten programs. 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 2021-22, the Division continued efforts with 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. Divisionwide, the kits are highly sought after because of their versatility and focus on discovery and creativity during play and exploration.

In addition, EIPS' 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.

Work also continued on new kits to help diverse-needs learners achieve literacy and numeracy goals. The kits offer learners hands-on, interactive experiences with letters and numbers. They also support educators with activities to engage children in meaningful and developmentally appropriate ways. Early Learning sensory kits are also underway, complete with a learning lending library and occupational therapy activities to assist teachers working with children who have sensory needs.

Finally, several professional learning sessions took place for staff, 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 Plans;
- Occupational Therapy Strategies in the Classroom;
- Speech-Language Strategies in the Classroom;
- Social Learning;
- Circle of Security Classroom;
- Routine-Based Intervention;
- Strategies to Support Diverse Learners;
- Fine-Motor Progressions;
- Language Facilitation Strategies; and
- Positive Behaviour Strategies.

PARENT ENGAGEMENT

In previous years, PALS offered a series of Family Oriented Sessions to help parents and caregivers learn strategies to support their child develop positive work and play behaviours. However, a shift in Program Unit Funding requirements and a new funding structure, resulted in EIPS having to discontinue the sessions in 2020-21. Because family collaboration is essential in PALS, the Division launched a new initiative, the PALS Engagement Sessions. In total, Specialized Supports hosted 21 virtual sessions—made up of speech-language pathologists, occupational therapists and early learning consultants. The sessions were all aimed at building family capacity and supporting young learners.

Early learning kits are highly sought after and focus on discovery and exploration

Engagement sessions were also offered to 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 pathologists and occupational therapists specializing in targeted developmental areas such as language, speech and fine-motor skills. In total, 315 caregivers registered and attended the live sessions. Another 200 families were emailed the recorded sessions and presentation materials.

For interested caregivers, the Division, in collaboration with the new Mental Health Advisor, offered a capacity-building program, Circle of Security Parenting. Through an eight-part series, caregivers explored ways children express attachment needs and how life experiences impact a person's response to children—in positive and negative ways. The program also covered helpful strategies

to support strong attachment through relationship-based parenting—research shows healthy attachment increases the probability of social competence and effective emotion regulation. EIPS can't overstate the importance of this enough, particularly as it works through the challenges arising from the pandemic. As such, supporting healthy attachments is an ongoing focus area for EIPS. That's because children who come to school regulated and feeling secure are more ready to learn.

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, 140 children were assessed in speech sounds and language skills to determine possible eligibility for Program Unit Funding and the PALS program. What's great about the sessions is they provide families with friendly faces to chat with about potential challenges their child may have—an important first step for families seeking supports for their child.

Families also played an integral role in developing and reviewing their child's Individualized Program Plan process. Through that collaboration, it enhanced the teacher's understanding about each child, including their learning needs, strengths and weaknesses, communication requirements, transitions plans and future learning.

Similarly, schools held orientation sessions for both PALS and kindergarten families. Individual orientation sessions were offered to PALS families with their child's teacher. The sessions included a discussion about the child's interests and strengths, specific needs, parental hopes and goals, communication protocols, transportation arrangements and the first day of school. Caregivers also had the opportunity to share information about their child through a survey sent out before school startup. The goal: To provide families and teachers with an opportunity to develop common objectives for each child's success.

Meanwhile, each school with a kindergarten program hosted a Kindergarten Information Night. Families had the opportunity to meet staff and tour the school. They were introduced to a typical day in kindergarten, informed on the importance of play-based learning and given opportunities to ask questions.

EIPS' Early Learning department also distributed a kindergarten questionnaire to incoming families. The purpose was two-fold. One, to help start the school-and-home relationship—integral to each child's success. And, two, to allow the Early Learning team to followup on any mentioned concern.

The survey also helped Supports for Students develop its Getting Ready for Kindergarten, a series of divisionwide

kindergarten orientation sessions hosted annually in June. The 2021-22 Getting Ready for Kindergarten sessions focused on fun ways to work on four key development areas—building independence, speech development, fine-motor skills and literacy. There was also another general session entitled, "Supporting a Successful Transition to School," which focused on caregiver separation, problem-solving, social play and executive functioning. Families attended a virtual session and then had access to the video link to review the session at a later date. In total, 442 individuals registered for the five sessions—up from 175 the year before. 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 its data analysis is a crucial growth opportunity for the Division. It helps move teacher programming and student achievement forward—a key priority for EIPS. Annually, principals review the data and consult an early learning team to determine effective supports to meet everyone's educational needs. Because of the pandemic, the Division has only conducted the post-test EYE-TA assessment twice—in 2020-21 and 2021-22. As such, EIPS is eager to see more post-test results because research demonstrates early intervention is critical to long-term learning outcomes. Consequently, the Division plans to continue identifying children requiring intervention and ensuring ongoing growth as they move up in grades.


Another growth opportunity is the Early Learning Screening. The screenings allow families to discuss their child's potential challenges and make guidance and direction easier. Knowing who requires early intervention is an important factor for student success. EIPS also plans to ensure all needed supports are detected and delivered as early as possible. As well, because research shows children who come to school regulated and secure are more ready to learn, all PALS staff will participate in the Circle of Security Classroom program. The sessions help build staff capacity and will better support children attending EIPS with social-emotional challenges.


The final growth area for early learning is developing 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 expand early learning to include children two-and-a-half years to Grade 3. Early learning consultants, with expertise in literacy and numeracy, will also build capacity in school staff to support future growth in literacy and numeracy.





Priority Strategy for Education Plan


EIPS will continue its efforts to ensure children reach their developmental milestones and attain solid foundational skills in the early years. Strategies include:


 Work collaboratively within multidisciplinary teams to provide universal, targeted and specialized early childhood intervention support and therapy to address developmental delays identified in classrooms—pre-kindergarten to Grade 3.

 Use Board-allocated funds, \$1 million, to continue the Division's pandemic recovery efforts—kindergarten to Grade 12. Schools are developing intervention plans for students negatively affected by the disruption of learning during the pandemic. Supporting schools in identifying and implementing these plans ensures more students close any resulting learning gaps and are properly prepared for future learning.

 Develop ongoing online modules to build capacity in key early learning program areas, such as fine-motor progressions and early language foundations—particularly beneficial for onboarding new teachers.

 Use robust literacy and numeracy assessments to identify the areas early learners are struggling. The strategy will enhance supports so children develop the necessary foundational skills.

 Provide small-group modelling and side-by-side coaching in kindergarten to Grade 3 classrooms. The strategy will build teacher capacity in foundational literacy—reading, writing, and English and French language oral word work. It will also support more students to demonstrate growth in literacy and reading at grade level.

 Use Board-allocated funds, \$800,000, to continue efforts around building teacher capacity to successfully implement the new curriculum—through unit-plan development, assessment development and professional learning. The strategy ensures teachers confidently and effectively implement the new programs of study—mathematics, English language arts and literature, and physical education and wellness—launched in fall 2022.

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 | | |
|--|---|---------|---------|---------|---------|---------|---------|-----------------|-------------|-------------|
| | | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | ALBERTA 2021-22 | ACHIEVEMENT | IMPROVEMENT |
| ALBERTA EDUCATION ASSURANCE SURVEY: OVERALL STUDENT LEARNING OUTCOMES | | | | | | | | | | |
| Grade 6 and Grade 9 Provincial Achievement Tests (PATs) | A | 83.6 | 84.4 | 84.5 | n/a | n/a | 79.7 | 67.3 | n/a | |
| | E | 25.1 | 26.7 | 28.5 | n/a | n/a | 24.4 | 18 | n/a | |
| Diploma examinations | A | 85.7 | 85.5 | 85.2 | n/a | n/a | 79.6 | 75.2 | n/a | |
| | E | 22.7 | 22.3 | 21.2 | n/a | n/a | 17 | 18.2 | n/a | |
| Grade 6 PATs – language arts | A | 92.2 | 94.6 | 94.2 | n/a | n/a | 87.8 | 76.1 | n/a | |
| | E | 24.1 | 26.4 | 24.7 | n/a | n/a | 25.5 | 18.9 | n/a | |
| Grade 9 PATs – language arts | A | 86.1 | 85.6 | 83 | n/a | n/a | 78.8 | 69.6 | n/a | |
| | E | 17.6 | 18 | 17.3 | n/a | n/a | 14 | 12.9 | n/a | |
| English 30-1 diploma examinations | A | 92.3 | 90.4 | 93.8 | n/a | n/a | 83.9 | 78.8 | n/a | |
| | E | 11 | 13.1 | 15.2 | n/a | n/a | 6.4 | 9.4 | n/a | |
| English 30-2 diploma examinations | A | 94.6 | 94.3 | 91.2 | n/a | n/a | 81.3 | 80.8 | n/a | |
| | E | 14.8 | 14 | 15.4 | n/a | n/a | 10.4 | 12.3 | n/a | |
| ALBERTA EDUCATION ASSURANCE SURVEY: OVERALL MATHEMATICS LEARNING OUTCOMES | | | | | | | | | | |
| Grade 6 PATs – mathematics | A | 80.7 | 87 | 86.3 | n/a | n/a | 82.9 | 64.1 | n/a | |
| | E | 17.8 | 20.9 | 22.9 | n/a | n/a | 20.6 | 12.6 | n/a | |
| Grade 9 PATs – mathematics | A | 77.5 | 69.3 | 69.9 | n/a | n/a | 67.3 | 53 | n/a | |
| | E | 19.4 | 19.4 | 24.4 | n/a | n/a | 22.3 | 16.7 | n/a | |
| Math 30-1 diploma examinations | A | 74 | 75.9 | 76.5 | n/a | n/a | 77.8 | 63.6 | n/a | |
| | E | 30 | 30.3 | 24.7 | n/a | n/a | 28.5 | 23 | n/a | |
| Math 30-2 diploma examinations | A | 78 | 77.7 | 78.3 | n/a | n/a | 71.3 | 61.5 | n/a | |
| | E | 17.7 | 17 | 17.6 | n/a | n/a | 14.7 | 11.8 | n/a | |

NOTE: The COVID-19 pandemic resulted in the cancellation of PATs and diploma examinations in the 2019-20 and 2020-21 school years. There is no data for these years.



| Performance Measures | RESULTS IN PERCENTAGES | | | | | EVALUATION | | | |
|--|------------------------|---------|---------|---------|---------|--------------------|-------------|------------------------|------------|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | ALBERTA 2021-22 | ACHIEVEMENT | IMPROVEMENT | OVERALL |
| ALBERTA EDUCATION ASSURANCE SURVEY | | | | | | | | | |
| Teacher, parent, student agreement students model the characteristics of active citizenship | 80.5 | 80 | 80.3 | 80.4 | 79.3 | 81.4 | High | Declined | Acceptable |
| 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 | 82.7 | 82.9 | 83.2 | 85.5 | 85.8 | 82.9 | Very High | Improved Significantly | Excellent |
| Teacher, parent and student agreement students have access to the appropriate supports and services at school | n/a | n/a | n/a | 80.4 | 80.1 | 81.6 | n/a | n/a | n/a |
| Teacher, parent and student agreement students are engaged in their learning | n/a | n/a | n/a | 84.5 | 83.5 | 85.1 | n/a | n/a | n/a |
| Parent agreement the literacy skills their child is learning at school are useful | n/a | n/a | n/a | 90 | 90 | n/a | n/a | n/a | n/a |
| Parent agreement the numeracy skills their child is learning at school are useful | n/a | n/a | n/a | 92 | 91 | 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 | 81 | 76 | n/a | n/a | n/a | n/a |

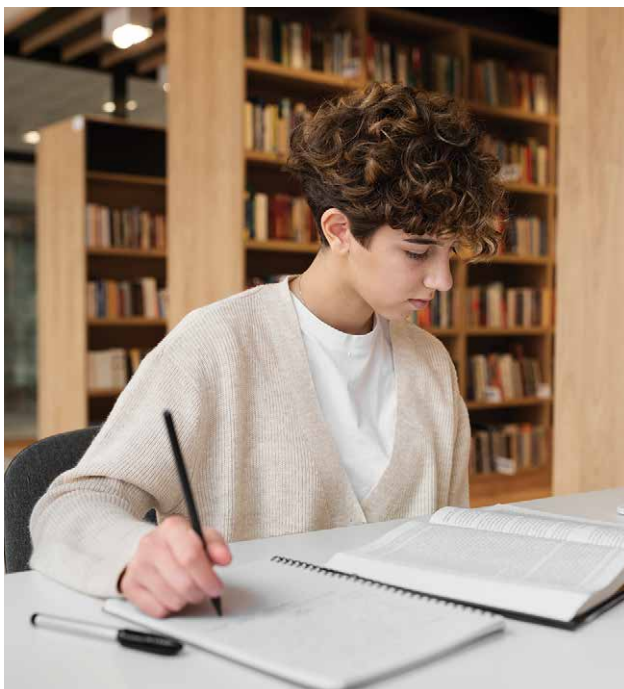
NOTE: Evaluation measures are based on a three-year average, categories marked "n/a" still don't have a three-year average.

| Performance Measures | RESULTS IN PERCENTAGES | | | | |
|---|------------------------|---------|---------|---------|---------|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| EIPS PARENT SURVEY | | | | | |
| My child is demonstrating growth in literacy | 84.2 | 86.6 | 89 | 86.7 | 85.3 |
| My child is demonstrating growth in numeracy | 88.8 | 89 | 89 | 88.9 | 86.7 |
| My child's individual needs are met | 86.7 | 84.2 | 84.2 | 83.8 | 81.3 |
| My child is encouraged to do their best | 90.7 | 89.5 | 89.5 | 91.7 | 89.5 |
| EIPS STUDENT SURVEY (GRADE 9 AND GRADE 12) | | | | | |
| Student agreement they're demonstrating growth in literacy | n/a | n/a | n/a | 80.6 | 73.1 |
| Student agreement they're demonstrating growth in numeracy | n/a | n/a | n/a | 79.7 | 73.3 |
| Student agreement their schoolwork is interesting, and they're engaged in their learning | n/a | n/a | n/a | 59.3 | 47.7 |
| Student agreement they're encouraged to do their best | n/a | n/a | n/a | 89 | 81.7 |
| Student agreement their individual needs are being met | n/a | n/a | n/a | 86.3 | 78 |
| EIPS YEAR-IN-REVIEW SURVEY | | | | | |
| Percentage of families, staff, Grade 12 students and community members confident EIPS implements strategies that support students in demonstrating growth in literacy | n/a | n/a | n/a | n/a | 91.1 |
| Percentage of families, staff, grade 12 students and community members confident EIPS implements strategies that support students in demonstrating growth in numeracy | n/a | n/a | n/a | n/a | 90.7 |

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 who might



require additional intervention and support early. Because literacy and numeracy are foundational to success in learning and life, both are priorities listed within the *EIPS Four-Year Education Plan*.

Literacy is the ability to read, view, write, design, speak and listen to allow 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 for them to reach their full potential—in school, the workplace and life in general.

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

Results: Literacy

For the last two years, the Division has had no Provincial Achievement Tests (PAT) or diploma examination achievement data. The province cancelled both as it dealt with the pandemic in 2019-20 and 2020-21. By spring 2022, Alberta lifted most public-health restrictions and, at the same time, re-instated the PATs and diploma examinations.

Because of the significant learning disruptions during the pandemic, EIPS expected lower-than-normal 2021-22 results. In some cases, results were lower and in other cases not, which is extremely positive news. Regardless of the results, the Division is pleased to have the achievement data available. The information helps to build understanding about how students are doing and what interventions are needed to support student growth.

PATS AND DIPLOMA EXAMINATIONS

Looking at the overall Grade 6 Language Arts PAT data available—pre- and post-pandemic—the percentage of students meeting the acceptable standard and the standard of excellence remains consistently higher than the province. The Division also disaggregated the reading and writing results. It, too, shows higher percentages than the province. That’s good news for EIPS.

That said, the overall Grade 6 Language Arts results did drop slightly compared to pre-pandemic data. In 2021-22, the percentage of students who achieved the acceptable level declined by 5.7%—dropping to 90.4% from 96.1% in 2018-19. The standard of excellence also declined by 8.9%—dropping to 43.7% from 52.6% in 2018-19. Similarly, the percentage of students writing at an acceptable standard declined slightly to 95.6% from 96.2% in 2018-19. However, there was a large increase at the standard of excellence, jumping to 19.6% from 13.5% in 2018-19.

Overall, EIPS is pleased with the Grade 6 Language Arts results. And, the anticipated learning loss is less significant than expected. Collectively, the results demonstrate the excellent work happening in classrooms divisionwide.

TABLE 1: EIPS Grade 6 English Language Arts PAT results

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

| | | 2018-19 | | 2021-22 | |
|-----------------|---|---------|---------|---------|---------|
| | | EIPS | ALBERTA | EIPS | ALBERTA |
| Part A: Written | A | 96.2 | 91.6 | 95.6 | 91.5 |
| | E | 13.5 | 10.8 | 19.6 | 15.7 |
| Part B: Reading | A | 96.1 | 90.2 | 90.4 | 86.5 |
| | E | 52.6 | 44.6 | 43.7 | 39.3 |

NOTE: The COVID-19 pandemic resulted in the cancellation of both PATs and diploma examinations in the 2019-20 and 2020-21 school years. There is no data for these years.

Turning to pre- and post-COVID-19 Grade 9 Language Arts overall PAT results, the percentage of students meeting the acceptable standard and the standard of excellence also is consistently higher than the province. Like the Grade 6 results, the Division conducted an in-depth review of the data, disaggregated for reading and writing. That, too, revealed higher results than the province.

Nonetheless, overall numbers are down by 4.2% from pre-pandemic results—dropping to 78.8% in 2021-22 from 83% in 2018-19. The percentage of students achieving the acceptable level also declined slightly by 1.7%—dropping to 83.2% from 84.9% in 2018-19. However, the Division saw an increase at the standard of excellence level, jumping to 21.5% from 20.3% in 2018-19. As well, the percentage of students writing at an acceptable standard increased by 1.2%—rising to 90.6% from 89.4% in 2018-19. At the standard of excellence, it declined by 4.4%—dropping to 19.1% from 23.5% in 2018-19.

Overall, though, EIPS is pleased with these results as it shows the anticipated learning loss isn't as significant as initially anticipated. Historically, closing learning gaps at the secondary level is more challenging than at the elementary level. So, to see fairly static results, and even some increases, between 2018-19 and 2021-22, is a reason to celebrate.

TABLE 2: EIPS Grade 9 English Language Arts PAT results

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

| | | 2018-19 | | 2021-22 | |
|-----------------|---|---------|---------|---------|---------|
| | | EIPS | ALBERTA | EIPS | ALBERTA |
| Part A: Written | A | 89.4 | 89.6 | 90.6 | 88.6 |
| | E | 23.5 | 21.2 | 19.1 | 18.1 |
| Part B: Reading | A | 84.9 | 79.6 | 83.2 | 81 |
| | E | 20.3 | 19.6 | 21.5 | 21.3 |

NOTE: The COVID-19 pandemic resulted in the cancellation of both PATs and diploma examinations in the 2019-20 and 2020-21 school years. There is no data for these years.

June 2022 was the first time since January 2020 Grade 12 students in Alberta wrote diploma examinations. Typically, in a school year, the data sample for Alberta Education includes the January diploma examinations and the June examinations. However, with record-high COVID-19 rates, the province again suspended the January 2022 diploma examinations. As such, the Division's 2021-22 data sample is smaller than usual and only includes exams taken in June 2022.

The exams were also weighted differently, dropping to just 10% of a student's final mark. Usually, diploma examinations are weighted at 30%. The reason for the change was based on feedback from students, families and education partners about the negative pandemic impacts, such as learning loss, mental health and well-being. Unfortunately, the lower exam weighting resulted in unprecedented exam apathy, at both the divisional and provincial levels. For example, 15.3% of EIPS students earned "insufficient" on the Literary Exploration section of the diploma examination. Provincially, 11.6% earned an

"insufficient," which is 8% higher than in January 2020.

That said, the percentage of students meeting the acceptable standard on English 30-1 and English 30-2 diploma examinations remains higher than the province. However, the percentage of students who achieved the standard of excellence is lower than the province. As well, results for both categories are lower than in 2018-19. At the acceptable standard on the English Language Arts 30-1 exam, results dropped to 83.9% from 93.8% in 2018-19. And, the percentage earning the standard of excellence level fell to 6.4% from 15.2% in 2018-19.

Overall, EIPS is pleased with the results. It demonstrates learning loss isn't as significant as initially anticipated

Similarly, of the students who wrote the English Language Arts 30-2 diploma examination, 81.3% earned the acceptable standard—down from 91.2% in 2018-19. Also, 10.4% achieved the standard of excellence, which too is down from 15.4% in 2018-19. Looking more in-depth at the 30-1 and 30-2 reading comprehension and writing portions of the exams, the reading results were slightly stronger than writing. As a result, the Division will work on strategies to enhance writing results moving forward—through consistent assessment practices, a divisionwide writing continuum, writing practices and enhancing writing opportunities in all courses.

TABLE 3: EIPS English Language Arts 30-1 and 30-2 results

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

| | | 2018-19 | | 2021-22 | |
|--------------|---|---------|---------|---------|---------|
| | | EIPS | ALBERTA | EIPS | ALBERTA |
| English 30-1 | A | 93.8 | 86.8 | 83.9 | 78.8 |
| | E | 15.2 | 12.3 | 6.4 | 9.4 |
| English 30-2 | A | 91.2 | 87.1 | 81.3 | 80.8 |
| | E | 15.4 | 12 | 10.4 | 12.3 |

NOTE: The COVID-19 pandemic resulted in the cancellation of both PATs and diploma examinations in the 2019-20 and 2020-21 school years. There is no data for these years.

ACADEMIC MEASURES: INTERNAL

The Star 360 Reading Assessments and Star 360 Early Literacy Assessments continued throughout 2021-22. Both are literacy assessment tools EIPS uses to help teachers gauge student learning and to identify learners needing additional support. Three times a year, EIPS students complete the Star 360 assessment, one at the start of the course and another near the end. Students in Grade 1 complete the Star Early Literacy assessment, and grades

2 through 12 complete the Star Reading assessment. Both assessments are administered electronically and take about 20 minutes.

The results from the Star 360 corroborate EIPS students are succeeding in literacy. Particularly impressive is the number of students identified “at, or above, the benchmark” between fall 2021 and spring 2022. For students in grades 2 through 12, the benchmark increased by 3.2% and 10.3% for Grade 1 learners. The Division also saw a decrease in students requiring “urgent intervention.”

In Grade 1, those requiring urgent intervention decreased by 1.9%. Meanwhile, in grades 2 through 12, it fell by 6.8%.

Also noteworthy, in 2021-22, when results are compared to previous years, there’s only a small drop in reading levels between fall 2018 and fall 2021 (see pg. 22, “Chart 1”). The gap is minimal, especially considering the two-year pandemic. What the results illustrate is the excellent job EIPS did to mitigate literacy learning loss throughout COVID-19 and the associated learning disruptions.

To further demonstrate literacy progress, the Star 360

CHART 1:
EIPS multi-year reading level results – Fall 2021

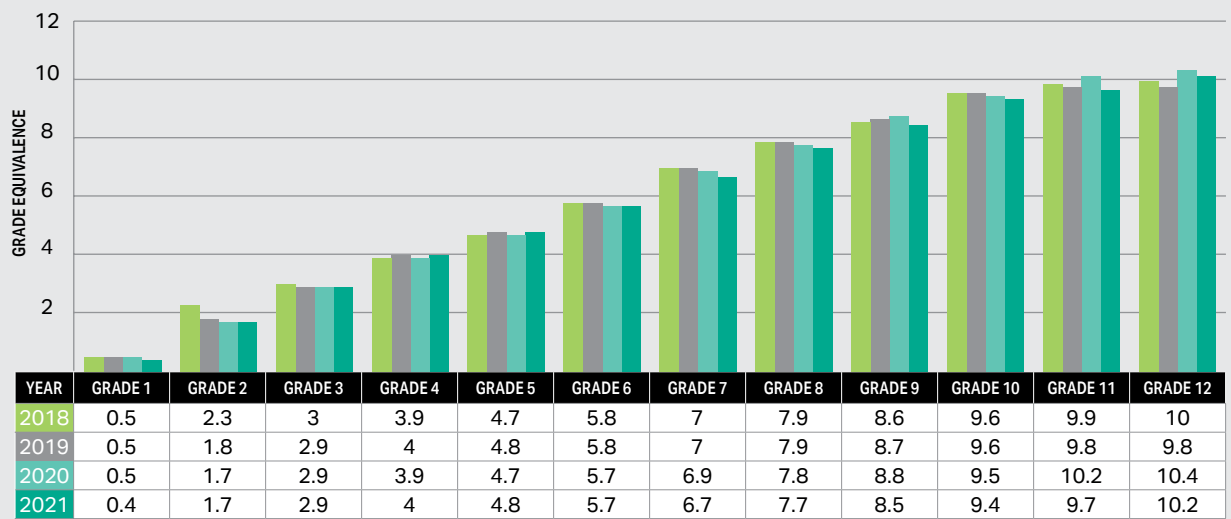
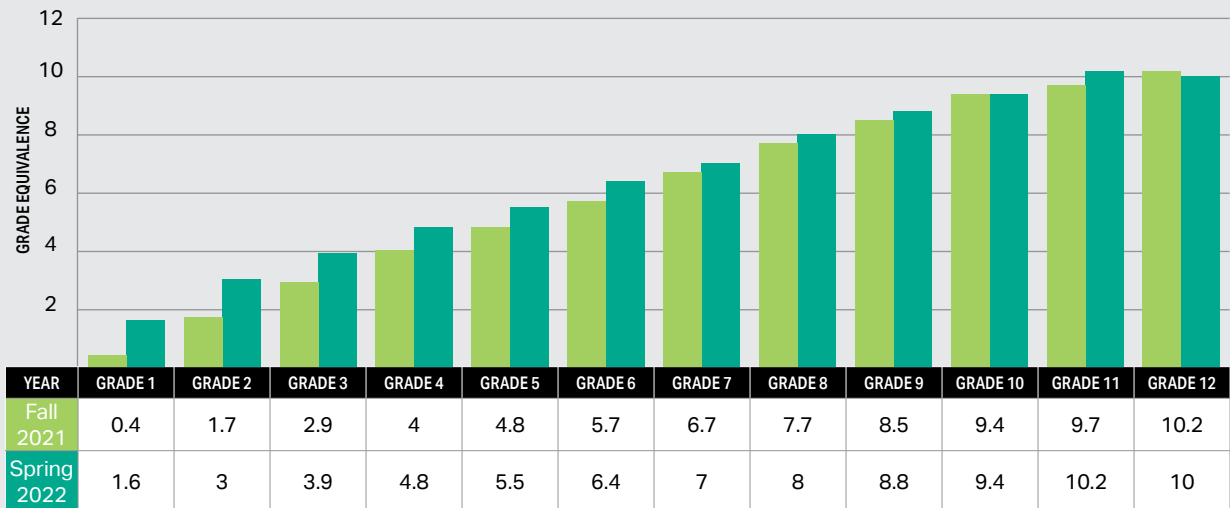


CHART 2:
EIPS grade equivalent results – Fall 2021 to Spring 2022



assessment results show a year's growth in learning at the elementary level. For example, in fall 2021, Grade 1 students scored an average grade equivalent of 0.4. Then in spring 2022, those same students scored an average grade equivalent of 1.6—equalling more than one year of growth (see pg. 22, “Chart 2”). The students exhibiting the greatest improvements were in grades 1 through 3. That's thanks to the Division's efforts to build capacity for early learning teachers and implement new research-based practices foundational for reading growth. Meanwhile growth is less significant at the secondary level, which is consistent with last year, and most literacy research (see pg. 22, “Chart 2”).

Current 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, 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 to intervene early to improve reading levels by Grade 3.

BUILDING CAPACITY: KINDERGARTEN TO GRADE 3

Throughout 2021-22, the key focus area for EIPS was early literacy capacity building. The Division appointed two Early Literacy consultants to support schools and facilitate a new divisionwide professional learning series—the EIPS Early Literacy Initiative. The goal was three-fold. One, to share research-based pedagogical best practices in early literacy. Two, to offer teachers strategies and tools to help more students achieve reading growth by the end of Grade 3. And, three, to make connections and links with Alberta's new elementary curriculum,

In total, 17 out of 20 elementary schools and 144 teachers participated in four in-depth training sessions. The sessions focused on developing readers and filling gaps for students struggling with reading. The Five Pillars of Reading were also discussed—phonemic awareness, phonics, fluency, vocabulary and comprehension—with the biggest emphasis on phonemic awareness and phonics.

Through the initiative, early learning teachers developed expertise in:

- the language of literacy—phonemes, graphemes, morphemes, schwa;
- incorporating phonemic awareness in classrooms;
- the Reading Readiness Screening Tool to further target specific student needs;
- orthographic mapping;
- Tools 4 Reading;

- phonics skills using a scope and sequence;
- analyzing phonics skills through writing; and
- decodable text.

Followup work involved modelling strategies and access to related resources, including:

- Heggerty Curriculum—specific to each grade
- Tools 4 Reading
- *Equipped for Reading Success*, by David Kilpatrick
- decoding books
- *Drawing the Words*, by Tamara Martin Spady
- *Guided Phonics*, by Tara West

Overall, the early learning initiative was a huge success. So much so, the Division plans to offer it again next year. It will rerun programming to the schools that didn't participate in 2021-22. And, for schools that took it, EIPS will offer a second level to the Early Literacy Initiative.

Additionally, all schools received learning disruption funding from the Board of Trustees—provincial money was also provided to elementary schools to support children in kindergarten to Grade 3 negatively impacted by the disruption to learning during the pandemic. Schools used the influx of money to implement intervention plans to ensure more students close any resulting learning gaps in literacy. Divisionwide intervention teachers were also deployed to work with students targeting both literacy and numeracy. Training included a full-day professional learning session, Early Literacy Initiative training sessions and mentor coaching to support intervention instruction.

Students in grades 1 to 3 saw the greatest improvements—thanks to the Division's early learning capacity-building efforts

EIPS also continued its work with the Lucy Calkins Units of Study, a workshop method for teaching reading and writing. For 2021-22, the emphasis was on the reading, writing and phonics units. Consultants also aligned the Lucy Calkins Units of Study to the new curriculum—something that will continue as the new elementary curriculum launches in more grades and subjects.

Interestingly, a teaching practice that became successful through the Lucy Calkins workshop approach was orthographic mapping, which involves letter-sound connections to link the spellings, pronunciations and meanings of specific words. More than 200 educators and families took part in orthographic mapping lessons. People loved it. As such, EIPS plans to offer more capacity-building sessions on orthographic mapping over the coming years.



Equally popular was the literacy dinner club, introduced at many schools in 2021-22. After the school day, teacher cohorts would meet to discuss best practices and participate in literacy professional learning activities—all over a dinner provided by EIPS Supports for Students. What attendees enjoyed most was having professional learning opportunities outside of regular school hours. Unfortunately, the COVID-19 public-health measures made it challenging to offer the dinner club consistently—especially in the fall and winter. The Division plans to offer the dinner club regularly throughout 2022-23.

BUILDING CAPACITY: GRADES 4-8

In the 2021-22 school year, EIPS hired a new consultant to work directly with teachers, grades 4 to 8, to build literacy capacity and support student transitions to Division 3 from Division 2. Throughout the year, teachers explored best practices and the innovative pedagogy taking shape within EIPS. For the most part, all literacy-related professional learning centred on the Lucy Calkins Units of Study workshops. Using a coaching model, 24 teachers, representing 14 schools, attended a full-day training session on the Lucy Calkin’s Reader’s Workshop model. The workshop included tips for collaborative planning, consultant-modelled lessons, small-group teaching strategies and individual work activities. After the session, consultants provided followup coaching to enhance practice further.

Teachers from both Division 2 and Division 3 also took part in professional learning sessions on building thinking classrooms. The sessions included language arts and social

studies teachers who worked with EIPS numeracy and assessment consultants exploring vertical non-permanent surface activities to help enhance student engagement and visual thinking. Together, teachers learned new ways to offer vertical non-permanent surface activities aimed at assessing conversations and student learning.

Ways to incorporate small-group instruction into everyday practice was another capacity-building focus area for grades 4 to 8 teachers. EIPS offered several professional learning sessions on the topic. The sessions used various assessment tools, such as diagnostic reading tools, running records and anecdotal records, to help teachers interpret the assessment results, group students with similar next steps strategies and plan engaging small-group lessons. The sessions also included targeted instruction for reading, writing and word study.

Looking ahead, EIPS hopes to offer a middle-years literacy initiative for teachers in grades 4 to 8, similar to the EIPS Early Literacy Initiative (see pg. 23, “Building Capacity: Kindergarten to Grade 3”). The goal: To share research-based pedagogical practices in middle-years literacy and offer capacity-building opportunities for teachers to further support student growth.

BUILDING CAPACITY: GRADES 9 TO 12

In the 2021-22 school year, EIPS deployed a literacy consultant to work directly with teachers in grades 9 to 12. The idea was to build consistency in practice to better support students transitioning from junior high to senior high. The main focus area was developing strategies to support humanities teachers share best practices, develop

core-subject common assessments and build a reliable writing continuum. To date, the feedback from teachers is overwhelmingly positive.

Throughout the year, EIPS also organized ongoing opportunities for teachers in grades 9 to 12 to come together, as school departments and Division cohorts, to share best practices. The goal: To enhance consistency at a micro- and macro-level. While teachers were eager to collaborate, they were also slightly reticent about collaboration given COVID-19. That said, discussions centred on eight key areas:

- decolonizing and diversifying text selection at the senior high level;
- advanced film and visual literacy units of study;
- transcending traditional essay structures;
- commentary personal responses to literature;
- reading intervention strategies;
- mentor texts as a teaching tool;
- teaching social studies concepts using literary text; and
- using structured word inquiry to improve vocabulary.

Teachers also explored ways to use student conferencing, small-group instruction and vertical non-permanent surfaces to improve classroom conversations and engagement.

Division common exams ensure assessment consistency, build teacher capacity and help to align assessments with the curriculum

An offshoot of the best-practices work was the need for a senior high writing continuum. The senior high literacy consultant, in collaboration with senior high English language arts teachers, quickly created two common assessment samples for the continuum. The continuum included a personal response to text for Language Arts 10-1 and a critical-analytical response to texts for Language Arts 20-1. A cohort group then met three times to determine marking and rationale writing standards. The end product was then shared with literacy leads, which the Division plans to use across its senior high classes in 2022-23. Next up, the cohort group will develop a common curricular rubrics and more refined rationales. Long-term, the Division hopes to expand the continuum in junior high language arts and social studies classes.

Another major focus area included building common exams in grades 10 and 11—recommended by the Board and school administration. The rationale: Common exams help establish assessment consistency, build teacher capacity around curriculum blueprinting and align

assessments with the curriculum. To create the common exams, the Division put together a working committee made up of senior high teachers, the Edmonton Regional Learning Consortium and EIPS' secondary literacy consultant. The process itself was lengthy and deliberate—ultimately enhancing understanding around item writing and creating questions within respective content areas. The exams were then further refined by EIPS' First Nations, Métis and Inuit Education department to ensure culturally relevant and culturally sensitive content.

Next year's priority is creating the common exam written sections. In addition, EIPS plans to:

- create and pilot the common exams for both writing and reading comprehension for language arts—10-1, 10-2, 20-1, 20-2;
- create and pilot written common exams for social studies—10-1, 10-2, 20-1, 20-2;
- launch the Division's Secondary Reading Intervention Program;
- develop and implement an EIPS Senior High English Language Arts Writing Continuum;
- develop an EIPS Junior High Humanities Writing Continuum;
- update classroom libraries and course syllabi; and
- analyze provincial data to inform teaching practices.

BUILDING CAPACITY: FRENCH IMMERSION

In March 2022, EIPS hired a French-speaking consultant to enhance its French Immersion programming. The consultant organized one-on-one visits with French Immersion teachers, kindergarten to Grade 6. The goal: establish a relationship, conduct an informal inventory of resources and review the available supports for French language learning to effectively guide instruction.

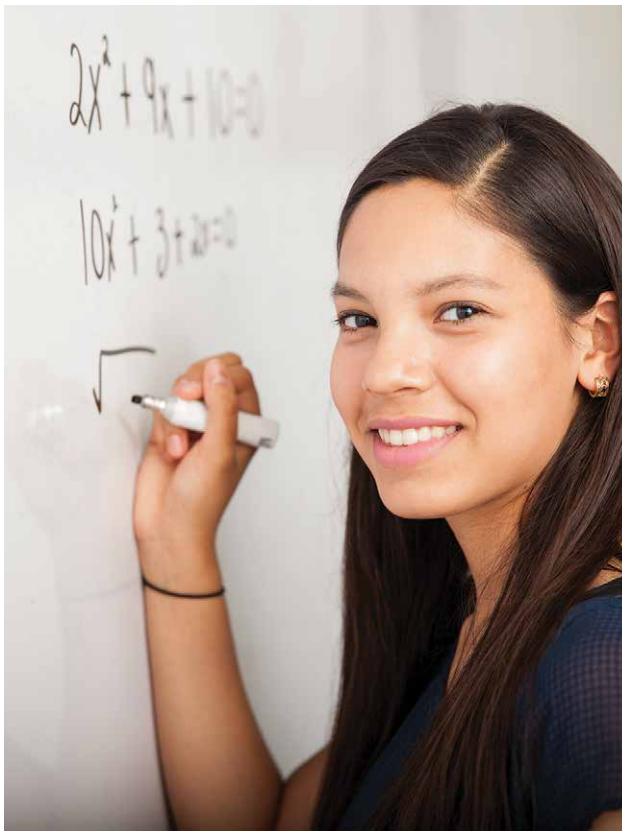
Through the informal inventory, the consultant launched a new Oral Communication Pilot Project, a capacity-building initiative to enhance students' oral communication skills. All four French Immersion elementary schools took part, with both Division 1 and Division 2 teachers helping to co-create resources and explicit teaching strategies of key conversational phrases. Overall, Year 1 of the pilot was a success. In fact, all schools requested the Division continue the project in the 2022-23 school year.

Another initiative identified was the need for professional learning sessions targeting Early Literacy specific to Division 1 French language and French Immersion teachers. For English Language Arts teachers, the Division offered the Early Literacy Initiative (see pg. 23, "Building Capacity: Kindergarten to Grade 3"). Now, the Division plans to adapt the initiative to address

the needs of French Immersion students—strategies, learning sequences and resources. Already, the Division has developed quality-sourced French literacy resources, researched second-language literacy learning strategies and identified immersion best-instructional practices. In 2022-23, EIPS will introduce the French Early Literacy Initiative to two French Immersion teacher cohorts, Kindergarten to Grade 1 and grades 2 and 3.

With the success of the Star 360, EIPS now wants to develop a French reading assessment tool that parallels the Star 360 (see pg. 21, “Academic Measures: Internal”). As previously mentioned, the Star 360 helps the Division collect student learning data, from early grades through to senior high, on an ongoing basis—critical to ensuring an environment of continuous improvement. Similarly, for teachers, it helps them identify and address student needs early and allows them to monitor progress over time.

So, in 2021-22, EIPS explored several French Immersion assessment tools. None met EIPS’ needs. Some only target certain grade levels, some just test specific skills, and others are too time-consuming to administer. With the new elementary curriculum roll-out, EIPS plans to develop its own assessment tool, one that aligns with the new French Immersion language and literature curriculum.



Other French Immersion professional learning included creating the junior high core-subject common exams and the roll-out of the new elementary curriculum. For this, consultant support in French was available on an ongoing basis. As well, French-Language consultants participated in multiple cross-divisional collaborative opportunities, including the Metropolitan Edmonton Regional French Immersion Programs planning, Alberta French Language Education Consortium meetings and several collaboration sessions with neighbouring school divisions.

Results: Numeracy

Like the language arts PATs, 2021-22 is the first year EIPS had data available on the mathematics PATs and diploma examinations—all PATs and diploma examinations were cancelled because of COVID-19 in 2019-20 and 2020-21. Again, EIPS expected lower 2021-22 numeracy results than normal because of the disruption in learning during the pandemic. In some cases, results were lower and in other cases not, which is extremely positive news. Regardless of the results, the Division is pleased to have the data to better understand how students are doing in numeracy and why additional intervention supports are needed.

PATS AND DIPLOMA EXAMINATIONS

Looking at the pre- and post-COVID-19 overall Grade 6 Mathematics PAT data, the percentage of students meeting the acceptable standard and the standard of excellence remains consistently higher than the province. The exam is broken into two sections, Part A and Part B. Part A are numerical-response questions that assess students' foundational skills and fluency in math without a calculator. Part B are multiple-choice and numerical-response questions that allow a calculator. Like the overall PAT data, the percentage of students meeting the acceptable standard and the standard of excellence for both the Part A section and Part B section is consistently higher than the province.

In fact, the 2021-22 Part A results are higher than the Division’s pre-COVID-19 results. In total, 82.6% of students met the acceptable standard—up from 82% in 2018-19—and 57.8% achieved the standard of excellence—up from 54.8% in 2018-19. Conversely, Part B results saw a drop in student achievement from the 2018-19 results. In total, 86.4% of students met the acceptable standard—down from 90.3% in 2018-19—and 19.5% of students met the standard of excellence compared to 24% in 2018-19. Despite the slight decline in Part B, results overall are strong and demonstrate the excellent work happening divisionwide to mitigate learning gaps that occurred because of pandemic-related learning disruptions.

TABLE 4: EIPS Grade 6 Mathematics PAT results

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

| | | 2018-19 | | 2021-22 | |
|--------|---|---------|---------|---------|---------|
| | | EIPS | ALBERTA | EIPS | ALBERTA |
| Part A | A | 82 | 71.8 | 82.6 | 67.9 |
| | E | 54.8 | 43.5 | 57.8 | 39 |
| Part B | A | 90.3 | 81.3 | 86.4 | 76.9 |
| | E | 24 | 16.9 | 19.5 | 13.8 |

NOTE: The COVID-19 pandemic resulted in the cancellation of both PATs and diploma examinations in the 2019-20 and 2020-21 school years. There is no data for these years.

Similarly, the Grade 9 Mathematics PAT data—pre- and post-COVID-19—show the percentage of EIPS students meeting the acceptable standard and the standard of excellence also remains higher than the province for both Part A and Part B of the exam. That said, EIPS results are lower than in 2018-19. In Part A, the percentage of student meeting the acceptable standard dropped by 7.5%—lowering to 53.9% from 61.4% in 2018-19. Similarly, the percentage of students who met the standard of excellence also decreased by 5.8%—dropping to 19.8% from 25.6% in 2018-19. In Part B, 78.7% of students achieved the acceptable standard compared to 79.3% in 2018-19. And, 27.5% met the standard of excellence—declining from

28.7% in 2018-19. While EIPS continues to have trend data higher than the province, the Grade 9 mathematics results aren't at a level the Division considers acceptable, so it's an identified focus area for the 2022-23 school year.

TABLE 5: EIPS Grade 9 Mathematics PAT results

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

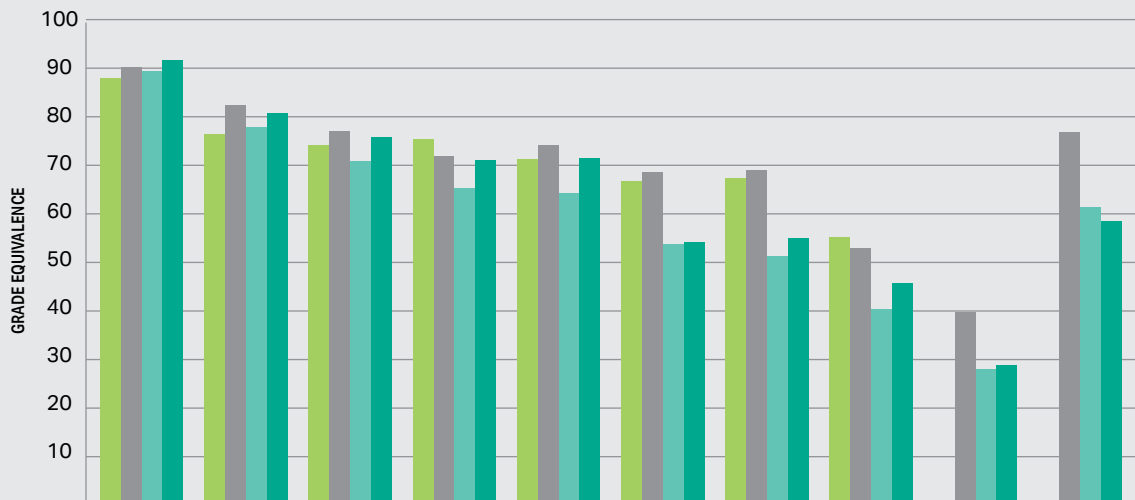
| | | 2018-19 | | 2021-22 | |
|--------|---|---------|---------|---------|---------|
| | | EIPS | ALBERTA | EIPS | ALBERTA |
| Part A | A | 61.4 | 51.3 | 53.9 | 47.8 |
| | E | 25.6 | 21.9 | 19.8 | 19.5 |
| Part B | A | 79.3 | 74.2 | 78.7 | 70.6 |
| | E | 28.7 | 24 | 27.5 | 22.4 |

NOTE: The COVID-19 pandemic resulted in the cancellation of both PATs and diploma examinations in the 2019-20 and 2020-21 school years. There is no data for these years.

Turning to the mathematics diploma examinations, EIPS is apprehensive about reporting results for the 2021-22 school year. Mostly because June 2022 was the first time Grade 12 students wrote diploma examinations since January 2020. Like the PATs, the province cancelled all diploma examinations because of the pandemic in 2019-20 and 2020-21. Because diploma examinations were only written in June, the data set available doesn't include the

CHART 3:

EIPS students meeting the benchmark – by percentage



| YEAR | GRADE 2 | GRADE 3 | GRADE 4 | GRADE 5 | GRADE 6 | GRADE 7 | GRADE 8 | GRADE 9 | GRADE 10-3 | GRADE 10C |
|------|---------|---------|---------|---------|---------|---------|---------|---------|------------|-----------|
| 2018 | 89.3 | 77.5 | 75.2 | 76.4 | 72.2 | 67.5 | 68.2 | 55.7 | n/a | n/a |
| 2019 | 91.5 | 83.5 | 78 | 72.7 | 75.1 | 69.5 | 69.9 | 53.5 | 77.8 | n/a |
| 2020 | 90.8 | 79 | 71.8 | 66 | 65.1 | 54.2 | 51.8 | 40.5 | 62.1 | n/a |
| 2021 | 93.1 | 81.8 | 76.8 | 71.9 | 72.4 | 54.7 | 55.6 | 46 | 59.2 | n/a |

January diploma examinations results, eliminating half the school population. As well, the province weighted the diplomas differently than most years, dropping to just 10% of a student’s final mark—usually, it’s weighted at 30%. The switch resulted in more than usual exam apathy.

That said, EIPS’ overall Mathematics 30-1 results are strong. In fact, the percentage of students within EIPS meeting the acceptable standard and the standard of excellence remains higher than the provincial percentages. In total, 77.8% of students met the acceptable standard—up from 76.5% in 2018-19. Similarly, 28.5% of students met the standard of excellence, climbing by 3.8% since 2018-19. However, in Mathematics 30-2, the percentage of students meeting the acceptable standard slipped to 71.3%—from 78.3% in 2018-19—and to 14.7% at the standard of excellence—from 17.6% in 2018-19. That said, the results were still much higher than the provincial percentages. The results show EIPS students didn’t experience the learning loss, nor to the extent, the province as a whole saw.

One of the reasons students didn’t experience that learning loss is because of the recent work the Division did preparing students for diploma examinations. In 2018-19, Alberta Education introduced a new written-response component on the Mathematics 30-1 and Mathematics 30-2 exams—worth 25% of the total mark. Since then, significant divisional work went into targeting the expectations, including offering classroom supports and consultant sessions to prepare students for the new diploma format. So, it’s fair to assume the work preparing students contributed to the high marks on the examinations and helped close any learning gaps that developed because of the pandemic.

TABLE 6: EIPS Mathematics 30-1 and 30-2 results

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

| | | 2018-19 | | 2021-22 | |
|------------------|---|---------|---------|---------|---------|
| | | EIPS | ALBERTA | EIPS | ALBERTA |
| Mathematics 30-1 | A | 76.5 | 77.8 | 77.8 | 63.6 |
| | E | 24.7 | 35.1 | 28.5 | 23 |
| Mathematics 30-2 | A | 78.3 | 76.5 | 71.3 | 61.5 |
| | E | 17.6 | 16.8 | 14.7 | 11.8 |

NOTE: The COVID-19 pandemic resulted in the cancellation of both PATs and diploma examinations in the 2019-20 and 2020-21 school years. There is no data for these years.

ACADEMIC MEASURES: INTERNAL

The Math Intervention Programming Instrument (MIPI) continued throughout 2021-22, a numeracy assessment tool the Division uses to help teachers gauge student learning and determine if additional intervention support

is needed. At the start of each grade math course, students in grades 2 through 10 complete the assessment. For students in grades 7 through 10, the MIPI takes approximately 50 minutes, and for students in grades 2 through 6, it takes approximately 20 minutes. Results from 2021-22, illustrate EIPS students are succeeding in numeracy, with grade-level averages higher in all grades, except Mathematics 10C, than in 2020-21.

Like in literacy, students didn't experience the anticipated learning loss in numeracy

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. Last year, EIPS numeracy consultants continued to support schools focusing on instruction that maximized student engagement and teacher feedback, including vertical non-permanent surfaces, building understanding and creating divisionwide common exams.

Numeracy consultants offered professional learning at two leadership meetings to all EIPS administrators focused on vertical non-permanent surfaces instructional strategies. The idea behind the sessions was to implement a kindergarten to Grade 12 pedagogical approach broadly across the Division—administrators were overwhelmingly receptive. Subsequently, consultants offered additional sessions to teachers during staff meetings and Division-based professional learning days. Consultants also visited classrooms to model, co-teach and provide feedback to teachers throughout the year. The visits centred on competency development, problem-solving, collaboration and procedural mathematical fluency.

Meanwhile, at the elementary level, the emphasis was on developing a deep understanding of the four basic number operations using the Building Fact Fluency kits—in both English and French classrooms. The kits support vertical non-permanent surfaces instructional approaches and include various mathematical lesson plans, rich numeracy tasks, problem-solving activities and math-related games. Collectively, the kits help elementary students engage in mathematical thinking in a way that supports reasoning and understanding.

To complement the Building Facts Fluency kits, elementary numeracy consultants also organized numerous professional learning opportunities. Some were on high-leverage instructional practices. Others on fact-fluency. And, some focused on effective strategies to evaluate observations and conversations. Extensive work was also done to build strategies to visually assess student

learning through co-constructed numeracy criteria and rubrics to accurately assess student understanding.

At the junior high level, the Division re-configured the Grade 7 and Grade 8 mathematics common final exams—in English and French programming—to reflect the same style and format as the Grade 9 Mathematics PAT. Using the *EIPS Annual Education Results Report 2020-21*, teacher working-groups developed a new exam section, Part A, to vertically align the exam with expectations for the non-calculator section of the Grade 9 PAT. Review lessons, for Part A and Part B, were also co-created with teachers to help students better prepare for the math exams.

For senior high, the Division used the common Math 30-1 and Math 30-2 unit exams to align standards and help address the spread seen between the school-awarded and diploma grades. EIPS paid particular attention to problem-solving and conceptual cognitive levels. For example, one professional learning session entitled, “Crash Course in Teaching Math 30,” examined the program of studies, diploma examination expectations and textbook misalignments. Other efforts included creating common exams in Math 10C, Math 20-1 and Math 20-2; and building thinking classrooms to improve problem-solving, communication and fluency competencies.

Results: 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 summer 2021. The session

included 60 elementary teachers and consultants from across the Division who shared feedback and insight. What resulted was a better understanding of the new curriculum, the scope-and-sequence documents and long-range plans to implement the new curriculum across all elementary schools within the Division.

Then, at the start of the 2021-22 school year, the Division worked hard to build teacher and administrator capacity for a successful roll-out of the new curriculum. The Division also hired seven curriculum leads to develop thorough unit plans, assessment documents and professional learning resources. The leads also all participated in a week of onboarding meetings with Instructional Supports consultants, Specialized Supports consultants, and First Nations, Métis and Inuit Education leads. All meetings focused on instructional best practices, high-leverage tasks and differentiation.

Once the unit plans and resources were complete, the New Curriculum team offered several professional learning sessions with grade cohorts. All sessions explored the new curriculum, the unit plans and available resources. The team also collected ongoing teacher feedback and developed a vetting process to ensure teachers, peers and consultants reviewed all resources. Simultaneously, the New Curriculum team worked with Information Technologies to create a micro-site to house the unit plans, assessments and Division-created resources—allowing easy access for teachers. To date, the feedback from teachers is positive, many of whom say the resources helped build their own confidence and made the roll-out more seamless.



Opportunities for Growth

Based on the provincial and divisional 2021-22 results, addressing any identified learning gaps, no matter how small, resulting from the pandemic is a continued growth area for EIPS. Specifically, the Division will focus on closing learning gaps, re-engaging students and using assessment tools to identify students who require additional support. To supplement this focus area, data-literacy professional learning will also take place to help inform instructional programming—critical to student success.

Additionally, EIPS will continue to support and develop school-based instructional approaches. One way is by vertically aligning content between grade levels to establish collaborative teams, which is especially important given the new elementary curriculum. The Division will also spend considerable time addressing mathematics achievement results at the junior high level. Again, that's because even though EIPS math results are higher than the provincial averages, the Division believes it can strengthen results in this area, considerably.

Priority Strategy for Education Plan

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



Use Board-allocated funds, \$1 million, to continue the Division's pandemic recovery efforts—kindergarten to Grade 12. Schools are using resources to develop and implement intervention plans for students negatively affected by the disruption of learning during the pandemic. Supporting schools in identifying and implementing these plans ensures more students close any resulting learning gaps.



Use Board-allocated funds, \$800,000, to continue efforts around building teacher capacity to successfully implement the new curriculum—through unit-plan development, assessment development, resource purchases and professional learning. The strategy ensures teachers, kindergarten to Grade 6, confidently and effectively implement the new programs of study.



Use Board-allocated funds to continue employing an assessment consultant to support developing common assessments for core subjects in senior high, using a curriculum blueprinting process. For the 2022-23 school year, the consultant will also work with teachers to create high-quality assessments for the new curriculum, lead the elementary report card redesign and develop consistent assessment practices for EIPS. Overall, the strategy supports improvements in achievement and consistency in Division final exams.



Continue using multidisciplinary teams to support complex learners across all feeder-school groupings.



Continue building teacher capacity in literacy. The Division will continue employing a literacy consultant, grades 4 to 8, to work with other EIPS literacy consultants to enhance small-group instruction, the Making Thinking Visible strategy, elementary reading supports and writing instruction. As well, to bridge transitions from Grade 6 to Grade 7, and Grade 9 to Grade 10, the consultant will expand common, research-based reading instructional practices for secondary schools and develop a humanities writing continuum—grades 7, 8, 10 and 11.



Continue building teacher capacity in numeracy by focusing on small-group instruction and visual thinking in mathematics. Professional learning will also concentrate on maximizing conversations and robust feedback in math classrooms to support student growth.



Establish a Mathematics Academy, in partnership with the University of Alberta, for junior high mathematics teachers who did not graduate with a major in secondary math. Doing so will support building capacity in math instruction to help improve Division results.



Continue building teacher capacity in educational technology. An area-expert consultant will carry on with efforts to support teachers and embed purposeful technology in classrooms. The consultant will also work with teachers to implement common assessment exams, using technology tools for support; offer Brightspace training; and help the transition to the Power Teacher Pro elementary report card.

GOAL 2: Success for Every Student

Assurance Domain: Student Growth and Achievement

Local Outcome 3: Self-Identified First Nations, Métis and Inuit students demonstrate 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 | | |
|---|------------------------|---------|---------|---------|---------|-----------------|--------------|------------------------|------------|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | ALBERTA 2021-22 | 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 | 76.8 | n/a | n/a | 68 | 46.4 | n/a | |
| | E | 15 | 16.6 | n/a | n/a | 15.5 | 6.4 | n/a | |
| Percentage of students who achieved the acceptable standard (A) and the standard of excellence (E) on diploma examinations | A | 86.7 | 80.6 | n/a | n/a | 79 | 68.7 | n/a | |
| | E | 9.2 | 11.7 | n/a | n/a | 10.2 | 8.5 | n/a | |
| ALBERTA EDUCATION ASSURANCE SURVEY: SENIOR HIGH | | | | | | | | | |
| High school completion rate within three years of entering Grade 10 | 64.2 | 70.9 | 72.9 | 85.4 | 77.2 | 59.5 | Intermediate | Maintained | Acceptable |
| Annual dropout rate of students aged 14 to 18 | 5.1 | 1.5 | 4.3 | 2.1 | 0 | 4.9 | Very High | Improved Significantly | Excellent |
| Percentage of high school students who transition to post-secondary, including apprenticeship, within six years of entering Grade 10 | 48.6 | 44.2 | 47.1 | 40.4 | 43 | 37.7 | Low | Maintained | Issue |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship | 48.2 | 49.3 | 53.8 | 65.3 | 56.3 | 41.1 | Intermediate | Maintained | Acceptable |

NOTE: The COVID-19 pandemic resulted in the cancellation of both PATs and diploma examinations in the 2019-20 and 2020-21 school years. There is no data for these years.

Performance Measures

| | RESULTS | | | | |
|--|---------|---------|---------|---------|---------|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| EIPS INTERNAL DATA | | | | | |
| Number of students who self-identify as First Nations, Métis or Inuit, as of June 30 | 900 | 906 | 1,132 | 1,285 | 1,291 |
| Percentage of schools that created a First Nations, Métis and Inuit project proposal and received funding | 100 | 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 | 76.2 | 78.2 | 77.9 | 75.8 | 76.4 |
| 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 | 77.4 | 73.2 |
| EIPS YEAR-IN-REVIEW SURVEY | | | | | |
| The percentage of families, staff, Grade 12 students and community members confident EIPS implements strategies to support the achievement and growth of self-identified First Nations, Métis and Inuit students | n/a | n/a | n/a | n/a | 92.8 |

Analysis of Results

Background

Examining 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. The three main focus areas: 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 foundational knowledge about Indigenous cultures and a shared history.

Results

Every year, EIPS works hard to ensure all students achieve academic growth. Overall, the Division is successful in accomplishing this. However, an area of continuous 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 every year.

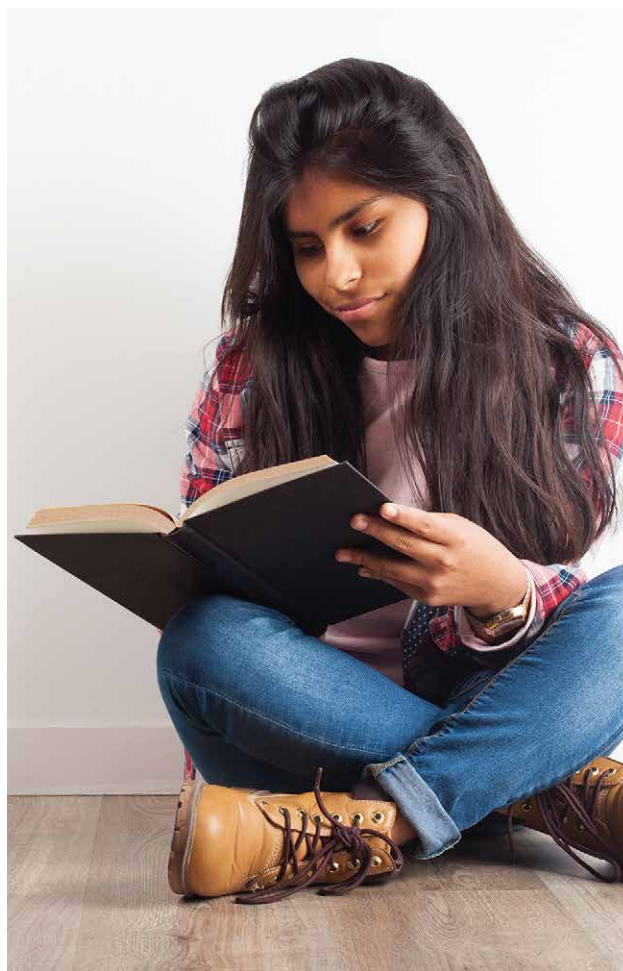
Currently, within the Division, 1,291 students identify as First Nations, Métis or Inuit. That's up by six students from last year and 391 students four years ago. The year-over-year increases indicate more students within EIPS are proud to acknowledge their culture and heritage, and the Division's creating conditions for welcoming, inclusive, respectful and safe learning environments. That success is achieved through a multi-pronged approach of using First Nations, Métis and Inuit funding to support school projects and EIPS Central Services initiatives; supporting learning achievement; finding ways to build relationships with the community; capacity building; and strengthening foundational knowledge about Indigenous cultures and a shared history.

In terms of school projects and initiatives, every school within EIPS completed a First Nations, Métis and Inuit project in the 2021-22 school year. Of these projects, all offered at least one of four key criteria:

- direct supports for Indigenous students;
- professional learning focused on the *Teaching Quality Standard* and *Leadership Quality Standard*;
- treaty relationships and Indigenous nationhood focus; or
- reconciliation activities outlined by the Truth and Reconciliation Commission of Canada's 94 calls to action.

Before approval, each project or initiative was vetted by EIPS' First Nation, Métis and Inuit Education team using the Division-developed Indigenous Education Project Funding Formula. The formula ensures consistency and calculates how to distribute 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.

Interestingly, every year, the Division surveys families, staff, Grade 12 students and community members to gauge their confidence in how the Division is meeting the priorities set out in its *Four-Year Education Plan*. The 2021-22 results for Indigenous education efforts are impressive. In total, 92.8% of respondents are confident EIPS implements strategies to support the achievement and growth of self-identified First Nations, Métis and Inuit students. The high-confidence level confirms the Division's efforts around Indigenous education are working and having a positive impact.



ACADEMIC MEASURES: PROVINCIAL

The 2021-22 provincial data available from the Alberta Education Assurance Survey for students within EIPS who self-identify as First Nations, Métis and Inuit include the high school dropout rate, post-secondary transitions, high school completion percentages and provincial examinations. Overall, the results are encouraging, particularly the annual dropout rate for First Nations, Métis or Inuit self-identified students, aged 14-18, which, for the first time, is 0%. The result is even better than the dropout rate for all other students within EIPS, 1.5%, it's down from last year's 2.1%, and significantly better than the provincial average of 4.9%.

As well, the percentage of senior high self-identified Indigenous students who transition to post-secondary, including apprenticeship, within six years of entering Grade 10, is up from the year before—rising to 43% in 2021-22 from 40.3% in 2020-21. The provincial average is 37.7%. Despite the increase, the percentage is lower than all other EIPS students, which was 59.5% in 2021-22. As such, it's recognized as an area of concern for the Division. Meanwhile, the three-year high school completion rate for self-identified First Nations, Métis or Inuit students is 77.2%, which is down from 85.4% in 2020-21. While the decrease is disappointing, the percentage is above the pre-pandemic levels—72.9% in 2019-20, and significantly above the provincial result of 59.5%.

Turning to provincial academic results, it's been three years since the Division received Provincial Achievement Tests (PAT) and diploma examination data. The province cancelled both as it dealt with the pandemic in 2019-20 and 2020-21. By spring 2022, Alberta lifted most public-health restrictions and, at the same time, re-instated the PATs and diploma examinations. Because of the significant learning disruptions during the pandemic, EIPS expected lower-than-normal 2021-22 results. In some cases, results were lower and in others not, which is extremely positive news. Regardless of the results, the Division is pleased to have the achievement data available to help understand how students are doing and what interventions are needed to support student growth.

In terms of the 2021-22 PAT results, course-by-course, the scores within EIPS for self-identified First Nations, Métis and Inuit students were higher than the province in all Grade 6 and Grade 9 subjects—at both the acceptable standard and the standard of excellence. The diploma examinations saw similar results—with all but one of the subjects being higher than the province at the acceptable standard, and all but three at the standard of excellence.

Looking at the pre- and post-pandemic Grade 6 Language Arts overall PAT results, the percentage of self-identified First Nations, Métis or Inuit students who met the acceptable standard was 92.2% in 2021-22—falling from

97.6% in 2018-19. Meanwhile, the percentage of students meeting the standard of excellence rose drastically to 28.6% from 11.1% in 2018-19. The provincial averages were 76% and 9.6%, respectively. The results point to the exceptional work taking place in EIPS classrooms and focused intervention support provided to students to mitigate learning loss during the pandemic.

Results are similar when comparing the pre- and post-pandemic Grade 9 Language Arts overall PAT results for self-identified First Nations, Métis or Inuit students. The percentage of students who met the acceptable standard was also down slightly at 77.8% from 79.7% in 2018-19. Again, the percentage of students meeting the standard of excellence increased to 11.1% from 9.4% in 2018-19. The provincial averages were 71.9% and 5.3%, respectively. Like the Grade 6 results, it suggests learning loss was minimal.

The dropout rate for Indigenous students is 0%—a first for EIPS and better than the dropout rate for all students

However, after delving more deeply into the data, only 76.6% of self-identified First Nations, Métis or Inuit students wrote the Grade 9 PAT in 2021-22. In 2018-19, 90.1% of students wrote the exam. The reason for the low test-writing turnout is the high rate of student absences among those who identify as Indigenous during the pandemic—an ongoing concern within the Division. In fact, effort within the Division is ongoing to re-engage these students and families.

With respect to the English Language Arts 30-1 diploma examinations, the pre- and post-pandemic results indicate the percentage of self-identified First Nations, Métis or Inuit students who met the acceptable standard dropped in 2021-22. While still high, the percentage did fall to 92.6% from 96.6% in 2018-19. The number of students who met the standard of excellence also declined to 7.4% from 13% in 2018-19. The provincial averages were 73.5% and 4.4%, respectively. Overall, though, the learning loss was minimal.

That was not the case for Language Arts 30-2. EIPS saw significant learning loss at this level. The percentage of self-identified First Nations, Métis or Inuit students who met the acceptable standard dropped by 12.5%—falling to 81% from 93.5% in 2018-19. Percentages were also lower for the standard of excellence, which fell to 9.5% from 12.9% in 2018-19. So, the conclusion for EIPS is the pandemic had a far greater negative impact on students in the Language Arts 30-2 stream than those in the 30-1 stream.

Turning to mathematics, the pre- and post-pandemic Grade 6 PAT data shows the percentage of self-identified

First Nations, Métis or Inuit students who wrote and met the acceptable standard remained static at 81.3%. In comparison, results for the standard of excellence rose quite a bit to 18.8% from 13.8% in 2018-19. The provincial averages were 51.6% and 4.7%, respectively. Again, these results show the exceptional work in EIPS elementary classrooms and the focused intervention provided to students to mitigate learning loss during the pandemic.

Similarly, the overall pre- and post-pandemic Grade 9 Mathematics PAT data reveal 62.3% of First Nations, Métis and Inuit students met the acceptable standard—down from 68.9% in 2018-19. At the standard of excellence, percentages also declined, more substantially than EIPS thought, dropping 10.4% from 24.6% in 2018-19. The provincial averages were 51.6% and 4.7%, respectively.

For the diploma examinations, in Mathematics 30-1, the percentage of self-identified First Nations, Métis or Inuit students who met the acceptable standard also fell to 71.4%—down from 78.9% in 2018-19. Meanwhile, the percentage meeting the standard of excellence increased to 7.1%—up from 5.3% in 2018-19. That's good news. The provincial averages were 50.9% and 10.5%, respectively. For Mathematics 30-2, 70.6% of students met the acceptable standard—that, too, is up from 66.7% in 2018-19. However, at the standard of excellence, it declined to 11.8% from 20% in 2018-19. The provincial averages were 55.2% and 7.3%, respectively.

To create deep understanding and tell powerful truths it's critical EIPS remains focused on being in relation

ACADEMIC MEASURES: INTERNAL

In terms of internal achievement screening, throughout 2021-22, EIPS continued using the Star 360 Reading Assessments and the Math Intervention Programming Instrument (MIPI) to assess student achievement in both literacy and numeracy. Both are assessment tools schools use to gauge student learning and identify any learners requiring intervention support (see pg. 21 and 28, "Academic Measures: Internal"). EIPS also implemented targeted supports to further boost educational outcomes for students who identify as First Nations, Métis or Inuit—funded by the Indigenous Education Project Funding Formula.

"Chart 4: EIPS students meeting the benchmark," provides information about how First Nations, Métis or Inuit self-identified students perform on the Star 360 assessment as they progress in grades. Generally, between 2018 and 2019, the grade equivalence (GE) gains for self-identified First Nations, Métis or Inuit students were positive. The 2020 results tell a different story. In all grades,

other than Grade 12, the GE dropped significantly—likely because of the disruption in learning during the pandemic. The good news: When you look at the 2021-22 data, the GE numbers are back up and look similar to the pre-pandemic levels—demonstrating the learning gap is closing.

The Star 360 results do reveal a small literacy learning gap between First Nations, Métis, and Inuit students and all students in EIPS. That said, the GE scores for self-identified Indigenous learners also point to continual growth in reading, which is good (see pg. 35, "Chart 5"). For example, in 2021, GE scores in all grades increased from the year before—except for grades 9, 10 and 12. And, 62% of all self-identified First Nation, Métis and Inuit students showed one year's growth in reading. That is on par with the percentage for all EIPS students demonstrating one year's growth, at 65%. So, the results are positive and indicate the Division's work to address First Nations, Métis and Inuit learner needs is making a difference in reading.

Turning to numeracy, the Division's MIPI results indicate First Nations, Métis and Inuit students are dealing with learning gaps in math—again because of the pandemic and disruptions in learning (see pg. 36, "Chart 6"). In fall 2019, pre-pandemic, the MIPI results show substantial growth in numeracy for self-identified First Nations, Métis and Inuit students. In fact, the student achievement results were at an all-time high.

By fall 2020, the results dropped by at least 1% in every grade. At the secondary level, the drop was even more severe, and as high as 8% for grades 7 and 8. Then, in fall 2021, the Division hoped to see greater gains for students who self-identify as First Nations, Métis or Inuit. However, that didn't transpire. Instead, results dropped even further, in all grades.

Similarly, the percentage of First Nations, Métis and Inuit students in EIPS achieving the benchmark of 60% declined. In fall 2021, only 53% of self-identified Indigenous students reached the benchmark. Compare that to fall 2020, where 56% met the benchmark and 63% in fall 2019. Conversely, the 2021-22 MIPI results for all other EIPS students indicated that grade-level averages are generally higher than in 2020-21, and closer to pre-pandemic results. As such, finding ways to support the learning loss in mathematics for First Nations, Métis and Inuit learners, specifically in the secondary grades, is a key priority for EIPS in the coming school years.

BEING IN RELATION

To create deep understanding and to tell the powerful truths about First Nations, Métis and Inuit history, traditions and perspective, it's critical the Division builds its relationship with Indigenous communities. As such, EIPS continues its relationship with Elder Wilson Bearhead, a member of the

CHART 4:
EIPS students meeting the benchmark – by percentage

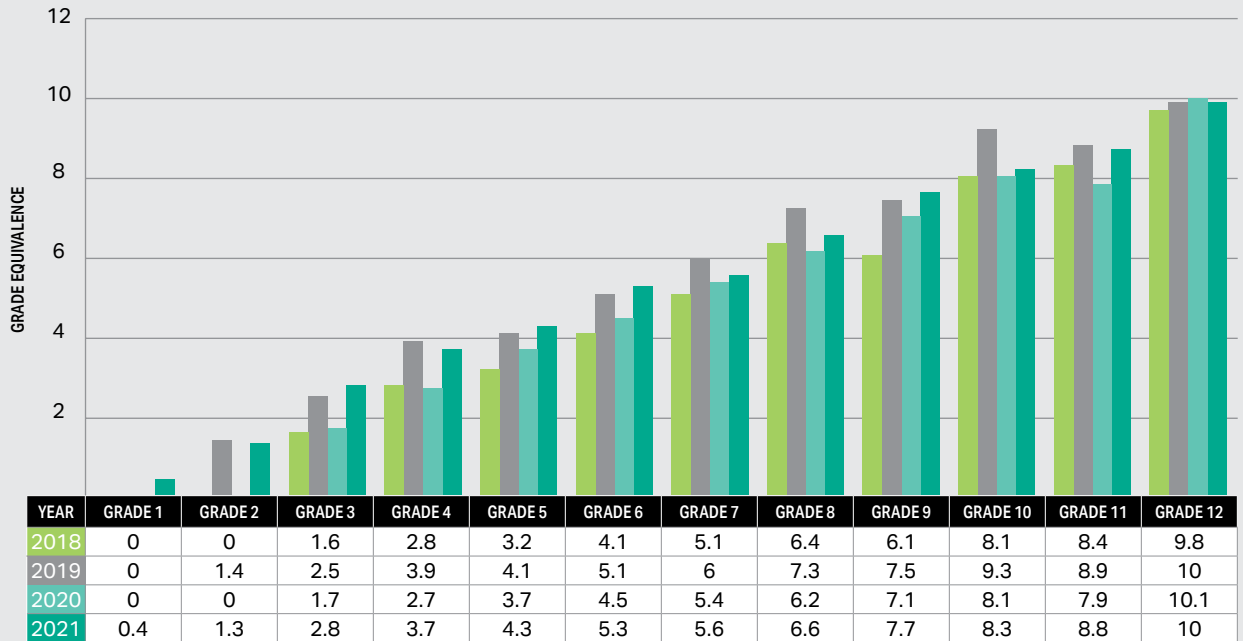
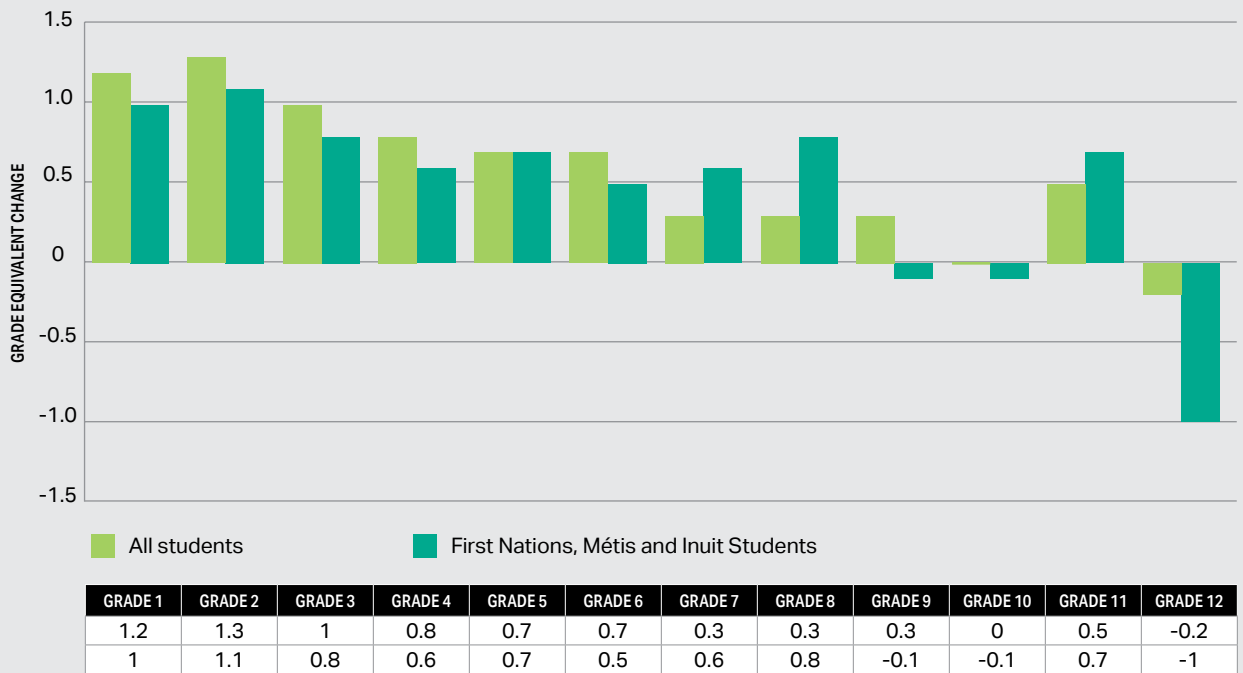


CHART 5:
EIPS Grade equivalent results – Fall 2021 to Spring 2022



Wabamun Lake Indian Band who has served in many key leadership roles, including Chief in his community, Grand Chief of the Confederacy of Treaty 6 First Nation and the Alberta Regional Chief for the Assembly of First Nations. Throughout 2021-22, he offered wisdom and guidance to EIPS' First Nations, Métis and Inuit Education team and, over the years, he's played a key role in the Division's Indigenous education direction. Most recently, he's collaborated on the Indigenous land-based learning spaces and the raising of Treaty 6 and Métis Nation flags at EIPS Central Services—also on display at every EIPS school.

The Division also continued offering its Indigenous family gatherings. Three virtual gatherings took place in 2021-22. Each one was facilitated by the EIPS First Nations, Métis and Inuit Education team, with Elder Wilson Bearhead at each to give witness. The online gatherings provided space and voice for EIPS families with self-identified Indigenous students. The goal was to help build community, share hopes and discuss truth-telling and reconciliation within EIPS.

The virtual family gatherings also helped inform next steps for the First Nations, Métis and Inuit Education team. Two important initiatives resulted from the gatherings. First, a monthly newsletter with content relevant to Indigenous students and their families. The second, a monthly EIPS blog to build awareness about the Division's

work on truth, reconciliation and Indigenous education.

As well, in early 2021, EIPS hired a Cultural Advisor to work with schools, lead teachers and Knowledge Holders. The purpose: To structure culturally appropriate teachings and experiences for self-identified First Nations, Métis and Inuit students and the general school population. Throughout 2021-22, the work continued and expanded to include working in partnership with an EIPS Family School Liaison Worker to:

- assist Indigenous students and their families;
- nurture relationships between families and schools;
- provide academic, emotional, social and cultural supports;
- host regular sharing circles with self-identified Indigenous students;
- create culturally rich safe spaces for self-identified Indigenous students to build connections and develop positive self-awareness; and
- develop opportunities for language, beading and smudging to encourage cultural belonging and pride.

To further build on being in relation, two Indigenous cultural seasonal camps were hosted. One was held in fall 2021 and the other in spring 2022. Both camps were hosted by the First Nations, Métis and Inuit Education

CHART 6:
EIPS MIPI results – Fall 2021 to Spring 2022





team, with help from Woodbridge Farms Elementary, Strathcona Wilderness Centre and community-based Elders and Knowledge Holders.

More than 100 participants—self-identified Indigenous students and their family members—took part in the weekend camps. Together, they participated in various cultural land-based activities taught by Elders and Knowledge Holders. The feedback from both camps was overwhelmingly positive. It also highlighted how partnerships between the Division, families, Elders and community members offers immeasurable opportunities for relationship building, developing a sense of belonging and creating cultural pride.

By mid-way through the school year, COVID-19 public-health restrictions started easing, offering schools an opportunity to feed off the camp’s success by inviting Elders and Knowledge Holders back into classrooms.

Their presence was well-received and provided valuable foundational knowledge through land-based teachings, whole-school art projects and in-class student visits.

Community partnerships in 2021-22 included a memorandum of understanding with the Rupertsland Institute for Métis education. Over three years, the institute will provide academic and cultural supports for Métis students to help boost successful transitions from senior high to post-secondary studies. Other community partnerships included Elk Island National Park, Beaver Hills Biosphere and Strathcona Wilderness Centre. All three assist the Division with providing land-based learning experiences for Indigenous and non-Indigenous students. Additionally, the partnership with Beaver Hills included the roll-out of a brand new land-based learning program focused on Métis history.



BUILDING CAPACITY

For the 2021-22 school year, Indigenous education capacity building focused on deepening understanding of the *Teaching Quality Standard*, *Leadership Quality Standard*, and curriculum supports for EIPS students and staff. Ongoing professional learning occurred on designated days, at school-based staff meetings and through in-house targeted workshops. Some schools also worked with the First Nations, Métis and Inuit Education Centre, developing ways to bring Indigenous histories, perspectives and pedagogies into classroom practice. The First Nations, Métis and Inuit Education consultant also worked with several Division schools to co-plan and co-teach lessons to weave subject curricular-learning objectives with Indigenous perspectives and knowledge. These experiences also helped teachers build confidence and capacity to create space for Indigenous ways of being, knowing and doing within the classrooms.

As in previous years, EIPS continued to add resources to the Division's lending library—housed at the First Nations, Métis and Inuit Education Centre, which includes hundreds of titles by Indigenous authors and illustrators. Titles were added to the kindergarten to Grade 12 section—both in English and French—and the teacher professional learning collection. The centre also continued to lend out the highly popular EduKits—created four years ago. The kits all contain cross-curricular connections, including physical education, health, music, language arts, art, science, information and communications technology, and mathematics. Even with the addition of a second set of kits, demand still outpaces availability with a 100% sign-out rate of each kit throughout the school year.

Additionally, the First Nations, Métis and Inuit Education team worked alongside several departments to enhance capacity, including Play And Learn at School (PALS) consultants and teachers to create an early learning EduKit. The team also worked with a senior high working-group committee to build teacher capacity around Aboriginal Studies 10, 20 and 30 and create three model classes—available to all EIPS staff through Brightspace. Thanks to those efforts, classrooms now contain culturally appropriate learning experiences and authentic support resources for students to successfully complete the course requirements, regardless of their location.

As previously mentioned, in spring 2022, EIPS officially raised the Treaty 6 and Métis Nation flags at EIPS Central Services. Before the official raising, EIPS provided all employees and students with opportunities to learn the history and significance of both flags. As well, several professional learning sessions focused on understanding treaties and Indigenous nationhood. Capacity was further enhanced by First Nations, Métis and Inuit education leads, appointed at every EIPS school, who participate

in ongoing professional learning and share back with school staff.

Finally, to support the roll-out of the new elementary curriculum, the First Nations, Métis and Inuit Education team was instrumental in ensuring all Division-developed unit plans align with the Division's truth and reconciliation commitments. To facilitate this, the team organized countless in-service sessions, provided appropriate resources and offered feedback support to the EIPS New Curriculum lead teachers.

Thanks to EIPS and the community's support, more students and staff are exploring land-based learning methods and deepening their understanding of Indigenous culture and history

COMMUNITY SUPPORT

Under Elder Wilson Bearhead's guidance, and a grant from local partner Shell Canada Ltd., the First Nations, Métis and Inuit Education team continued working through Phase 2 of the Indigenous land-based learning spaces at Division schools in Fort Saskatchewan and Bruderheim. The spaces allow students, staff and community members to come and learn from the land, and also be living embodiments of the country's land acknowledgment and treaty obligations.

At EIPS Central Services, the Division created a new land-based learning space on the property. The space includes five distinct teaching areas—tipi poles, a rock circle, an infinity loop, berry bushes and local flowers. Each teaching area also features interactive signage to explain its significance. Overall, the new space serves as a welcoming learning opportunity for the whole community.

In addition to the land-based learning spaces, EIPS and schools worked with several community partners to explore land-based learning methods—Métis Crossing, Elk Island National Park and Strathcona Wilderness Centre. The partnerships also allowed the Division to enhance events and activities that commemorate the heritage, diverse cultures and contributions of First Nations, Inuit and Métis people. Some of these include: National Day for Truth and Reconciliation, Project of Heart, Have a Heart Day, Blanket Exercises, Moose Hide Campaign, Bear Witness Day, Métis Week and National Indigenous Peoples' Day. Through that community support, more students and staff are exploring land-based learning methods, in being in relation, honing knowledge and developing their understanding of First Nations, Métis and Inuit culture and history.

Opportunities for Growth

An area of concern for EIPS is the low percentage of self-identified First Nations, Métis or Inuit senior high students who transition to post-secondary school, including apprenticeship programs, within six years of entering Grade 10. The Division expects its new partnership with the Rupertsland Institute, and ongoing collaboration with the new Cultural Advisor and Family School Liaison Worker, will effectively improve this outcome. EIPS also plans to address the pandemic-related numeracy learning gap for students who self-identify as First Nations, Métis or Inuit—with special attention at the secondary level.

In terms of capacity building, EIPS plans to continue its work to help teachers incorporate Indigenous learning in the curriculum. That includes incorporating co-planning, co-teaching and instruction modelling opportunities for teachers. As well, EIPS will ensure the new elementary curriculum is effectively taught to students, and includes culturally relevant material and an Indigenous perspective.

The final growth area for First Nations, Métis and Inuit education is to expand its land-based learning spaces. As such, the First Nations, Métis and Inuit Education team will continue to work closely with schools to develop effective ways to introduce and enhance land-based learning across the Division. For 2022-23, work will centre on finalizing outdoor spaces in Fort Saskatchewan, Bruderheim and the EIPS Central Services and build new spaces in Sherwood Park and Strathcona County.

Priority Strategy for Education Plan

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

-  Continue offering professional learning about foundational knowledge to staff—focusing on the Supporting the Lead Teacher model. The Division will also facilitate targeted in-school professional learning sessions to build capacity in promising practices and effective use of authentic Indigenous resources.
-  Continue supporting land-based learning initiatives through targeted professional learning. Focus areas involve promising practices that support being in relation and learning from the land, including developing Indigenous land-based learning spaces. Work will also incorporate finalizing outdoor spaces in Fort Saskatchewan, Bruderheim and EIPS Central Services and building new spaces in Sherwood Park and Strathcona County.
-  Create a divisionwide program acknowledging self-identified Indigenous students completing Grade 12.
-  Continue building foundational knowledge using Division-based information sessions focused on land acknowledgments, the Indigenous Peoples' Giant Floor Map and Blanket Exercises for interested families.
-  Support the roll-out of the new elementary curriculum, ensuring it aligns with the Division's truth and reconciliation commitments.
-  Continue building meaningful relationships between staff, local Elders, Knowledge Holders and land-based community stakeholders.
-  Continue to host three gatherings, per school year, with self-identified First Nations, Métis and Inuit families to relationship build and engage in respectful conversations.
-  Explore developing Cree and Michif language sessions for self-identified First Nations, Métis and Inuit staff, families and students.
-  Collaborate with the Rupertsland Institute to provide academic and cultural supports. The goal: To boost successful transitions from senior high to post-secondary studies.
-  Continue supporting First Nations, Métis and Inuit students who aren't experiencing success or are at risk of dropping out.

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 | | | |
|--|------------------------|---------|---------|---------|---------|-----------------|--------------|------------------------|-----------|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | ALBERTA 2021-22 | ACHIEVEMENT | IMPROVEMENT | OVERALL |
| ALBERTA EDUCATION ASSURANCE SURVEY | | | | | | | | | |
| High school completion rate of students within three years of entering Grade 10 | 84.6 | 83.3 | 84.4 | 88.9 | 87.6 | 83.2 | High | Improved | Good |
| Annual dropout rate of students aged 14 to 18 | 1.1 | 1.7 | 1.7 | 1.4 | 1.5 | 2.3 | Very High | Maintained | Excellent |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship | 62.5 | 64.7 | 66.6 | 70.3 | 74.9 | 70.2 | High | Improved Significantly | Good |
| Percentage of high school students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10 | 60.4 | 62.6 | 62.1 | 60.3 | 59.5 | 60.3 | Intermediate | Declined | Issue |
| Percentage of parents and teachers who agree that students are taught attitudes and behaviours will make them successful at work when they finish school | 77.8 | 80.7 | 81.2 | 84.6 | 81.9 | 84.9 | High | Maintained | Good |

| Performance Measures | RESULTS IN PERCENTAGES | | | | |
|--|------------------------|---------|---------|---------|---------|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| EIPS PARENT SURVEY | | | | | |
| My child is being taught knowledge, skills and attitudes necessary to be successful in life | n/a | 80.9 | 81.9 | 82.2 | 78.2 |
| EIPS STUDENT SURVEY (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 | 68.9 | 62.2 |
| EIPS YEAR-IN-REVIEW SURVEY | | | | | |
| Families, staff, Grade 12 students and community member confident EIPS implements strategies that support and prepare students for life beyond high school | n/a | n/a | n/a | n/a | 77.4 |

Analysis of Results

Background

Keeping students motivated and engaged as they work to finish senior high requires a collaborative effort throughout the entire kindergarten to Grade 12 public education system. That's because 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 in general, is a fundamental outcome of public education.

Results

The Alberta Education Assurance measures are tools EIPS uses to stay informed about how it's doing relative to achieving outcomes that lead to success beyond senior high. The 2021-22 results confirm the Division continues to show positive achievement in several important areas for senior high students. For example, the Division's high school completion rate is strong, which received a provincial achievement rating of "high" and "improved." In fact, an impressive 87.6% of EIPS students graduated within three years of entering Grade 10—up from the previous three-year average of 85.8%. Provincially, the percentage was 83.2%.

Similarly, EIPS' dropout rate earned a provincial rating of "very high," at just 1.5%, compared to the provincial average of 2.3%. Also noteworthy, the percentage of students eligible for the Rutherford Scholarship increased to 74.9%. That's up from 70.3% the year before and earned a provincial evaluation rating of "high."

In terms of preparing students after senior high, according to the 2021-22 Alberta Education Assurance Survey, 81.9% of teachers and parents agree EIPS teaches students the attitudes and behaviours needed to make them successful after they finish school. While that's down from 84.6% the previous year, it's up from the previous three-year average, 82.2%. Similarly, on the 2021-22 EIPS Parent Survey, 78.2% of families reported their child's learning the knowledge, skills and attitudes necessary to succeed in life. While the percentage is strong, it's down from the previous year, which was 82.2%.

Turning to areas of concern, there are two measures the Division is most concerned with. On the EIPS Student Survey, administered to Grade 9 and Grade 12 students, only 62.2% of students reported feeling supported by their school as they prepare for life beyond senior high. The result is low, down from the year before, and an obvious area of concern.

The other is the low number of senior high students transitioning to post-secondary education, including apprenticeships, within six years of entering Grade 10. In

2021-22, only 59.5% of students entered post-secondary—identified by the province as an "issue." It's also down from the year before. In 2020-21, 60.3% of senior high students transitioned, which is also low.

To help address these concern areas, EIPS hosted a Student Forum with learners in grades 9 and 12 in spring 2022. The forum asked students a series of questions, using a world café approach. The goal: To gain insight on how to better support, prepare and transition students for life after senior high. The Division also explored assumptions made about youths and strategies to ensure students acquire transferable skills to participate successfully in the broader society. EIPS plans to use the feedback to enhance its Career Pathways strategic plan and improve its results in 2022-23.

Following the Student Forum, EIPS collected feedback from students in Fort Saskatchewan, grades 7 through 12, about Career and Technology Foundations (CTF) and Career and Technology Studies (CTS) programming. The Division engaged these students because in Fort Saskatchewan, CTS and CTF space is limited. The following courses were identified as areas of student interest:

- cosmetology – 51.9%
- foods – 51.9%
- fashion studies – 44.4%
- design studies – 40.7%



- psychology – 40.7%
- criminal justice studies and legal studies – 37%
- wildlife – 37%
- health care – 29.6%
- fabrication and welding – 29.6%
- power engineering – 29.6%
- mechanics – 25.9%
- management and marketing – 25.9%

EIPS plans to use the feedback collected to enhance the CTF and CTS programming in Fort Saskatchewan.

BUILDING CAPACITY

Throughout 2021-22, EIPS continued capacity-building efforts to support CTF and CTS programming. Courses were aligned with course clusters identified by Alberta Education and linked to potential careers using the National Occupational Classification, a national system for describing occupations. In total, there are five career clusters: human services, business, communication, resources and technology.

Capacity-building efforts varied in focus and nature. One included creating common course descriptions, categories, weightings and assessment strategies with CTF teachers. Another was the creation of a Division resource repository—housing common-course outlines, descriptions, challenge ideas, templates and assessment samples. Looking ahead, the Division hopes to build the repository by engaging teachers to collaborate and co-create resources.

The Division also introduced a new communication approach for off-campus and dual-credit programming. All schools now have a Career Pathways facilitator who is the point of contact for students. Through the facilitator, students and families build capacity while also developing a more collaborative approach to programming. Collectively, the new approach will enhance opportunities for learners and program uptake.

Similarly, the Division hosted a series of Registered Apprenticeship Program (RAP) information sessions to build capacity around students' success beyond senior high. The sessions included extensive details about career pathways programming and a question-and-answer portion with EIPS program experts. Several virtual Off-Campus Information Evening Sessions were also held for RAP, Green Certificate and work experience courses. The sessions were open to students, families and prospective employers. Also, off-campus co-ordinators worked with each senior high school to provide meaningful programming information to students and families.

In addition, EIPS hosted its always popular Your Future: Post-secondary and career fair—open to students

EIPS scored high marks for its dropout rate, Rutherford Scholarship results and high school completion numbers

in grades 9 to 12. The fair is so popular EIPS hosted two in 2021-22—one in November and another in March. The bi-annual event brings together universities, colleges, polytechnics and sector experts in one place—the largest of its kind in Alberta. During the event, students and family members met with some of Canada's top post-secondary institutions and employers, asked questions, talked to experts and learned about future career trends. Because of the pandemic, the 2021-22 Your Future events featured a hybrid format, bringing students and families into the Agora in person, and providing virtual access through Microsoft Teams. Together, the events attracted more than 600 people—the majority being in-person.

CAREER PATHWAYS

New for the 2021-22 school year, EIPS created a strategic plan for Career Pathways programming—from kindergarten to Grade 12. Four key focus areas make up the plan:

- *Awareness (K-4)* – Students in kindergarten to Grade 4 build career awareness through curriculum-related teaching and learning, career days, field trips, guest speakers and natural discussion connecting curriculum to potential career sectors. The Division also worked with the New Curriculum team to identify these connections within the curriculum units.
- *Understanding (5-9)* – Through CTF programming, students in grades 5 to 9 explore various occupational clusters, identify passions and uncover areas of interest to better understand career possibilities.
- *Readiness (10-12)* – Through CTS programming and on-site activities, senior high students develop knowledge, skills and attitudes needed for entry into the workplace or post-secondary education.
- *Communication (K-12)* – Using various communication tools, staff, students, families and the community build a common language and understanding of career pathways. The tools include monthly newsletters, resources and ongoing advertising of student opportunities, such as dual-credit courses, RAP positions and career preparation.

Another initiative was launching, World of Sport, a new junior high CTF course. The course helps learners investigate the sociology, history and cultural significance of sports. So far, feedback about the program is positive, and the Division plans to continue offering it in 2022-23.

For senior high, the off-campus programming saw a significant increase in student work hours and earned credit—primarily because of more relaxed public-health restrictions. In total, EIPS students earned 2,398 credits—up from 1,914 the year before. That calculates to 59,950 work hours in 2021-22—up from 47,850 in 2020-21. Of those, 872 credits were earned through RAP, totalling 21,800 work hours. As well, 19 students earned 70 credits toward the Green Certificate, with five completing the technician certification through Alberta Forestry and Agriculture. Dual-credit programming is another ongoing focus area for EIPS. In 2020-21, the Division completed CTS facility upgrades at several schools. Thanks to those upgrades, in 2021-22, students have the chance to participate in myriad apprenticeship programs, including:

- *Welding* – a new program offered to 27 students
- *Automotive Service Technician Apprenticeship* – offered to 187 students
- *Cabinetmaking* – offered to 32 students
- *Cooking and Baking* – offered to 225 students
- *Hairstyling and Esthetics* – offered to 276 students

EIPS also received a \$50,000 Dual Credit Start-Up Grant from Alberta Education. The Division used the money to support its Foundations in Industry Workplace Training, a partnership with Sherwood Park-based AT Safety Training. The grant also allowed the Division to offer several post-secondary courses at through Olds College of Agriculture and Technology and Northern Lakes College. Additionally, EIPS received a \$100,000 dual-credit enhancement grant through the province to support the roll-out of a new welding apprenticeship program that aims to increase student access to industry-standard facilities.

EIPS is developing intentional unit plans that all incorporate career pathways

Similarly, EIPS continued its partnerships with Norquest College and Portage College and established a new one with Olds College. Collectively, the partnerships allowed schools to offer various introductory post-secondary courses to senior high students. Through Norquest, 40 students registered in an introductory psychology course—up from 24 the previous year. Of those 40 students, 35 completed the course. Meanwhile, through Portage College, one student completed introductory psychology, one student finished a computer science coding and robotics course, and one student earned the Level-1 Early Childhood Certification. Finally, through Olds College, one student completed a first-year course in Animal Health Technologies.

Opportunities for Growth

While the Division is pleased with its high school completion and dropout rates, the student satisfaction level around feeling supported by their school as they transition to life beyond high school, the Division feels it can improve in this area. So, an opportunity for growth is to ensure the Division's Career Pathways strategic plan aligns with information gathered at the 2022 Student Forum. To complement this work, EIPS also plans to engage families on ways to help prepare their children for career planning and preparing for life after senior high.

The new curriculum is another growth opportunity for EIPS. Currently, the Division's developing intentional unit plans that incorporate career pathways information into the curriculum, where appropriate. Doing so ensures even elementary students explore careers as part of their daily learning. Also, Career Pathways staff will continue working within the new physical education and wellness curriculum to develop and create additional career exploration resources.

Furthermore, feedback from the Student Forum revealed the in-person CALM course is preferred over the online course. Generally, the consensus was the in-person course offers better resources and opportunities for students to prepare for life after senior high. Schools will encourage more students to choose the in-person course, as it allows teachers to respond and adapt to their classroom needs, and update resources as they become available. Students also provided a wealth of feedback relative to how CALM can prepare students better for post-senior high. Going forward, the Career Pathways team will use the student feedback to offer more professional learning opportunities and focused teaching resources for CALM teachers and counsellors.

The Division will also continue providing intentional communication about off-campus education, dual-credit courses and post-secondary programming. It will also explore ways to expand opportunities in these three areas. Similarly, it 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 senior high. Strategies include:



Use Board-allocated funds to continue efforts developing and implementing the Division's Career Pathways strategic plan. The aim: To enhance student opportunities by exposing them to multiple career options— work experience, Off-Campus Education, apprenticeships, certifications, mentoring and job shadowing. The plan also includes a review of EIPS' Career and Technology Foundations (CTF) and Career and Technology Studies (CTS) programming, facility audits and community partnerships.



Build teacher capacity, grades 7-12, on CTF and CTS course delivery—such as the ability to plan, create and evaluate the courses. The strategy ensures students develop competencies that transcend across subjects and outside the school context in ways relevant to the world of work and post-secondary education.



Develop additional dual-credit courses—based on student interests; teacher expertise; and availability from local colleges, post-secondary institutions and businesses. The Division will also continue building partnerships with surrounding school boards to offer even more dual-credit opportunities to students.



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



Work with schools to develop communication that engages families about how to prepare children for life after senior high.



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



Work at developing unit plans to support the roll-out of the new elementary curriculum, with an emphasis on careers and preparing students for life after senior high.



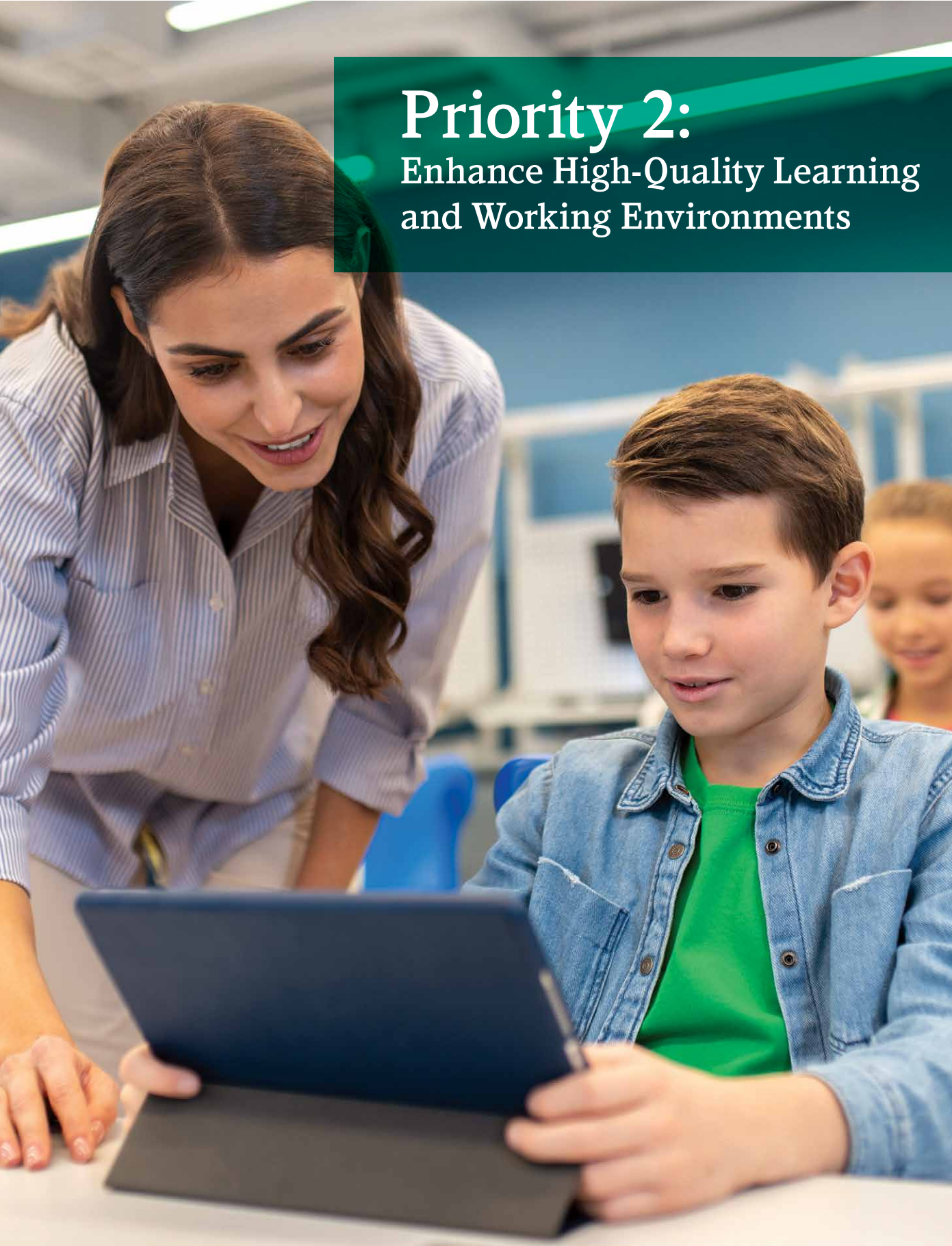
Continue hosting Future Fair, an annual event hosted by EIPS showcasing supportive agencies and transition opportunities available to individuals with complex needs after senior high.



Continue hosting Your Future: Post-secondary and career fair. Hosted by EIPS, the annual fair brings together universities, colleges, polytechnics, and sector experts in one place.



Focus on creating a collegiate school within the Division. The collegiate school would bring students with similar interests together to offer enriched programming through post-secondary and industry partnerships. Possible programming includes: various trade and technologies apprenticeships, university-transfer courses, dual-credit courses and micro-credentialling to allow students expedited access to the workforce.

A photograph of a female teacher with long brown hair, wearing a light blue and white striped button-down shirt, leaning over a desk. She is smiling and looking at a tablet computer held by a young boy. The boy has short brown hair and is wearing a blue denim jacket over a bright green t-shirt. He is looking intently at the tablet. In the background, another child is partially visible, and the setting appears to be a modern classroom with blue walls and white furniture. A green graphic overlay is present in the top right corner of the image, containing the text.

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 | | | |
|---|------------------------|---------|---------|---------|---------|-----------------|-------------|-------------|------------|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | ALBERTA 2021-22 | ACHIEVEMENT | IMPROVEMENT | OVERALL |
| ALBERTA EDUCATION ASSURANCE SURVEY | | | | | | | | | |
| Teachers, parents and students who agree their learning environments are welcoming, caring, respectful and safe | n/a | n/a | n/a | 86.8 | 85.3 | 86.1 | n/a | n/a | n/a |
| Parents who agree teachers care about their child | n/a | n/a | n/a | 92 | 89 | 94 | n/a | n/a | n/a |
| Parents who agree students at their child's school respect each other | n/a | n/a | n/a | 72 | 71 | 79 | 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 | 92 | 90 | 93 | n/a | n/a | n/a |
| Parents who agree their child is safe at school | 91 | 92 | 92 | 94 | 92 | 82 | Very High | Maintained | Excellent |
| Students who agree their teachers care about them | n/a | n/a | n/a | 81.3 | 80 | 82 | n/a | n/a | n/a |
| Students who agree students respect each other | n/a | n/a | n/a | 63.7 | 61.7 | 69 | n/a | n/a | n/a |
| Students who agree they feel welcome at school | n/a | n/a | n/a | 86.7 | 86.3 | 86 | n/a | n/a | n/a |
| Students who agree they are safe at school | 82.7 | 83 | 83 | 84 | 82.3 | 85.3 | High | Declined | Acceptable |
| Teachers, parents and students who are satisfied students model active citizenship | 80.5 | 80 | 80.3 | 80.4 | 79.3 | 81.4 | High | Maintained | Good |
| Teachers, parents and students who agree students have access to appropriate support and services at school | n/a | n/a | n/a | 73.1 | 80.1 | 81.6 | n/a | n/a | n/a |

NOTE : Evaluation measures are based on a three-year average, categories marked "n/a" still don't have a three-year average.

| Performance Measures | RESULTS IN PERCENTAGES | | | | |
|---|------------------------|---------|---------|---------|---------|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| EIPS STAFF-ENGAGEMENT SURVEY | | | | | |
| I have the materials and equipment I need to do my work | 94.3 | 93.6 | 95.4 | 94.9 | 96.9 |
| The mission, values, priorities and goals of EIPS make me feel my job is important | 91.7 | 93.2 | 95.1 | 95.9 | 90.5 |
| I receive recognition or praise for doing good work | 85.8 | 89.9 | 88.8 | 90.2 | 83.7 |
| Someone at work cares about me as a person | 96.5 | 97.2 | 97.6 | 97.5 | 97.7 |
| Overall, I am satisfied with my school or department as a place to work | 88.7 | 92.8 | 91.1 | 93.3 | 91.9 |
| EIPS PARENT SURVEY | | | | | |
| The school staff care about my child | 89.9 | 89.9 | 89.4 | 90 | 86.4 |
| My child's school encourages students to be a responsible, respectful and engaged citizen | n/a | n/a | n/a | 90.1 | 87.1 |
| My child's school is safe | 88.9 | 91.2 | 90.7 | 89.2 | 97.8 |

RESULTS IN PERCENTAGES

| Performance Measures | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|--|---------|---------|---------|---------|---------|
| EIPS STUDENT SURVEY (GRADE 9 AND GRADE 12) | | | | | |
| Students who agree their school encourages learners to be responsible, respectful and engaged citizens | n/a | n/a | n/a | 80.5 | 73.8 |
| Students who feel the staff at their school care about them | n/a | n/a | n/a | 76 | 68.3 |
| Students who agree their school expects students to behave responsibly, and if not, are dealt with fairly | n/a | n/a | n/a | 71.6 | 66.4 |
| Students who agree their individual needs are met at school | n/a | n/a | n/a | 86.3 | 78 |
| Students who agree their school is safe | n/a | n/a | n/a | 83.5 | 73.3 |
| EIPS YEAR-IN-REVIEW SURVEY | | | | | |
| Percentage of families, staff, Grade 12 students and community members confident EIPS' learning and working environments are welcoming, inclusive, respectful and safe | n/a | n/a | n/a | n/a | 89.7 |

Analysis of Results

Background

A key priority for Elk Island Public Schools (EIPS) is for all students to experience success—academically and personally—and become contributing members of society. To this end, the Division is committed to providing all students and staff with a classroom, school and environment that’s welcoming, caring, respectful, safe 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.

Results

The 2021-22 Alberta Education Assurance Survey results demonstrate EIPS continues to do an excellent job with its learning environments. Overall, 85.3% of teachers, parents and students agree their learning environments are welcoming, caring, respectful and safe. Another 89% of parents and 80% of students agree teachers care about learners. Eighty-two per cent of students feel safe in their school, and 92% of parents agree. Also, 90% of parents and 86.3% of students agree their school is welcoming.

The 2021-22 EIPS Parent Survey and EIPS Student Survey results echo the province's results. Annually, the Division administers both surveys to gather feedback from families and students about the three priorities outlined in the *EIPS Four-Year Education Plan*. In total, 87.1% of families and 73.8% of students agree EIPS schools encourage students to be responsible, respectful and engaged citizens. And, 97.8% of families and 73.3% of students strongly agree or agree their school is safe.

However, all three surveys have low results associated with student respect. In the Alberta Education Assurance Survey, only 71% of parents and 61.7% of learners agree students at school respect each other. For the EIPS survey

results, 86.4% of families strongly agree or agree teachers care about their child. However, only 68.3% of Grade 9 and Grade 12 students strongly agree or agree. The Division recognizes students are more likely to engage in healthy behaviours and succeed academically if they feel connected to the school and believe others care about them. For example, school connectedness is the strongest predictive factor for both males and females against substance abuse, school absenteeism and taking part in violence. As such, EIPS plans to integrate new, intentional strategies to enhance school connectedness.

MENTAL HEALTH AND WELL-BEING

Aside from the survey results, there was also a noticeable difference in how students interacted with each other at school—likely, because of isolation requirements, staying home when sick and shifts to online learning. The lack of interaction resulted in more students struggling academically, socially and emotionally, with the most vulnerable learners hit the hardest. As well, the loss of peer interactions, limited social activities and divided pandemic viewpoints led to a more divisive learning environment than usual. Overall, the Division witnessed

a general lack of respect for diversity of thought, religion, ethnicity and political views.

To help mitigate the issue, the Division engaged in several purposeful initiatives. One included participation in several healthy relationship-building activities, such as Bullying Awareness Week, Pink Shirt Day, Seven Sacred Teachings, Leader in Me, and more. All activities promoted positive behaviours and respect.

The second purposeful initiative was providing professional learning and resources for teachers focused on classroom mental health and trauma-informed strategies. In general, teachers found the strategies useful and helped enhance efforts to create and promote positive mental health and more regulated emotions.

EIPS noticed a difference in how students interacted with each other—likely because of the pandemic

The Division also hosted a student forum in April 2022. Open to students in grades 9 and 12, the forum explored student mental health and well-being (see pg.49, “Building Capacity”). Organizers heard two common themes. First, the return to in-person learning was challenging for most students, and many relationships changed. Second, social media became a key source of communication for a lot of students during the pandemic—a result of limited social interactions and out-of-school learning. Generally, social media is a faceless form of communication, sometimes resulting in more disrespectful dialogue than face-to-face. As a result, the Division plans to incorporate more digital citizenship lesson planning into all classrooms.

In terms of health, 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 daily access to well-balanced, healthy meals and snacks. In the 2021-22 school year, 260 students participated in the program receiving meals and snacks every day. Even during peak COVID-19 periods, the program continued.

BUILDING CAPACITY

Throughout 2021-22, significant effort went into building staff capacity around mental health and well-being. The first was creating a new position, a Mental Health Advisor, to help nurture the relationship between positive mental health and academic success. The position is especially timely, given the pandemic and its impact on students’ mental health and well-being, their families and school staff. Quickly, the Mental Health Advisor developed a thorough four-year mental health strategic plan for the Division. The No. 1 goal: To build staff capacity around

mental health strategies and language to create welcoming, caring, respectful and safe school cultures.

Considerable effort was also dedicated to creating school climates and cultures conducive to learning. In fact, the Division offered several social-emotional professional learning opportunities to employees, centred on integrating positive mental health, healthy relationships and positive behaviour into schools and classrooms. Monthly, professional learning sessions were also available that focused on a range of areas, such as working with neurodiverse students, providing sexual-orientation and gender-identity support, best practices for multilingual learners, trauma-informed behaviour strategies, brain health and stress, attendance and re-engagement, and a trauma-informed approach to support mental health. In total, 1,400 staff members, across 27 schools, took part. As well, each EIPS school assigned a safe-contact staff member to better assist students. Each safe-contact member attended meetings and workshops. They also had access to adequate tools and resources to support students and adults in their schools.

As previously mentioned, the Division hosted a Student Forum that explored student mental health and well-being. In total, 80 students participated in the forum—from grades 9 and 12. Students were asked a series of questions about mental health and needed supports to help manage



mental health. In general, the feedback gathered was valuable and helped inform next steps.

EIPS' work with its Violence Threat Risk Assessment Protocol also continued. The protocol is an approach EIPS uses to respond to a threat within the Division. It involves a network of local partners who work together to prevent violence in schools and the community. Partners include local RCMP, Children's Services, Family and Community Services, Alberta Health Services and Primary Care Networks. EIPS also signed a new Tri-Protocol Agreement, the first of its kind in North America, which includes the Violence Threat Risk Assessment Protocol, Traumatic Event Systems Protocol and a Suicide Prevention Protocol. Training included both Crisis Prevention and Non-Violent Crisis Intervention, taken by 261 staff members.

Respectful relationships and positive mental health is an ongoing growth area

Several occupational health and safety professional learning opportunities were also offered, including:

- Connect to Respect—1,708 completed;
- Safetyhub health and safety modules—24,627 completed;
- Safetyhub Pandemic and Illness Outbreak: Job hazard assessment modules—1,662 completed;
- Safetyhub WHMIS modules—1,895 completed;
- Emergency Preparedness modules—2,412 completed; and
- First Aid—132 completed.

Other notable mentions include the Leadership for Safety Excellence learning sessions, delivered to 20 staff members. Additionally, the Division completed its first occupational-health-and-safety audit as part of a Partners in Injury Reduction program. The audit included more than 120 staff interviews across six school locations and EIPS Central Services. The overall score was 95%, earning the Division a three-year Certificate of Recognition for its health and safety program. As a result, EIPS will also receive a Workers' Compensation Board rebate of \$86,323.

FOSTERING A HEALTHY ENVIRONMENT FOR STAFF

The Division's efforts to enhance working environments for staff are paying off. According to the 2021-22 Staff Engagement Survey, 91.6% of certificated staff and 95.3% of classified staff feel they have the resources and materials needed to do their work. Similarly, 90.7% of certificated and 91% of classified staff feel the mission, values, priorities and goals of EIPS make their job important. Other highlights include: 94.9% of certificated staff and 93.3% of classified staff feel someone at work cares about them; and 88.5% of certificated staff and 92% 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, a proactive health program providing support services to staff and their families. The program offers confidential, short-term counselling service for employees with issues affecting their work performance. Various mental health, emotional-health and wellness resources are also available through the Alberta School Employee Benefit Plan, Homewood Health and Alberta Health Services. Other 2021-22 strategies the Division used to improve its occupational-health-and-safety measures include:

- regular Health-and-Safety Committee meetings;
- occupational-health-and-safety site assignments;
- annual occupational-health-and-safety audits;
- The EIPS Workplace Handbook for Infection Control;
- Infection Control Staff Information web page;
- Connect to Respect; and
- Board Policy 19: Welcoming, caring, respectful and safe learning and working environments.

Opportunities for Growth

Respectful relationships and positive mental health is an ongoing growth area for the Division—especially important this year, given the prolonged pandemic. For the most part, efforts concentrate on prevention, early identification, early intervention, treatment referral and followup requirements. In fact, for many students and staff, COVID-19 created heightened anxieties and fears. To effectively deal with the fallout of COVID-19, EIPS will continue implementing its new mental health strategic plan to effectively support staff and students.

Similarly, to enhance respectful relationships within EIPS, it's important students and staff have the skills and tools necessary to manage stress—particularly related to the pandemic. To help, the Division will create opportunities to nurture connections between staff, staff and students, and home and school. It will also continue providing education and support to school staff about mental health literacy and service pathways for students and staff who need help. Finally, the Division will also carry on supporting the use of sexual-orientation and gender-identity resources, restorative practices, trauma-informed approaches, Non-Violent Crisis Intervention training and the Violence Threat Risk Assessment, when necessary.



Priority Strategy for Education Plan

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



Use Board-allocated funds to continue to refine and implement an EIPS Mental Health Strategic Plan, as part of the Division's pandemic recovery efforts. The plan allows EIPS to better support students' social-emotional and mental health through focused engagement between staff, students, caregivers and community partners. Within this work is the provision of three family school liaison workers who will work with families to support student attendance and help re-engage individuals who withdrew from learning during the pandemic.



Continue offering health-and-wellness sessions and related resources to families.



Ensure EIPS' Mental Health Strategic Plan initiatives include ways to enhance and build staff connections and strategies to ensure a healthy workforce culture.



Host a Student Voice Engagement session, grades 5, 8 and 11, to gather information about student respect in schools—specifically on diversity, inclusion and equity.



Continue efforts to support schools with strategies to enhance programming and services for students with learning, developmental and health needs enrolled in system programs and inclusive classrooms.



Continue all efforts to create and sustain welcoming, caring, respectful and safe learning environments—through partnerships, professional learning, awareness campaigns and resources.



Maintain the Division's Occupational Health and Safety Certificate of Recognition and address any factors that could affect the status or obstruct continuous improvement.

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 | | | | |
|---|------------------------|---|-------------|-------------|-------------|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| EIPS FACILITIES | | | | | |
| Overall school-utilization rate | 75 | 73 | 75 | 72 | 74 |
| Number of new, replacement or modernization capital projects funded versus requested | 3 of 4 | 1 of 4 | 0 of 1 | 0 of 1 | 0 of 1 |
| Approved modular unit classrooms | 0 approved | 1 approved 8 demolished 3 relocated | 1 relocated | 6 relocated | 1 relocated |
| Number of modular units installed and hooked up with occupancy for school startup | n/a | 0 (4 late) | 1 | 6 | 1 |
| Number of projects completed as part of the Infrastructure Maintenance and Renewal program | 127 | 121 | 151 | 161 | 119 |
| Number of maintenance projects completed | 201 | 340 | 457 | 450 | 208 |
| Number of work orders requested | 7,844 | 8,723 | 10,455 | 9,470 | 10,074 |
| Percentage of work orders completed | 93 | 99 | 93 | 96 | 94 |
| <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 | 81.1 | 80.6 | 96.1 | 95.2 |
| <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 | 91.2 | 83.7 |
| EIPS TECHNOLOGY | | | | | |
| Number of schools rewired to Category 6 standards | 10 | 15 | 18 | 21 | 23 |
| Number of schools funded with evergreening technology | 26 | 31 | 0 | 3 | 32 |
| Number of schools with 100 Mbps bandwidth | n/a | n/a | 7 | 2 | 1 |
| Number of schools with 200 Mbps bandwidth | n/a | n/a | 27 | 6 | 6 |
| Number of schools with 300 Mbps bandwidth | n/a | n/a | 1 | 28 | 28 |
| Number of schools with 400 Mbps bandwidth | n/a | n/a | 1 | 1 | 1 |
| Number of schools with 500 Mbps bandwidth | n/a | n/a | 1 | 1 | 1 |
| EIPS TRANSPORTATION | | | | | |
| Number of bus riders at the end of June | 9,369 | 9,271 | 9,041 | 7,380 | 7,859 |
| Number of buses | 161 | 153 | 157 | 161 | 160 |
| Average bus ride time (in minutes) | 28.4 | 28.6 | 29.3 | 27.5 | 29 |
| 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 | 548 | 853 | 862 | 846 | 907 |

Background

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

Results

FACILITY SERVICES

Throughout the 2021-22 school year, the Facility Services department oversaw numerous projects. One of the most significant was managing the relocation of a modular classroom unit to James Mowat Elementary from Fultonvale Elementary Junior High. Other tasks included 208 maintenance, operations and custodial projects, 119 Infrastructure Maintenance and Renewal (IMR) projects and 10,074 general EIPS work orders. On top of these, the province provided EIPS with \$1.56 million through the Capital Maintenance Renewal program. Facility Services used the funds for five capital projects, which, for the most part, included roof and pump upgrades.

Over the last few years, the department has also worked hard to find efficiencies. The two most recent initiatives deal with playgrounds and operations. First, seven Facility Services employees obtained their Playground Inspector Certification. The certification now allows EIPS to inspect its rural school playgrounds, which it previously outsourced. As a result, the department expects to save the Division close to \$60,000 annually. The other is the department's newly updated Building Management System, a software program that collects, stores and routes data between a building automation network and an operator interface. The updated program reduced the number of manually operated systems the department has to manage by 90%. It also helps Facility Services better manage energy inefficiencies, and respond accordingly.

INFORMATION TECHNOLOGIES

Throughout 2021-22, Information Technologies focused on two key areas: network connectivity and reliable access. Connectivity and latency issues continued from the previous year. As such, the department engaged EIPS vendors and consultants and conducted a remediation project to help improve services. The department efficiently made all the necessary changes, resulting in a more reliable user experience.

In terms of school bandwidth allocations, all were adequate for the 2021-22 school year. There were some

temporary increases, primarily because of isolated issues. Overall, though, bandwidth was sufficient, and all were restored to typical values by the end of the school year.

Information Technologies also developed an evergreening plan for Chromebooks and Microsoft Windows 11 compatible devices. Phase 1 of the plan includes replacing Chromebooks, and Phase 2 involves replacing ageing Windows-compatible devices. In 2021-22, the department managed to replace 1,982 Chromebooks at 32 schools, which is significant.

Additionally, Information Technologies worked jointly with Facility Services on two large IMR projects. The first, to replace and update the network data cabling at two school sites—Sherwood Heights Junior High and Lamont High. The second, to update network data cabling to Category 6 standards at Rudolph Hennig Junior High and Ardrossan Junior Senior High. Both were completed within the 2021-22 school year.

Additionally, the department continued work on digitizing student records. To date, all kindergarten to Grade 9 students records are now digital. As well, Information Technologies successfully configured and activated multi-factor authentication for two primary Division systems—Atrieve ERP and SharePoint. The move better protects EIPS data and enhances its privacy and security protection.

STUDENT TRANSPORTATION

Transportation is another component of quality infrastructure for EIPS. In the 2021-22 school year, the Division transported 7,859 students on 160 buses with an average ride-time of 29 minutes, which remains favourable. Student Transportation did reduce one bus route in a rural area because of low ridership.

As always, safety was again the priority for the department as it transports students to and from school. 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 and assisting with student management.



Student Transportation also offered the Little Elk Island Adventure, a bus-safety program for first-time riders. The program is locally developed and educates children and families about school bus procedures and safety. In the 2021-22 school year, the number of families who took part in the program increased by 61 riders, rising to 907 from 846 in 2020-21. Overall, the program was a success, with a satisfaction rate of 92.5%. The program benefit: It teaches positive rider behaviour and gives families a clear understanding of EIPS bus expectations.

In terms of professional learning, Student Transportation delivered several in-person sessions to bus operators, thanks to more relaxed public-health restrictions in spring 2022. To further enhance learning, it also offered various online sessions and published four editions of the *Student Transportation Safety Newsletter*. A significant amount of time was also spent on preparing for the upcoming school year. There was a full route optimization for Fort Saskatchewan as a result of an expanded co-operative agreement with Elk Island Catholic Schools; further optimization of all bus routes; onboarding for a new web-based routing software; transitioning to digital-dispatch system; and the Mandatory Entry-Level Training.

Finally, because of the pandemic, the department continued its cleaning protocols on all buses—a deep clean twice daily, ongoing cleaning of high-touch areas and daily electrostatic sprayer disinfection. It also rolled out 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. In March 2022, mask wearing switched to optional. Cleaning procedures remained unchanged.

Opportunities for Growth

FACILITY SERVICES

Building relationships within and outside EIPS' Facility Services is an ongoing opportunity for growth. Doing so enhances communication, creates clarity around project timelines and allows for regular status updates. As such, the department will continue to find ways to improve communication internally, with school administrators, EIPS departments and the municipalities in the communities it serves. The goal: To ensure healthy, high-quality learning and working environments. Other growth areas for divisional infrastructure involve several preventative strategies, including:

- reduce breakdowns in buildings and equipment;
- improve service delivery to limit overdue work orders;

- update the Infrastructure Maintenance and Renewal and Capital Maintenance Renewal plans to enhance long-term project planning; and
- find financial efficiencies within the department.

There are also areas to improve operations to best serve students, such as programming and student accommodations. Over the next three years, EIPS will engage school families and the community to ensure the best possible solutions.

INFORMATION TECHNOLOGIES

Information Technologies will continue to support an effective and efficient enterprise system. Some focus areas include expanding PowerSchool use, developing a SharePoint intranet site, security enhancements and finalizing a Division-based forms solution. The department will also ensure efforts remain aligned with the Division's education goals by regularly consulting with EIPS' education-technology team. There are many functions within Information Technologies that benefit from the education-technology team in terms of context and consultation. Examples include configuration design and process support to guide training and professional learning for end-users.

Other growth areas for Information Technologies include network design, record-management and security improvements. Specifically, the department will continue its efforts on the network- and infrastructure-design improvements—to improve stability while providing seamless access to core education and business systems. It will continue to provide ease of access to information through Division-aligned data systems and processes. In terms of records management, the department plans to digitize the remaining student records, grades 10 through 12, and finish developing Permission Click forms. Finally, regarding security, Information Technologies will find ways to enhance and sustain its private and secure digital leadership culture.

STUDENT TRANSPORTATION

Student Transportation will continue to review route optimization—focusing on Sherwood Park—to find even more opportunities to provide safe and efficient transportation to EIPS students. It also plans to launch new bus-route tablets on each bus to enhance safety and efficiency. The tablets feature route directions, a rider stop list, pre- and post-inspection forms and a rider registration when a scan pass is absent. As well, the department plans to continue efforts to enhance bus operator professional learning, concentrating on student management and rider safety.

Priority Strategy for Education Plan

FACILITY SERVICES

Throughout the upcoming school year, Facilities Services will carry out the following strategies:



Implement Year 1 of EIPS' Three-Year Engagement Strategy, including reviewing programming and school attendance areas in Fort Saskatchewan, Sherwood Park and Strathcona County. The engagement strategy ensures future students continue receiving high-quality education.



Conduct a value-scoping study to determine the infrastructure and programming needs in the western portion of Minburn County.



Continue addressing maintenance needs:

- regular preventative maintenance to reduce unscheduled breakdowns;
- Capital Maintenance and Renewal (CMR) projects;
- Infrastructure Maintenance and Renewal (IMR) projects; and
- work with Alberta Education to progress the replacement school for Sherwood Heights Junior High and École Campbelltown.

INFORMATION TECHNOLOGIES

Throughout the upcoming school year, Information Technologies will carry out the following strategies:



Enterprise

- Support an efficient user experience by enhancing a secure, robust and reliable IT environment.
- Support network-service improvements.
- Perform evergreening upgrades for outdated Chromebooks and Microsoft Windows devices.
- Develop user guidelines and procedures for software, apps, extensions and web-based tools.



Privacy and Security

- Sustain a privacy-, security- and digital-leadership culture through multi-factor authentication, endpoint-detection, cybersecurity awareness, network testing and security audits.



Information

- Provide ease of access to information through Division-aligned data systems and processes.
- Develop a communication site for staff that combines information and digital forms in one location to improve process and workflow.
- Develop a school-family communications platform to combine all Division, school and teacher communications—including absence reporting and digital-form submissions.
- Promote the records-management program and support schools transitioning to digital documents.
- Support the development and launch the new PowerSchool elementary report card.

STUDENT TRANSPORTATION

Throughout the upcoming school year, Student Transportation will carry out the following strategies:



Create efficiencies by improving the flow of information through enhanced technology use.



Provide targeted professional learning for bus operators on student management.



Provide ongoing professional learning for new staff to develop efficiencies and reduce overtime.



Expand technology use to improve efficiency and provide real-time routing information—including student listings, bus-stop locations, maps and route directions.



Continue using GPS data and routing software to prepare and plan for ongoing Division growth and shifting demographics.

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 | | |
|--|------------------------|---------|---------|---------|---------|-----------------|--------------|------------------------|------------|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | ALBERTA 2021-22 | 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 | 85.2 | 84.2 | 86.4 | 86.6 | 85.8 | n/a | Intermediate | Maintained | Acceptable |
| Teachers reporting over the past three years professional development opportunities made available through the jurisdiction have focused on the priorities of the jurisdiction | 89 | 87 | 91 | 94 | 90 | n/a | High | Maintained | Good |
| Teachers reporting over the past three years professional development opportunities made available through the jurisdiction have effectively addressed their professional development needs | 83 | 83 | 85 | 86 | 84 | n/a | Intermediate | Maintained | Acceptable |
| Teachers reporting over the past three years professional development opportunities made available through the jurisdiction have significantly contributed to their professional development | 84 | 83 | 84 | 84 | 83 | n/a | Intermediate | Maintained | Acceptable |
| Teacher, parent and student satisfaction with the overall quality of basic education | 89.3 | 88.9 | 89.5 | 89.3 | 88.8 | n/a | High | Maintained | Good |
| Teachers, parents and students indicating the schools in their jurisdiction have improved or stayed the same in the last three years | 79.5 | 81 | 80.2 | 82.8 | 75.6 | n/a | Intermediate | Declined Significantly | Issue |
| Parents satisfied with the overall quality of teaching at their child's school | 88 | 91 | 90 | 92 | 90 | n/a | Very High | Maintained | Excellent |
| Parents satisfied with the quality of education their child's receiving at school | 90 | 91 | 92 | 91 | 92 | n/a | Very High | Maintained | Excellent |

| Performance Measures | RESULTS IN PERCENTAGES | | | | |
|--|------------------------|---------|---------|---------|---------|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| EIPS PARENT SURVEY | | | | | |
| Families satisfied with the quality of education their child's receiving at their school | 85.5 | 88.6 | 86.4 | 86.9 | 83.9 |
| Families satisfied with the quality of teaching at their child's school | 85.5 | 88.4 | 86.4 | 88.5 | 85.1 |
| Families satisfied with the leadership in their child's school | 78 | 81.2 | 80.9 | 84.2 | 79.1 |
| EIPS STAFF-ENGAGEMENT SURVEY | | | | | |
| There is someone at work who encourages my professional learning | 91.2 | 94.4 | 94 | 94.6 | 91.2 |
| In the last year, I've had opportunities at work to grow | 92.9 | 94.1 | 94.8 | 92.7 | 92.2 |
| My colleagues are committed to doing quality work | 96 | 97 | 97.6 | 97.1 | 95.2 |
| I receive recognition or praise for doing good work | 85.5 | 89.9 | 88.8 | 90.2 | 86.6 |

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 implementing the best educational practices and great learning 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, the Division, as a whole, flourishes.

Equally critical is sustaining Elk Island Public Schools' (EIPS) culture of excellence and accountability. One of the ways the Division does this is by using and analyzing multiple data sets to identify areas of strength and opportunities for growth. The data helps refine and adjust goals and strategies identified in the Division's *Four-Year Education Plan* and find efficiencies within the system.

Results

Overall, feedback from the 2021-22 Alberta Education Assurance Survey indicates strong employee satisfaction with the professional learning offered within EIPS. These results are impressive and suggest despite COVID-19 and the related public-health restrictions—the Division maintained its ability to provide high-quality professional learning. For example, 85.8% of EIPS teachers agree the professional learning and in-servicing received from the Division are focused and systematic. As well, 90% of teachers reported the professional learning opportunities focus on EIPS' priorities. These results indicate the Division's professional learning is tightly tied to the *EIPS Four-Year Education Plan* and contribute to teachers' instructional practice. It also acts as evidence the education plan is a living document the Division uses to guide its work and improve teaching and learning outcomes.

To complement the Alberta Education Assurance Survey, EIPS also conducted a staff-engagement survey in spring 2022. The survey was completed by Division employees—certificated and classified. Overall, the results indicate despite teaching through a pandemic, responses for all measures remain high. For example, 91.2% of staff reported having someone at work who encourages their professional learning; 92.2% said they have opportunities at work to learn and grow; 95.2% reported their colleagues are committed to doing quality work; and 86.6% of employees felt they received recognition or praise for doing good work. The 2021-22 results also demonstrate that while EIPS' focus was on keeping staff and students safe during a pandemic, it remained steadfast about the importance of professional learning and its connection to student growth and achievement. What that points to



is the Division's well-established culture of enhancing quality teaching, learning and leading.

Additionally, EIPS' quality-of-education results remain strong. On the Alberta Education Assurance Survey, 88.8% of teachers, families and students were satisfied with the overall quality of basic education—earning a provincial evaluation rating of “high.” Also, 92% of parents were satisfied with the quality of education at their child’s school—earning the evaluation rating “very high.” Similarly, 90% of parents reported being satisfied with the quality of teaching at their child’s school—again earning a provincial evaluation rating “very high.” On the 2021-22 EIPS Parent Survey, results for similar questions dropped slightly. However, the overall feedback indicates a high level of satisfaction with the Division’s quality of education.

An area that declined was the Division's improvement over the last three years. On the Alberta Education Assurance Survey, only 75.6% of teachers, parents and students agreed or strongly agreed the jurisdiction has improved or stayed the same in the last three years—down from 82.8% the year before. The result isn't surprising, given the pandemic. Collectively, COVID-19 operating procedures, shifting to in-school and out-of-school learning, public-health requirements, learning loss, physical-distancing restrictions and extracurricular-activity suspensions, all negatively impacted this result category.

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.

For new employees, EIPS hosts an orientation program called Off to a Good Start (OTAGS), offered annually before school startup. In August 2022, OTAGS was offered to 17 new teachers and 29 new classified staff. Similarly, the Division Mentorship Program continued throughout 2021-22. In total, 11 new assistant principals and six new principals took part. Through the program, individual administrators were assigned a mentor to offer support and guidance year-long.

Human Resources also hosted a School Leadership Development Program, an annual orientation program highlighting the skills, knowledge, attitudes and competencies needed from school leaders. Twelve teachers, interested in pursuing EIPS leadership positions,

were selected. All sessions were based on nine descriptors listed within *Leadership Quality Standard*.

As well, the Division worked with its Human Resource Committee on a new Professional Learning Community initiative. Expected to launch in 2022-23, the initiative is a support network for assistant principals, which includes opportunities to discuss issues, share best practices, and gain expertise about EIPS platforms and procedures. Other Division leadership development training included:

- Brightspace and PowerTeacher—17 teachers attended;
- PowerSchool—12 secretaries attended;
- role-specific training—12 business managers attended;
- Non-Violent Crisis Intervention—37 staff attended; and
- Supports for Students training—20 teachers attended.

EIPS' 2022 Classified Staff Professional Learning Day took place on March 4. Throughout the day, classified staff—business managers, secretaries, registrars, educational assistants and other classified groups—participated in multiple centrally co-ordinated professional learning sessions. They also heard from renowned keynote speaker and occupational health and safety expert Candace Carnahan, who shared an inspiring, but tragic, personal story about workplace safety.

92% of EIPS families are satisfied with the quality of education at their child's school

Meanwhile, Supports for Students hosted numerous professional learning sessions for certificated employees. 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; achievement data analysis; First Nations, Métis and Inuit education; land-based learning; counselling; positive mental health; and inclusive practices. The department also put significant work into building common core-subject final exams for the secondary grades. The process involved blueprinting the curriculum to develop the exam questions, which also served as a valuable form of professional learning. The long-term goal, of course, is to offer consistent assessments and reporting practices divisionwide.

NEW K-6 CURRICULUM

Preparing for the 2022-23 roll-out of the new kindergarten to Grade 6 curriculum was another considerable focus area for the Division, particularly in terms of capacity building. All year, EIPS offered professional learning centred on the new curriculum and EIPS' Curriculum

Scope-and-Sequence document. In addition, the Division put together a New Curriculum team, made up of seven curriculum and assessment area-expert teachers—thanks to Board-provided funds to ensure a successful launch divisionwide. Relatively quickly, the group developed unit plans focused on sound pedagogy and instructional practices to achieve learner outcomes. The team also organized multiple professional learning opportunities, created resource materials for staff, developed assessments and reporting standards, and organized unit plans for the subjects launching in fall 2022-23.

Opportunities for Growth

Although the Division is pleased with the feedback from staff about professional learning, more needs to be done to support the current, and potential, leadership staff. In fact, Division demographics suggest 49% of EIPS leadership staff have less than five years of experience. For example, in 2021-22, EIPS hired one new principal and five assistant principals. It's essential the Division offers continued support and training for these roles. Currently, EIPS uses the


New Principal Community of Practice, formal mentorship and various leadership-development programs. It's also exploring new and engaging ways to support capacity building for leadership roles—specifically to enhance the *Leadership Quality Standard* and instructional leadership.

The new curriculum roll-out will also require continued Division support. Resource development is key, particularly because access to quality provincial support resources is limited. Teachers need robust unit plans. So, EIPS will continue to develop these resources internally. All plans focus on sound pedagogy and instructional practices to achieve learner outcomes and incorporate critical thinking, problem-solving and creative reasoning.


Furthermore, EIPS will focus on critical-counsellor support for students with diverse learning and mental health needs. Using the EIPS-developed Foundations of Counselling Community of Practice, the Division will build capacity among the counsellor group and identify other individuals who aspire to a counselling role. The goal: To support more students and ensure mental health needs don't significantly impact learning or school experiences.


Priority Strategy for Education Plan


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


 Develop targeted and functional professional learning opportunities for classified and certificated staff focused on key competencies and required certification for specific positions—tracked using PowerSchool's Unified Talent software.


 Continue professional learning and resources to support the new curriculum implementation.


 Continue developing onboarding sessions for new hires and offering leadership-readiness workshops to ensure successful transitions and successions into new positions.


 Deliver targeted professional learning for administrators focused on financials, budgeting and just-in-time training. EIPS will also record the sessions for convenient access.


 Provide targeted professional learning to administrators focused on instructional leadership—during Leadership meetings, after-school sessions and Lunch-and-Learn sessions.

 Continue professional learning focused on student achievement results in literacy and numeracy—both priority areas for the Division.

 Provide professional learning to teachers through virtual co-taught lessons—a consultant virtually joins the teacher during classroom instruction. The strategy provides teachers with needed support and allows EIPS consultants to support multiple teachers simultaneously.

 Use the Foundations of Counselling Community of Practice to build capacity among Division counsellors and identify those who aspire to a counselling role.

 Streamline business processes, structures and responsibilities, and find efficiencies using the Division's Atrieve ERP system—a divisionwide enterprise resource planning system.

 Develop systems and processes to continue enhancing evidence-based decision-making throughout the Division.

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 | | |
|---|------------------------|---------|---------|---------|---------|--------------|-------------|------------|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | ACHIEVEMENT | IMPROVEMENT | OVERALL |
| ALBERTA EDUCATION ASSURANCE SURVEY | | | | | | | | |
| Parents and teachers satisfied with parental involvement in decisions about their child's education | 78.4 | 77.7 | 78.9 | 77.4 | 76.9 | Intermediate | Maintained | Acceptable |

| Performance Measures | RESULTS IN PERCENTAGES | | | | |
|--|------------------------|---------|---------|---------|---------|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| EIPS PARENT SURVEY | | | | | |
| Families satisfied with the opportunity to be involved in decisions at their child's school | 77.5 | 79.8 | 80 | 77.5 | 73.7 |
| Families who agree there is open and honest communication within their child's school | 81.2 | 84 | 83.3 | 84.9 | 80.9 |
| Families who agree the school keeps them informed about their child's progress and achievement | 86.4 | 88 | 87.1 | 87.2 | 86.6 |
| Families satisfied with the Division's commitment to engaging families in matters that affect public education | n/a | n/a | n/a | 79.2 | 73.6 |
| EIPS YEAR-IN-REVIEW SURVEY | | | | | |
| Percentage of families, staff, Grade 12 students and community members confident EIPS provides meaningful opportunities for families to be involved in their child's education | n/a | n/a | n/a | n/a | 84.6 |

Analysis of Results

Background

Recognizing the vital roles families play in education is foundational to everything Elk Island Public Schools (EIPS) does. Divisionwide, parents and caregivers are regarded as a child's first teachers and key influencers 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 school families and working together to, ultimately, improve student achievement and success.

Results

According to the 2021-22 Alberta Education Assurance Survey data, 76.9% of EIPS families and teachers are satisfied with the parental involvement taking place within the Division. That number aligns with results from the 2021-22 EIPS Parent Survey, conducted in March 2022. In total, 73.7% of families indicate satisfaction with the opportunity to be involved in decisions at their child's school. Similarly, 84.6% of families, staff and students agree EIPS provides meaningful opportunities for families to be involved in their child's education. Additionally, 80.9% of

families report open and honest communication within their child's school; 86.6% say EIPS schools keep parents informed about their child's progress and achievement; and 73.6% 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. Yet, EIPS believes it can do more to engage families. That's because results dropped slightly in 2021-22—not a surprise given the pandemic and limited opportunities for in-person school engagement.

BUILDING CAPACITY

EARLY LEARNING

Ongoing communication with new families is a continuous focus area for the Division. The Play And Learn at School (PALS) program is a good example. The program relies heavily on family collaboration and working jointly to benefit children. Even through the pandemic, when in-person meetings were restricted, the Division found ways to engage families by using a series of capacity-building sessions. In total, 21 virtual PALS Engagement Sessions were hosted by speech-language pathologists, occupational therapists and early learning consultants. The sessions focused on 11 topic areas all aimed at supporting young learners. There were also PALS occupational therapists who facilitated individual family consultations and an early learning team that provided multiple virtual sessions to support families learn new strategies to enhance toileting, feeding, fine-motor development and self-regulation.

Additionally, schools held orientation sessions for PALS and kindergarten families. For PALS, individual orientation sessions were offered, 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. PALS families also had the opportunity to share information about their child through a survey sent out before school startup.

At the kindergarten level, every EIPS elementary school hosted a Kindergarten Information Night. Families had the opportunity to meet staff, tour the school, explore a typical kindergarten day and learn about play-based learning. Schools provided families with videos and resources about kindergarten and developmental goals. There were also several live virtual sessions—attended by 88 families—with speech-language pathologists and occupational therapists to answer any developmental questions or discuss concerns.

Divisionwide, families are regarded as a child's first teachers and key influencers in shaping learning attitudes

In June 2022, the Division hosted several Getting Ready for Kindergarten family engagement sessions. The sessions were attended by 442 people and focused on fun ways to enhance four key development areas—building independence, speech development, fine-motor skills and literacy. Similar to PALS, the orientation sessions were followed by a kindergarten questionnaire for incoming families. The questionnaire served as a starting point for the home-and-school relationship and offered the Early Learning team a chance to followup with any concerns they



may have, before school startup. Collectively, the goal was to provide an opportunity for families and teachers to start developing common objectives for each child's success.

MENTAL HEALTH AND WELL-BEING

In terms of mental health, EIPS launched the Circle of Security Parenting, an new attachment-based parenting education program that helps families better understand and build on their relationships with their children. Through an eight-part learning series, caregivers explored the different ways children express attachment and how life experiences can impact how others respond to children—in positive and negative ways.

For health and well-being, the Division continued its partnership with Alberta Health Services Addiction and Mental Health, to offer the Caregiver Education Series. The sessions include a series of virtual information sessions focused on supporting students' mental health. The sessions are free and geared toward parents, caregivers, teachers and community members who want to learn more about challenges impacting children and adolescents. Session topics include anxiety, ADHD, depression, self-harm, technology, teens and teaching leadership skills, communication, resiliency, and more.

FIRST NATIONS, MÉTIS AND INUIT EDUCATION

The Division continued offering its Indigenous family gatherings—three were offered in 2021-22. The EIPS First Nations, Métis and Inuit Education team facilitated all three. Meanwhile, 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, gave witness at each. The online gatherings provided space and voice for EIPS families with self-identified Indigenous students to build community, share hopes and discuss truth-telling and reconciliation within EIPS.

Two important initiatives resulted from the gathering. The first was a monthly divisionwide newsletter featuring content relevant to Indigenous students and their families. The second was a monthly EIPS blog to increase awareness about work done throughout the Division related to truth, reconciliation and Indigenous education.

Another focus area for the First Nation, Métis and Inuit Education team was to build relationships with local Indigenous community members and a relationship with the land, or "being in relation." Part of that work, involved co-ordinating two Indigenous cultural seasonal camps, with help from Woodbridge Farms Elementary, Strathcona Wilderness Centre and community-based Elders and Knowledge Holders. One was offered in fall 2021 and the other in spring 2022.

The Division used Board-allocated funds to develop a Mental Health Strategic Plan to better support students and staff

In total, more than 100 participants—self-identified Indigenous students and their family members—took part in the weekend camps participating in various cultural land-based activities, all taught by Elders and Knowledge Holders. The feedback from both camps was overwhelmingly positive and highlights how partnerships between the Division, families, Elders and community members offer immeasurable opportunities for developing relationship, belonging and cultural pride.

Additionally, the Division used Board-allocated funds to hire a new Family School Liaison Worker, as part of EIPS' Three-Year Mental Health Strategy. In 2021-22, the Family School Liaison Worker focused on supporting Indigenous students and their families, facilitated respectful relationships between families and schools, and helped students achieve their learning goals. The position also included working closely with self-identified Indigenous students to provide academic, emotional, social and cultural supports.

CAREER PATHWAYS

EIPS also hosted the highly sought-after, Your Future: Post-secondary and career fair—open to students in grades 9 to 12 (see pg. 43, "Building Capacity"). The fair is so popular, EIPS hosted two events in 2021-22—for the first time ever. The first event was held in November, and the

second in March. Each event brought together universities, colleges, polytechnics and sector experts in one place, which is the largest of its kind in Alberta.

During the fair, students and family members met with several top post-secondary institutions and employers, asked questions, talked to experts and learned about future career trends. For the 2021-22 school year, the Your Future event featured a hybrid format. Students and families gathered in person at the Agora in Sherwood Park. For those still uncomfortable meeting in person, they accessed the fair virtually. Together, the events attracted more than 600 people—the majority being in person.

Additionally, the Division hosted a series of Off-Campus Information Evenings for families and the local community to learn more about the Division's Registered Apprenticeship Program, the Green Certificate program and work experience courses. In total, four sessions were hosted, with roughly 20 attendees at each session.

ENGAGING WITH FAMILIES

In winter 2022, all EIPS schools consulted families about school fees for the upcoming year. Principals outlined current school fees for courses, noon supervision, activities and extracurricular initiatives at each consultation. Families were then asked to provide input about the fees and expectations for the following year. Using the feedback gathered, and EIPS Board-approved fee parameters, principals developed their school fee schedules for the 2022-23 school year. Once finalized, each school followed up with families to review and go over the upcoming fee schedule.

Around the same time as the fee consultations, the Division conducted its annual EIPS Year-in-Review Survey to gather information about stakeholder confidence on how the Division is doing relative to results reported in the *EIPS Annual Education Report 2020-21*. The survey also included a budgeting question, asking stakeholders what priorities the EIPS Board should consider when drafting the 2022-23 spring budget. In total, 1,787 respondents provided input. The Board used the feedback to revise its new *Four-Year Education Plan: 2022-26* and help develop the budget for the 2022-23 school year. Following the Year-In-Review Survey, the Division consulted staff, students and families through its annual feedback surveys. Every year, the Division distributes the surveys to gauge how it's meeting the priorities, goals and outcomes identified in the *EIPS Four-Year Education Plan*.

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 as another way to connect with families.

Lastly, each EIPS school council is 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 2021-22 school year, the group met seven times to discuss topics impacting the Division and the province's education system. Meetings continued throughout the pandemic, albeit mostly virtually. In-person meetings returned in April 2022. Some of the agenda topics included regular COVID-19 updates, operations throughout the pandemic, the *Annual Education Results Report 2020-21*, the new curriculum, the Assurance Cycle, the draft Four-Year Education Plan, the Division's upcoming budget and how-to tips on reading the Alberta Education Assurance results.

Following each meeting, school council representatives shared the discussion topics with their own school council members. In 2021-22, the number of schools represented at each meeting ranged between 13 and 22, totalling an average representation of 17 schools at the meetings—down slightly from the previous year.

Opportunities for Growth

While the Division is pleased with the opportunities it provides relative to building capacity and engaging families in their child's learning, results are not where the Division would like them to be. As such, parent 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 its decision-making process.

Priority Strategy for Education Plan

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



Continue offering professional learning sessions, information and resources to support families engage with their child about health and wellness, literacy and numeracy development, and post-senior high planning.



Continue offering information sessions and resources to support families prepare their child for kindergarten.



Continue offering family engagement sessions—hosted by speech-language pathologists, occupational therapists and early learning consultants—focused on capacity building to support young learners.



Continue all assurance framework efforts and offer opportunities for school families to provide input on divisional decision-making topics.



Continue communication efforts with EIPS families about the Division's progress in meeting the goals and outcomes outlined in the *EIPS Four-Year Education Plan*.



Continue communicating Division news with EIPS families—emails, newsletters, news releases and social media posts.



Implement Year 1 of EIPS' Three-Year Engagement Strategy—reviewing existing programming and school attendance area—to ensure future students continue receiving high-quality education.



Conduct a value-scoping study to determine the infrastructure and programming needs for the western portion of Minburn County.



Use Board-allocated funds to continue to employ three family school liaison workers to focus on supporting student attendance and re-engage individuals who withdrew from learning during the pandemic.



Continue hosting three annual engagement gatherings with families who self-identify as First Nations, Métis or Inuit. The goal: To build relationships, engage in respectful conversations, and explore the possibility of launching Cree and Michif language sessions for those families and students.



Continue building capacity with school council representatives by covering membership costs for the Alberta School Councils' Association and sponsoring registrations for the association's annual School Council 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 | | | | |
|--|---------|---------|---------|---------|---------|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| EIPS INTERNAL DATA | | | | | |
| Number of advocacy areas specifically identified and addressed by the Board | 9 | 3 | 2 | 5 | 7 |
| Number of advocacy letters sent to the Minister of Education | 10 | 4 | 5 | 7 | 4 |
| Number of formal meetings with the Minister of Education or provincial ministers | 6 | 3 | 4 | 0 | 8 |
| Number of formal meetings with Alberta's members of the legislative assembly | 6 | 2 | 6 | 2 | 5 |
| Number of formal meetings with mayors and reeves in the EIPS jurisdiction | 11 | 2 | 4 | 2 | 7 |
| Number of media advocacy articles, radio and television interviews | 23 | 21 | 84 | 138 | 158 |

Analysis of Results

Background

The key to building public assurance in the Division is ongoing engagement with educational stakeholders and school communities. As such, the Elk Island Public Schools (EIPS) Board of Trustees actively engages education stakeholders and seeks out public-consultation opportunities. Through this, it helps sustain the Division's culture of continuous improvement, builds a collective responsibility and helps inform decision-making to better support student success.

In addition, the Board places considerable emphasis on its advocacy efforts, which extends beyond just EIPS' boundaries. Through thoughtful advocacy planning and strategically partnering with surrounding school boards and associations, trustees ensure local and provincial governments understand the Division's issues. The goal: To enhance policy, funding and practices that best support students' learning needs and successes—from early learning to senior high completion, and beyond.

Results

Throughout the 2021-22 school year, the EIPS Board of Trustees worked diligently to ensure the Division's voice was heard on various topics, including the value of public education, needed COVID-19 supports and resources, addressing learning gaps, education funding, the new curriculum, the Fuel-Price Contingency Fund, a replacement school for Sherwood Heights Junior High and student capacity concerns. To increase public awareness around these issues, the Board engaged the media, government, industry associations, Division families and the surrounding community.

The Board's Advocacy Committee further strengthened

these efforts. Every year, the committee develops key focus areas and messaging for the trustee's advocacy areas. For the 2021-22 school year, the key focus areas were education funding, COVID-19 supports, reinstating the Fuel-Price Contingency Fund, the value of public education, needed capital projects, new curriculum supports and autonomous school boards.

In terms of media, 38 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*, *Edmonton Journal*, *Alberta Prime Times*, *The Standard*,

The Canadian News, CBC News, CTV News, Global News, Mix 107.9, FortSaskOnline, Troy Media and Country 106.5. In total, 552 news stories were published—158 focused on Board advocacy topics. To accompany these interviews, 12 sets of key messages were developed relating to the Board advocacy efforts. Ongoing Board columns were also published in four local newspapers, ongoing editions of the *EIPS Board Quarterly Update*, and six Education for Everyone campaign articles. Collectively, these 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.

BUILDING CAPACITY

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

These efforts were complemented by various advocacy initiatives, including four advocacy letters written to the Minister of Education, eight formal meetings with the Minister of Education, five formal meetings with Alberta's legislative assembly members and seven formal meetings with mayors in the jurisdiction. To address the curriculum, the Chair took part in Alberta School Boards Association's Board Chairs Curriculum Engagement sessions to help inform recommendations to provide the Minister of Education. The Board also met with and provided ongoing advocacy letters to the Education Ministry listing its new curriculum reservations.

Significant effort was also spent advocating for the province to reinstate the Fuel-Price Contingency Fund, which protects school divisions from fuel-price fluctuations. Fortunately, the government listened. The now reinstated fund allows for more predictable, sustainable funding; safeguards divisions from fluctuating fuel costs; ensures transportation services remain affordable for school families; and enables school divisions to maintain safe, efficient and equitable transportation for all students.

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 regular Board meetings. As previously mentioned, the Board also engaged community partners on an ongoing basis through

its *EIPS Board Quarterly Update*, a newsletter featuring articles about the Division, what's new, the work of the Board and the importance of public education. Various engagement efforts were also undertaken, all using the Division's public-engagement strategy, which outlines the tactics and tools to use in all EIPS consultation efforts.

ENGAGEMENT

Using EIPS' public-engagement strategy as a framework, the Board successfully reached out to Division families and key stakeholders on a range of topics, from assurance measures to Board and budget priorities to school capital and capacity projects to mental health and well-being issues. The three most prominent engagements: The *EIPS Four-Year Education Plan*, a Student Forum and the EIPS Three-Year Engagement Strategy.

As part of the EIPS Assurance Cycle, every newly elected EIPS Board of Trustees—sworn in on Oct. 28, 2021, develops a four-year education plan to guide the Division throughout its term. To create a new *Four-Year Education Plan* for the 2022-26 school years, the Board engaged families, staff, students and community stakeholders through an online survey about the Division's current priorities, goals and outcomes, listed in the *EIPS Four-Year Education Plan: 2018-22*.

Trustees then reviewed all the feedback gathered to ensure its new education plan was responsive to student and community needs and focused on continuous improvement. Then, in May 2022, the Board finalized the updated *EIPS Four-Year Education Plan: 2022-26*. Overall, the plan details the Board's mission, belief statements, priorities and goals. It also outlines the performance measures and strategies the Division will use to meet the priorities and outcomes listed in the plan.

Also, the Board hosted a Student Forum in April 2022. The forum focused on career pathways and student mental health and well-being (see pg. 47, "Priority 2; Goal 1: Positive Learning and Working Environments"). In total, 80 students participated in the forum—from grades 9 and 12. Students were asked a series of questions about ways to support, prepare and transition students for life after senior high and mental health supports needed to serve students better. The feedback collected helped inform the Division's career pathways strategic plan and the EIPS Three-Year Mental Health Strategy.

Finally, the Board developed a new Three-Year Engagement Strategy. The strategy identifies where the Division can improve operations to best serve students, and outlines projects and timelines for the engagement efforts over the next three years (see pg. 5, "A Closer Look: Challenges in 2021-22"). The plan ensures EIPS continues providing high-quality education to all students.

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 2022-23 school year, the Board will continue to foster and build these relationships—particularly important given the province is likely heading back to the poll in May 2023. Additionally, the Board will fine-tune its advocacy plan, listing focus areas for the 2022-23 school year. Three long-standing advocacy items are education funding, the value of public education and autonomous school boards. The plan also includes strategies, tactics and key messaging, which the Board will use to advocate for the Division. The goal is to ensure education is a top priority in the next election, regular dialogue continues and community consensus is maintained to formulate workable solutions.



Priority Strategy for Education Plan

Identifying issues, engaging stakeholders and advocating on behalf of EIPS and provincial education is a continued priority in the 2022-23 school year. Strategies include:

-  Continue promoting effective communication and building relationships with elected officials.
-  Develop and maintain a focused advocacy plan to enhance public education.
-  Continue meeting with all levels of government to advocate, engage and participate in consultations to ensure EIPS' voice is heard.
-  Continue working with the media to ensure key messages and advocacy areas are strategically in the hands of the public and decision-makers.
-  Continue efforts to elevate the profile of EIPS as a leader in innovative, inclusive education and an engaged member of the communities it serves.
-  Continue using the Division's public-engagement strategy to guide all consultation efforts—at the Division and school levels.
-  Continue collaborating with the Committee of School Councils.
-  Continue publishing the *EIPS Quarterly Update*, featuring articles about the Division, what's new for the work of the Board. The newsletter is published four times a year and distributed to elected officials and Division partners.
-  Launch a new Board advocacy newsletter for EIPS families. The newsletter will highlight the work of the Board, the Division's priorities, advocacy focus areas and efforts and feature messaging about the value of public education.

Financials and Reports

Summary of Financial Results 2021-22

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. 3, “Profile and Local Context”).

Key Highlights from 2021-22

A year-end deficit of \$1.7 million decreased the accumulated surplus to \$22.7 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 million), unrestricted surplus, operating reserves (\$15 million) and capital reserves (\$1.7 million).

Operating reserves of \$3.5 million are designated for use by schools and departments to support future years. Allocated Division reserves of \$1.4 million are set aside for targeted projects or initiatives. The unallocated Division reserve, which is \$10.1 million, provides financial stability for the Division. As well, the balance of capital reserves is \$1.7 million as of Aug. 31, 2022. These reserves are for the purchase of future unsupported capital assets.

Revenue was greater than anticipated in the spring budget by \$1.3 million. That’s because the Division received \$1.2 million from the province for learning disruption funding—announced in the 2021-22 school year. And, because of unbudgeted donations of COVID-19 supplies and testing kits, totalling \$2 million. The variances were offset by reduced sales revenue, fundraising and donations, and fee revenue—as many extracurricular activities were either cancelled or reduced because of the pandemic public-health restrictions. Maintenance funding was also lower in 2021-22. EIPS set aside these funds for large upcoming projects in 2022-23.

School Generated Funds

EIPS’ unexpended school generated funds (SGF) revenue was \$2 million, as of Aug. 31, 2022. And, SGF overall revenue was \$5.4 million, which comprised of:

- school fees (\$2.8 million)—for example, field trips, athletics, noon-hour supervision;
- sales and services (\$1.8 million)—for example, cafeteria and food programs, graduation;
- fundraising (\$191,000); and
- donations and grants (\$636,000).

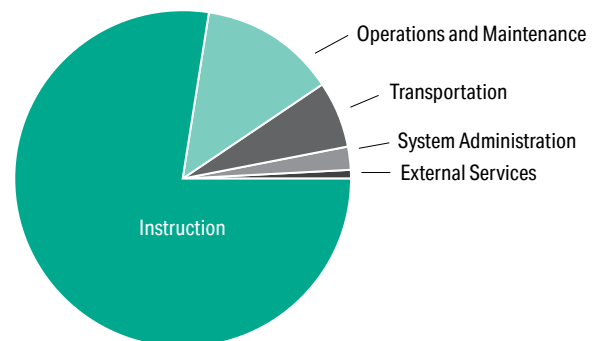
SGF expenses during the year totalled \$5.3 million.

Meanwhile, expenses were \$3.8 million less than budgeted in the spring budget—primarily the result of adjusted spending on staffing, contracted services, supplies related to the pandemic public-health restrictions, and increased carryforward amounts for schools and central services to access in 2022-23. Overall, instruction spending comprised 78% of the total budget, equating to \$9,056 per student when capital expenditures aren't considered. The remainder of the spending was on operations and maintenance (13%), transportation (6%), system administration (2%) and external services (1%).

2021-22 Expenses by Program

| Program | Amount | Percentage |
|----------------------------|------------------|-------------|
| Instruction | \$150,101 | 77.6% |
| Operations and Maintenance | \$25,430 | 13.2% |
| Transportation | \$12,223 | 6.3% |
| System Administration | \$4,100 | 2.1% |
| External Services | \$1,488 | 0.8% |
| TOTAL | \$193,342 | 100% |

All dollar amounts are expressed in thousands



ADDITIONAL INFORMATION:

[EIPS audited financial statements](#) [Alberta’s audited financial statements](#)

Budget Summary 2022-23

The 2022-23 Fall Budget Report includes an operating deficit of \$8.23 million, which is offset by operating reserves. Revenue increased by \$4.47 million to \$197.98 million from the 2022-23 Spring Budget Report. Similarly, expenses increased by \$3.79 million to \$206.21 million.

RESERVES

Reserve projections for EIPS, up to Aug. 31, 2023, include two main reserve balances:

- The operating reserve balance is \$4.93 million.
 - school generated funds (\$1.42 million)
 - Division allocated reserve (\$0)
 - Division unallocated reserve (\$3.51 million)

NOTE: The provincial cap on reserve balance is 3.15% of 2021-22 expenses and a minimum balance of 1%—approximately \$6.09 million and \$1.93 million, respectively.
- The capital reserve balance is \$460,000. Significant capital items funded from capital reserves include:
 - classroom kitchen modernization and expansion (\$610,000)
 - building management system (\$220,000)
 - Salisbury Composite High's storm-water project (\$1.2 million)

NOTE: EIPS will offset the capital items by transferring \$1 million from its operating reserves.

STUDENT ENROLMENT: 17,460 AS OF SEPT. 29, 2022

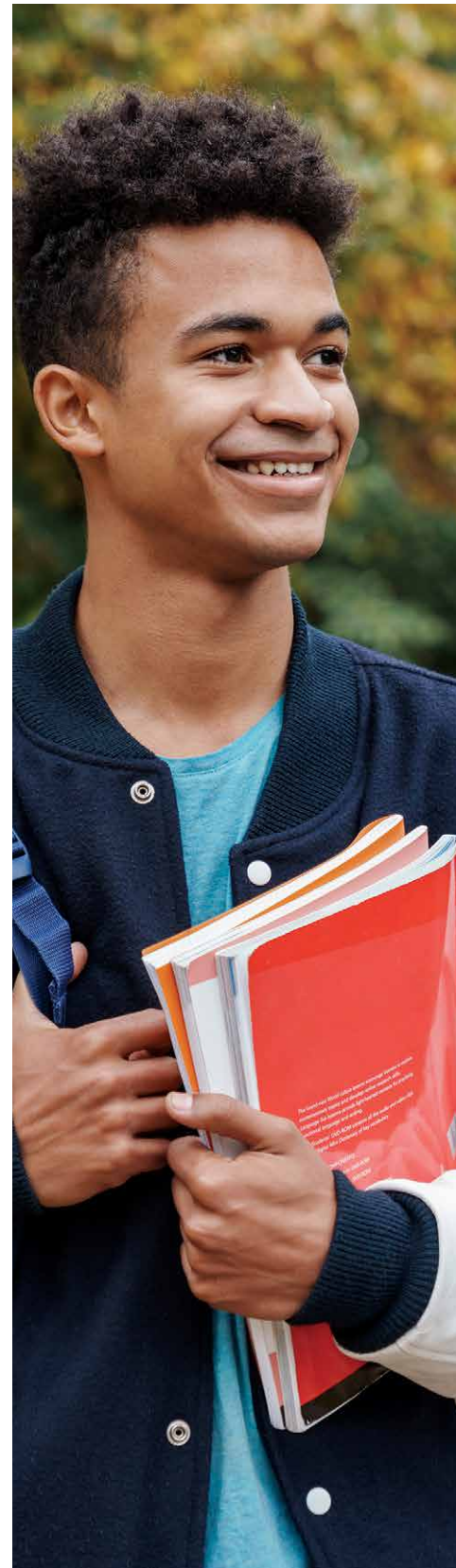
- An increase of 339 students, 2%, from what was anticipated in the 2022-23 Spring Budget Report.
- An increase of 336 students, 1.9%, from Sept. 30, 2021.

STAFFING: INCREASED TO 1,351.24 FTE

- Certificated 863.97 FTE, Classified 487.27 FTE
- An increase of 32.96 FTE, (2.5%), from the 2022-23 Spring Budget Report.

COMPENSATION, INSTRUCTIONAL AND ADMINISTRATION SPENDING

- Certificated and classified salaries increased by 1.75%—in accordance with the certificated settlement ratified on June 10, 2022.
- Instruction spending comprises 78.4% of the total budget and 80.4% when capital is excluded, equating to \$9,560 per student.
- System administration spending is \$4.59 million, 2.2% of total expenses, which is within the \$6.3 million grant provided by Alberta Education. EIPS distributed any additional funds for other divisional uses, as allowed in the 2022-23 funding manual.



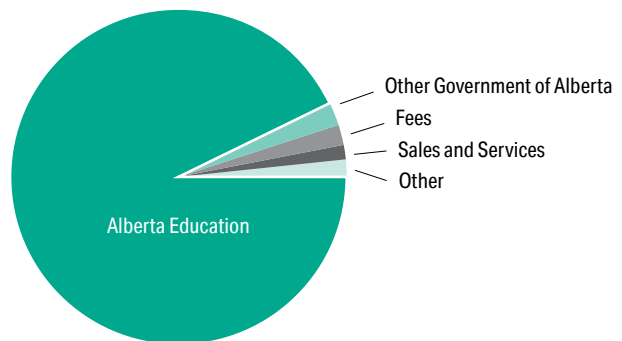
Revenues and Expenses Analysis 2022-23 Budget

| STATEMENT OF REVENUES AND EXPENSES | 2022-23 SPRING BUDGET | 2022-23 FALL BUDGET | \$ CHANGE | % CHANGE |
|---|-----------------------|---------------------|--------------|---------------|
| REVENUES | | | | |
| Government of Alberta – Alberta Education | \$178,427 | \$182,541 | \$4,114 | 2.3% |
| Government of Alberta – Other | 4,439 | 4,440 | 1 | 0% |
| Fees | 5,456 | 5,288 | (168) | (3.1%) |
| Other Sales and Services | 2,617 | 2,715 | 98 | 3.7% |
| Other | 2,570 | 2,995 | 425 | 16.5% |
| TOTAL | 193,509 | 197,979 | 4,470 | 2.3% |
| EXPENSES | | | | |
| Instruction | 159,370 | 161,627 | 2,257 | 1.4% |
| Operations and Maintenance | 23,523 | 23,070 | (453) | (1.9%) |
| Transportation | 13,011 | 14,199 | 1,188 | 9.1% |
| System Administration | 4,423 | 4,586 | 163 | 3.7% |
| External Services | 2,090 | 2,729 | 639 | 30.6% |
| TOTAL | 202,417 | 206,211 | 3,794 | 1.9% |
| OPERATING SURPLUS/(DEFICIT) | \$(8,908) | \$(8,232) | \$678 | (7.6%) |

All dollar amounts are expressed in thousands

2022-23 Revenues by Source

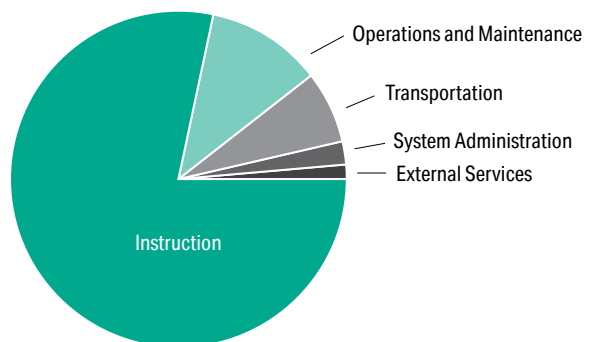
| | | |
|-----------------------------|------------------|-------------|
| Alberta Education | \$182,541 | 92.2% |
| Other Government of Alberta | \$4,440 | 2.2% |
| Fees | \$5,288 | 2.7% |
| Sales and Services | \$2,715 | 1.4% |
| Other | \$2,995 | 1.5% |
| TOTAL | \$197,979 | 100% |



All dollar amounts are expressed in thousands

2022-23 Expenses by Program

| | | |
|----------------------------|------------------|-------------|
| Instruction | \$161,627 | 78.4% |
| Operations and Maintenance | \$23,070 | 11.2% |
| Transportation | \$14,199 | 6.9% |
| System Administration | \$4,586 | 2.2% |
| External Services | \$2,729 | 1.3% |
| TOTAL | \$206,211 | 100% |



All dollar amounts are expressed in thousands

Division Reports

Capital and Facility Projects

Throughout the 2021-22 school year, Facility Services was actively involved in school-capital construction projects—totalling more than \$25 million. For all capital projects, EIPS follows Alberta Infrastructure processes and government bylaws—municipal, provincial and federal. Projects completed or currently in progress include:

- Project-managed a modular classroom unit relocation—to James Mowat Elementary from Fultonvale Elementary Junior High.
- Oversaw a new playground for Bruderheim School.
- Upgraded various school mechanical-cooling systems.
- Renovated the main office at Rudolph Hennig Junior High.
- Completed five major projects (\$3.28 million) through the Capital Maintenance Renewal program.
- Completed 119 (\$1.6 million) Infrastructure Maintenance and Renewal projects.
- Completed 208 maintenance, operations and custodial projects.
- Completed 10,074 general EIPS work orders.

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 2021-22* with the Committee of School Councils in January 2023. At the school level, achievement results were shared with school councils in November 2022. 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 2021-22*. 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

The *Public Interest Disclosure Act* (2019) requires all school authorities to include an annual report of disclosures in its *Annual Education Results Report*. During the 2021-22 school year, there were no disclosures within EIPS. For a copy of the legislation, or for more information, 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

First Nations, Métis and Inuit Results – The province requires all school authorities to report First Nations, Métis, and Inuit Alberta Education Assurance results in their annual education plans and annual education results reports. The results include all students who self-identify as First Nations, Métis or Inuit on student registration forms. The goal is to improve monitoring to enhance education outcomes.

High School Completion Rate – 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 course and three other diploma examination courses.

Post-Secondary Transition Rate (six-year) – The percentage of students in the Grade 10 cohort who enter a post-secondary 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) – 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 – 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 is established for a given school year, excluding the following student groups:

- not registered as of September 29;
- registered in a school unaffiliated with Alberta;
- the registered school is under provincial or federal authority;
- identified as having moderate- or severe-cognitive disability or multiple severe disabilities;

- visiting and exchange students; and
- attending a Hutterite colony school.

A student registered 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. 76, "High School Completion Rate").

Rutherford Scholarship Eligibility Rate – 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:

- not registered as of September 29;
- registered in a school unaffiliated with Alberta;
- the registered school is under provincial or federal authority;
- identified, in the Grade 12 school year, as having a moderate- or severe-cognitive disability or multiple severe disabilities;
- visiting or exchange student in the Grade 12 school year; and
- 20 years or older as of September 1.



Provincial Achievement Test Results – Based on all students in a 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* – the percentage of students who achieve the acceptable standard on Grade 6 and Grade 9 Provincial Achievement Tests.
- *PAT: Excellence* – percentage of students who achieve the standard of excellence on Grade 6 and Grade 9 Provincial Achievement Tests.

In the 2019-20 and 2020-21 school years, the province cancelled PATs because of COVID-19 and related disruption in learning.

Diploma Examination Results – Based on the number of students writing each diploma examination. The overall diploma examination result is the average of each exam weighted result, by the number of students writing.

- *Diploma: Acceptable* – the percentage of students who achieve the acceptable standard, 50%, on a diploma examination.
- *Diploma: Excellence* – the percentage of students who achieve the standard of excellence, 80%, on a diploma examination.

In the 2019-20 and 2020-21 school years, the province cancelled diploma examinations because of COVID-19 and related disruption in learning.

Survey Measures – In public schools, separate schools 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 result 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 data for parents, teachers and students.

SOURCE: Alberta Education

As part of the Assurance Framework, Alberta Education surveys teachers, students and families. The survey gathers information on the quality of education provided by school authorities and their schools



