



# ELK ISLAND PUBLIC SCHOOLS

Combined Education Plan and Annual Education Results Report 2015–2016







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## Message from the Board Chair

Each year, Elk Island Public Schools publishes a *Combined Education Plan and Annual Education Results Report 2015–2016*, which outlines how we're developing our students to achieve the best possible outcomes. The report is one I'm incredibly proud of and demonstrates the Division is committed to providing our students with a high-quality education through a variety of programs and services.

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

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

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



Trina Boymook, *Chair, Board of Trustees*

## Message from the Superintendent

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It's a pleasure to share with you the *EIPS Combined Education Plan and Annual Education Results Report 2015–2016*. The report reflects the successes of our students over the past year and opportunities for growth. Overall, the report illustrates we're meeting both the priorities and goals set out in our 2015–2018 Three-Year Education Plan, which is enhancing the growth and success of all our students.

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

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



Mark Liguori, *Superintendent*

# accountability

*The EIPS Combined Education Plan and Annual Education Results Report 2015–2016* was prepared under the direction of the Board in accordance with the responsibilities under the *School Act* and the *Fiscal Management Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the jurisdiction can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society. The 2015–2016 report was approved by the EIPS Board of Trustees on Nov. 24, 2016.



Elk Island Public Schools  
Three-Year Education Plan  
2015–2018

**PRIORITIES**

**PRIORITY 1 PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS**

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

**PRIORITY 2 ENHANCE HIGH-QUALITY LEARNING AND WORKING ENVIRONMENTS**

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

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

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

Alberta Education Business Plan  
2016–2019

**OUTCOMES**

**OUTCOME 1: ALBERTA'S STUDENTS ARE SUCCESSFUL**

- Through the provision of K-12 education, the ministry enables all students to achieve Alberta Education's student learning outcomes through a focus on competencies, which include critical thinking, collaboration and communication, across subject and discipline areas that are based on a strong foundation of literacy and numeracy.

**OUTCOME 2: THE ACHIEVEMENT GAP BETWEEN FIRST NATIONS, MÉTIS AND INUIT STUDENTS AND ALL OTHER STUDENTS IS ELIMINATED**

- The ministry works collaboratively with First Nations, Métis and Inuit communities and Alberta's education system to eliminate the achievement gap between First Nations, Métis and Inuit students and all other students.

**OUTCOME 3: ALBERTA'S EDUCATION SYSTEM IS INCLUSIVE**

- The ministry enables students to pursue personal excellence and social development during their educational journeys. Inclusive environments are established when education partners anticipate and value diversity, understand learners' strengths and needs and reduce barriers and when capacity is built and responsibility is shared among education professionals.

**OUTCOME 4: ALBERTA HAS EXCELLENT TEACHERS, SCHOOL AND SCHOOL AUTHORITY LEADERS**

- The ministry maintains high standards for educators by ensuring that teacher preparation and professional growth focus on the competencies needed to help students perform their best and that effective learning and teaching are achieved through collaborative leadership.

**OUTCOME 5: THE EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED**

- The ministry sets the direction for the education system by establishing guiding legislation, allocating funding and building and maintaining school facilities to protect Albertans' confidence in public education.
- Elk Island Public Schools 2015–2018 Three-Year Education Plan

**[vision]** To inspire a passion for lifelong learning

## mission

To teach students how to learn, to prepare each student to achieve his/her best and to assist students in becoming contributing members of society

## belief statements

Our belief statements define our Division, guide our behaviour, structure our operations and shape the strategies we use as we face opportunities and challenges.

- We are a student-centred learning organization.
- We offer welcoming, caring and safe places to learn and work.
- Integrity, honesty and respect are fundamental in all we do.
- Every student can learn and experience success.
- We make decisions in the best interests of all students.
- Flexible and engaging learning environments are essential to our students' successes.
- Partnerships are key in meeting the needs of students.



## Profile of the School Division

EIPS is one of the largest school divisions in Alberta, serving approximately 17,150 students from Kindergarten to Grade 12. The system has 42 schools located in Sherwood Park, the City of Fort Saskatchewan, the Town of Vegreville, Strathcona and Lamont counties and the western portion of the County of Minburn. EIPS currently employs approximately 951 full-time equivalent (FTE) teachers and 589 FTE non-teaching staff.

Every day, the staff and students of EIPS are encouraged to pursue opportunities to grow and to discover their passions in life. We pride ourselves on providing our staff and students with the tools to achieve success by offering dynamic programming, current resources and professional learning opportunities.

In teaching our students, EIPS brings together core academic subjects, diverse optional programming and a strong emphasis on character education. We strive to teach our students how to learn, guiding them to achieve their best. These pillars help prepare successful, well-rounded, contributing young citizens, ready to take on the world.

EIPS offers high-quality educational programming in inclusive and innovative learning environments. Integral to our approach are classroom supports and services, specialized learning environments, early intervention services and counselling; as well as the consultative services of speech, language, hearing, vision, occupational—and physical therapists.

Complementary programs, such as Career and Technology Studies, Off-Campus Education and second languages are also available for students to meet all graduation requirements. EIPS' students have many opportunities for educational enrichments within, as well as outside, the classroom. Students may receive instruction in five languages—English, French, German, Ukrainian and Spanish. Students who excel in academic programs may consider Advanced Placement, International Baccalaureate and Junior and Senior High Honours.

Students may also choose to participate in alternative programs such as the Division's three alternative Christian programs—Logos Christian programs, Next Step Outreach, Home Education and Continuing Education. Schools also offer strong extra-curricular programming providing students opportunities to become involved in music and drama productions, special interest clubs and/or athletic teams. Extra and co-curricular programming contributes to our students' well-rounded education.

# Combined 2016 Accountability Pillar Overall Summary

ELK ISLAND PUB SCHS REG DIV 14 ALBERTA MEASURE EVALUATION											
MEASURE CATEGORY	MEASURE CATEGORY EVALUATION	MEASURE	ELK ISLAND PUB SCHS REG DIV 14			ALBERTA			MEASURE EVALUATION		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	87.7	88.0	87.8	89.5	89.2	89.1	High	Maintained	Good
Student Learning Opportunities	Excellent	Program of Studies	83.4	82.8	82.3	81.9	81.3	81.4	Very High	Improved	Excellent
		Education Quality	88.5	88.5	88.1	90.1	89.5	89.5	High	Maintained	Good
		Dropout Rate	2.2	2.5	2.6	3.2	3.5	3.5	Very High	Improved	Excellent
		High School Completion Rate (3 yr)	82.1	79.8	80.1	76.5	76.5	75.5	Very High	Improved	Excellent
Student Learning Achievement (grades K-9)	Good	PAT: Acceptable	82.0	82.8	82.7	73.6	72.9	73.4	High	Maintained	Good
		PAT: Excellence	24.5	24.1	24.0	19.4	18.8	18.6	High	Maintained	Good
Student Learning Achievement (grades 10-12)	n/a	Diploma: Acceptable	87.9	89.1	87.9	85.0	85.2	85.1	High	Maintained	Good
		Diploma: Excellence	19.6	20.0	19.8	21.0	21.0	20.5	Intermediate	Maintained	Acceptable
		Diploma Examination Participation Rate (4+ Exams)	58.3	56.4	58.5	54.6	54.4	53.5	High	Maintained	Good
		Rutherford Scholarship Eligibility Rate	62.3	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	63.0	62.4	63.8	59.4	59.7	59.3	High	Maintained	Good
		Work Preparation	77.8	79.0	77.8	82.6	82.0	81.1	High	Maintained	Good
		Citizenship	79.8	79.8	80.3	83.9	83.5	83.4	High	Maintained	Good
Parental Involvement	Acceptable	Parental Involvement	78.1	77.1	77.3	80.9	80.7	80.5	Intermediate	Maintained	Acceptable
Continuous Improvement	Good	School Improvement	80.0	79.1	79.3	81.2	79.6	80.0	High	Improved	Good

## NOTES

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- Aggregated PAT results are based upon a weighted average of per cent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (grades 6, 9, 9 KAE), Français (grades 6, 9), French Language Arts (grades 6, 9), Mathematics (6, 9, 9 KAE), Science (grades 6, 9, 9 KAE), Social Studies (grades 6, 9, 9 KAE).
- Aggregated Diploma results are a weighted average of per cent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than six. Suppression is marked with an asterisk (\*).

## Combined 2016 Accountability Pillar FNMI Summary

MEASURE CATEGORY	MEASURE CATEGORY EVALUATION	MEASURE	ELK ISLAND PUB SCHS REG DIV 14 (FNMI)			ALBERTA (FNMI)			MEASURE EVALUATION		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Dropout Rate	2.6	4.6	4.8	6.1	7.0	7.2	Very High	Improved	Excellent
		High School Completion Rate (3 yr)	69.3	65.3	60.8	50.2	47.7	46.4	Intermediate	Maintained	Acceptable
Student Learning Achievement (grades K-9)	Issue	PAT: Acceptable	65.3	64.1	69.1	52.4	52.1	52.8	Very Low	Maintained	Concern
		PAT: Excellence	17.3	7.2	10.8	6.3	6.5	6.2	Intermediate	Improved	Good
Student Learning Achievement (grades 10-12)	n/a	Diploma: Acceptable	81.3	87.2	85.3	78.2	78.3	77.3	Intermediate	Maintained	Acceptable
		Diploma: Excellence	11.0	13.4	11.3	10.0	9.5	9.4	Low	Maintained	Issue
		Diploma Examination Participation Rate (4+ Exams)	36.4	34.3	31.5	20.7	21.0	20.4	Low	Maintained	Issue
		Rutherford Scholarship Eligibility Rate	40.8	n/a	n/a	31.9	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	44.4	35.3	50.5	33.5	33.0	33.3	Low	Maintained	Issue

### NOTES

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- Aggregated Diploma results are a weighted average of per cent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Data values have been suppressed where the number of respondents/students is fewer than six. Suppression is marked with an asterisk (\*).

# PRIORITY 1

## PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS

OUTCOMES	STRATEGIES	PERFORMANCE INDICATORS
<b>GOAL 1: EXCELLENT START TO LEARNING</b>		
<p><b>More children reach social, intellectual and physical developmental milestones by Grade 1.</b></p>	<ul style="list-style-type: none"> <li>• Participate in Phase 2 of the Early Child Development (EDC) Initiative.</li> <li>• Implement a full-day, every-day Kindergarten pilot project at A.L. Horton Elementary (ALH) in 2015–2016.</li> <li>• Implement Kindergarten Programming Enhancement projects in the spring of 2016.</li> <li>• Promote the services of the early learning Family School Liaison Workers to families.</li> <li>• Research the feasibility of and identify additional sites for potential expansion of full-day, every-day Kindergarten programming for the 2016–2017 school year.</li> <li>• Monitor progress of children now in Grade 1 who participated in enhanced programming supports in 2014–2015.</li> <li>• Develop short-term and longer-term measures of programming success for Kindergarten Programming Enhancement project.</li> </ul>	<ul style="list-style-type: none"> <li>• 100 per cent of Kindergarten teachers in EIPS collect EDI data in February/March 2016 as part of Phase 2 of the ECD Mapping Initiative.</li> <li>• Children identified to participate in the full-day, every-day pilot project at ALH demonstrate improved developmental outcomes by June 2016.</li> <li>• Increase in the number of families accessing the services of early learning Family School Liaison Workers (FSLW's).</li> </ul>
<b>GOAL 2: SUCCESS FOR EVERY STUDENT</b>		
<p><b>More students achieve a minimum of one year's growth in literacy and numeracy.</b></p>	<ul style="list-style-type: none"> <li>• Continue to develop and strengthen EIPS literacy framework and resources.</li> <li>• Continue to provide literacy support for new teachers in Division 1 and Division 2.</li> <li>• Introduce and implement literacy strategies in secondary schools.</li> <li>• Provide early learning professional learning opportunities, collaboration with learning teams, literacy supports in Kindergarten (resources and sub time provided) and Early Learning Advisory Committee.</li> <li>• Provide support to French Immersion Literacy initiatives.</li> <li>• Provide Divisional events for students to promote and encourage lifelong literacy learning.</li> <li>• Develop a consistent approach to assessment and documentation in all learning environments including implementation of a new elementary report card "Communicating Student Learning" in grades K-6.</li> <li>• Continue to support and build teacher understanding of literacy and communication strategies for students with significant disabilities.</li> <li>• Implement the Instructional Support Plan (ISP).</li> <li>• Work with school leadership and staff to create awareness and common understanding of numeracy within EIPS.</li> <li>• Establish for EIPS staff a Math Academy in partnership with University of Alberta.</li> <li>• Establish Numeracy and Literacy Committee.</li> <li>• Provide followup professional learning on targeted areas of technology.</li> <li>• Support implementation of the new Career and Technology Foundations (CTF) curriculum in junior high schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Student achievement in Provincial Achievement Tests and Diploma Examinations.</li> <li>• Leadership survey.</li> <li>• Attendance at professional learning opportunities.</li> <li>• Common assessment rubrics for ECS for the beginning, middle and end of the school year are developed in the 2015–2016 school year. Teachers pilot their use for reporting to parents at end of reporting periods.</li> </ul>

OUTCOMES	STRATEGIES	PERFORMANCE INDICATORS
<b>GOAL 2: SUCCESS FOR EVERY STUDENT</b>		
<p><b>The achievement gap between First Nations, Métis and Inuit students and all other students is reduced.</b></p>	<ul style="list-style-type: none"> <li>• FNMI consultant, with the support of school staff, conduct a needs assessment of all self-identified FNMI students.</li> <li>• Schools develop action plans for FNMI students to address areas of concern.</li> <li>• Schools create welcoming environments that are respectful of FNMI cultures, histories and diversities.</li> <li>• Leadership participate in the Blanket Exercise.</li> <li>• All EIPS staff offered opportunity to participate in the Blanket Exercise.</li> <li>• Students, teachers and other EIPS staff have opportunity to learn about FNMI perspectives and experiences, treaties and the history and legacy of residential schools.</li> <li>• FNMI related professional learning opportunities for staff highlighted and participation supported financially.</li> <li>• Literacy and numeracy consultants work with staff and students to ensure academic growth for FNMI students.</li> <li>• FNMI lead teachers in each school provided with resources and professional learning to encourage infusion of the Indigenous perspective into curriculum.</li> <li>• Every school continue to receive funds to support FNMI resources and activities.</li> <li>• Schools continue to develop school-based projects and receive FNMI funds to support them. School-based projects may include such things as academic supports for individual students, involving Elders, family and community involvement, success coaching, resource purchases, FNMI field trips, cultural events, Blanket Exercises and Project of Heart.</li> </ul>	<ul style="list-style-type: none"> <li>• Student achievement in Provincial Achievement Tests and Diploma examinations.</li> <li>• Attendance at professional learning opportunities.</li> </ul>
<b>GOAL 3: SUCCESS BEYOND HIGH SCHOOL</b>		
<p><b>More students are engaged in school, achieve excellence and are supported in their transition beyond high school.</b></p>	<ul style="list-style-type: none"> <li>• Increased support of Career and Technology Studies (CTS).</li> <li>• Support of High School Redesign participation at Andrew School and Lamont High.</li> <li>• Support of High School Redesign principles for other high schools.</li> <li>• Continued support and promotion of Off-Campus Education, Dual-credit and community partnership opportunities, including Your Future: It's a Matter of Choice Post-Secondary and Career Fair.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of students in the Registered Apprenticeship Program (RAP).</li> <li>• More students participate in Off-Campus Education program.</li> <li>• Increased high school completion/graduation rate.</li> <li>• More students transition to post-secondary education.</li> <li>• Dual-credit courses/Partnerships with local colleges increase.</li> <li>• Increased number of community partnerships supporting students.</li> </ul>

# PRIORITY 1 HIGHLIGHTS

## LITERACY

Throughout the 2015–2016 school year, Supports for Students (SFS) initiated various literacy programs across the Division. The programing was intended to promote the growth and success of all students and included working closely with Division I and Division II literacy leads at each of its schools; collaborating with teachers and administrators through professional learning and networking opportunities; and offering mentorship to all Division I, Division II and Division III teachers with four years or less teaching experience. In addition, SFS's Literacy Committee developed both a framework and LiveBinder for the EIPS Literacy in Action.

The department also introduced a Division-based lending library featuring a variety of resources for schools including English Language Learners (ELL) information, book-club units and inquiry units. Guided reading materials were also purchased for each elementary school including the Nelson Education's PM series and Scholastic's Moving Up with Literacy Place series.

Early literacy was another focus area for the department. Learning Supports offered various literacy initiatives in the Play and Learn at School (PALS) program and the Supporting Emergent Literacy in Kindergarten (SELIK) program. It also organized a number of after-school literacy sessions including:

- Supporting Early Readers
- An Introduction to Writer's Workshop
- Creating Literacy Independence using Daily 5
- Literacy Foundations
- Levelled Literacy Intervention
- Book Clubs and Guided Reading
- CAFÉ: Digging Deeper into Strategy Instruction
- Exploring Best Practices in Writing

Equally important, are finding opportunities to showcase student learning. To do this, learning supports consultants organized a series of Division-based events including Read In Week, ElkFest Student Film Festival, Young Authors' Conference, Creative Writing Contest and Writer's Workshop and Battle of the Books. Meanwhile, secondary-literacy teachers participated in the Penny Kittle Group, which offers secondary students independent reading choices.

## YOUNG AUTHORS' CONFERENCE

In February 2016, more than 370 young artists and writers explored the influence of prose and illustration during the 27<sup>th</sup> annual Young Authors' Conference at F.R. Haythorne Junior High in Sherwood Park. The Conference is a long-standing collaborative event that welcomes students from both EIPS and Elk Island Catholic Schools (EICS) for a fun-filled day of informative sessions focused on storytelling, idea generation, story development and effective communication skills. Students are grouped into two streams (grades 4 to 6 and grades 7 to 9) and attend three breakout sessions throughout the day. The sessions are led by acclaimed authors or illustrators who share their knowledge, industry know-how and life lessons to encourage and inspire students.

## READ IN WEEK

Annually in October, EIPS celebrates Read In Week, a Division-wide event meant to encourage a lifelong love of reading and enhance literacy awareness by involving students, staff, parents and community members in reading. The 2015–2016 theme: The Power of a Story focused on stories that teach lessons, broaden perspectives and foster empathy. Many schools celebrated the week by adopting a Drop Everything and Read (DEAR) time, buddy reading, guest-speaker sessions and treasured-book readings. Schools also championed the initiative by inviting other students, parents and community members to share their all-time literary favourites.

Finally, EIPS literacy consultants worked with Division-based and school leaders to select and trial a literacy benchmarking tool for students in grades 1 through 12. The group decided on the STAR 360 Reading and Early Literacy benchmarking tool, which is being launched Division-wide in September 2016.

## NUMERACY

SFS's numeracy consultant led a number of key initiatives in the areas of numeracy and mathematical instruction. EIPS teamed up with professors from the University of Alberta to offer a Math Academy to teachers in EIPS and EICS. Teachers also participated in Big Ideas in Elementary, Big Ideas in Junior High, math workshops and held a variety of after-school sessions in Math Daily 3 and 3 Act Math.

The department also presented various sessions at school-based professional learning days and offered a number of parent evenings where the numeracy consultant shared ideas with parents about instructional modelling and resource identification. The department also worked with Grade 7 math teachers to develop a common math final examination and it worked with Grade 12 math teachers exploring best practices in preparing students for the diploma examination.

Finally the numeracy consultant worked with Division-based and school leaders to select a numeracy benchmarking tool. The Math Intervention/Programming Instrument (MIPI), developed by Edmonton Public Schools, was selected and is being administered to all students in grades 2 through 10 in September 2016.

## ASSESSMENT

Throughout the 2015–2016 school year, the Communicating Student Learning (CSL) report card was piloted in 11 EIPS elementary schools. Feedback from teachers, students and parents indicate information shared on the report card is informative and easy to understand. A second year of piloting—requested by the EIPS Board of Trustees—will take place in 2015–2016 to ensure all parents have an opportunity to provide feedback about the CSL.

EIPS also teamed up with assessment leader, Sandra Herbst, to offer full-day workshops for elementary and secondary leaders. Topics discussed include ways to refine assessment beliefs and improve practices. During the upcoming school year, more workshops are being offered to elementary and secondary teachers.



Led by the Secondary Assessment Advisory Committee, a *Guide to Reporting Student Achievement* was developed for each school-Division level. The document explains the school's assessment practices, policies and dates for report cards and student conferences. All principals are required to individualize and share the document on their school's website.

### **INCLUSIVE LEARNING**

EIPS' first priority is to promote growth and success for all students. Whether students are in inclusive settings at their designated school or in Division system programs, inclusive learning consultants, speech-language pathologists (SLPs) and occupational therapists work with school staff to ensure all students experience success.

Inclusive Learning (IL) supports a range of programs and programming options for students with diverse learning needs including classroom consultation, identifying inclusive-learning strategies, offering specialized assessment and support and working with families. Throughout the 2015–2016 school year, the IL team worked with administrators, teachers, educational assistants and parents to understand how to best meet needs of a student, or groups of students and offered a series of professional learning opportunities to meet those needs.

In addition, the Division was authorized by Alberta Aids to Daily Living as a Level 2 Service Centre, which further enhances students' access to assistive technology. The EIPS Assistive Technology (AT) team consists of educational consultants, SPLs, occupational therapists and an AT technologist. The team supports both school staff and families in the use of technology to support students in achieving the learning outcomes of either the Alberta curriculum or individual learning goals.

### **INSTRUCTIONAL SUPPORT PLANS**

Programming for all students is based on Alberta Education's Programs of Study. For students whose program content and outcomes are adapted or modified to meet their diverse learning needs, an Instructional Support Plans (ISPs) is develop by their teacher. In the 2015–2016 school year, SFS implemented the Division-wide use of Dossier—a specialized software to develop ISPs for students. Dossier takes advantage of an efficient and effective technology-based solution directly linked to PowerSchool. The Division continues to work closely with Intellimedia, the developers of Dossier, to improve and refine the ISP process for staff, students and parents.

### **EARLY LEARNING**

Early Learning offers a wide range of supports and service to ensure all children have an excellent start to learning.

During the 2015–2016 school year, 128 children were enrolled in the PALS programs and received speech and language services two days a week. SLPs provide one-to-one intervention, facilitate small group-centred activities and lead whole-class activities. The vast majority of time activities are spent in the classroom rather than using a pullout approach.

SLPs also provide services and supports to children in the START program, Kindergarten and visit individual schools once a week to see both Kindergarten children and school-age students. In 2015–2016, 320 Kindergarten students—23 per cent of the Kindergarten population—were assessed and 298 children—21 per cent of the Kindergarten population—received speech and language supports.

## Priority 1 Highlights

Occupational therapy (OT) services are provided on a consultative basis. On average, occupational therapists visit the PALS classrooms two to three times per month and Kindergarten classes are visited five times per year. Services for the START program are provided on an as-needed basis and requested by the co-ordinating teacher. During the 2015–2016 school year, 96 children were screened for OT services in PALS and 67 received ongoing OT support; 247 children were screened for OT services in Kindergarten with 163 children receiving support; and four children enrolled in the START program received screening and consultation services. Additionally, the first PALS outreach project at Pleasant Ridge Colony was provided onsite to one child.

Early Learning family school liaison workers facilitate connections with family, school and community to assist with positive growth. They work as part of a multidisciplinary team to enhance service delivery by helping families set goals, integrate interventions, plan strategies and arrange resources to help children be successful in school, at home and in their community. Support services are offered in a variety of formats—individuals, families, groups—and in a variety of settings—school, home, community. Fifty-one PALS families, which is approximately 41 per cent of all PALS families, received ongoing support from liaison workers, including 138 home visits.

The province collected Early Development Instrument (EDI) data to support its commitment to improve the well-being of children as identified through the 2009–2014 Early Childhood Development Mapping Research Project. The first province-wide data collection, which included planning, collecting, reporting and knowledge mobilization, took place February 2016 to March 2016. Another collection will happen in 2019. By collecting data about the development of Kindergarten-aged children, key stakeholders will be better able understand how the Albertan community is doing in terms of supporting young children and families. As well, they will be able to identify and better understand the influences of socio-economic and community factors that impact success in both school and life. Once the results are made available, they will be shared with schools and communities.

The Division's full-day, every-day Kindergarten pilot project was launched at A.L. Horton Elementary. Of the 61 children registered in its Kindergarten program, 13 were chosen to participate in the pilot—including four children with severe disabilities or delays. Feedback from teachers and the Kindergarten team is positive: all participating children made progress in one or more key developmental areas and specific improvements were noted in social skills, following directions and phonemic awareness. Additionally, the increased time in a small group setting allowed the teacher to identify and develop awareness of each child's needs. Results from the Early Development Instrument (EDI) data will help determine communities that could benefit from full-day, every-day Kindergarten programming in future years.

The Supporting Emergent Literacy in Kindergarten (SELIK) project is designed to support ongoing classroom literacy activities by

assisting young children to acquire the skills necessary to be successful readers and writers. Teachers assess student literacy skills in February and identify the students who rank in the lowest third of the class. Between March and May, small group activities are provided bi-weekly by the classroom teacher with the support of substitute teachers. In the 2015–2016 school year, 287 children received additional literacy support.

In January 2016, elementary-school principals were asked to provide an update on children in Grade 1 who participated in 2014–2015 Enhanced Kindergarten programming. Approximately 34 per cent were at grade level at the halfway point of Grade 1 and 60 per cent received extra supports in Grade 1. Pullout instruction, individuals groups, small groups, speech/language pathology, occupational or physical therapy and literacy groups were the most common strategies identified by schools. Continued supports for at-risk learners appear to be important for their continued success.

Again, the Division provided funding in spring 2016 to support children who were not meeting developmental expectations. The majority of EIPS Kindergarten classes piloted a variety of additional supports and services to investigate their impacts on transitions to Grade 1. In total, 150 children participated in the program.

Positive early development for children is a shared responsibility that involves parents, families, community members, businesses, service providers, educators, policy-makers and governments working together. The Division works with a number of early childhood development community coalitions in various communities including Strathcona County, the town of Vegreville, the County of Lamont and the city of Fort Saskatchewan. Early Learning has created partnerships with community early childhood coalitions on various events and projects, including Strathcona County's First 2000 Days Festival, the opening of the St. Michael indoor play centre, Vegreville Preschool Fair and many EIPS Kindergarten open houses.

Collaboration and professional learning are ongoing initiatives for the Early Learning team. Monthly, Early Learning organized and provided several learning opportunities for Kindergarten teachers and educational assistants. Additionally, half-day Kindergarten teachers formed informal professional learning networks and Early Learning funded professional-collaboration opportunities for full-day, alternating-day Kindergarten teachers. The goal: to prepare all Kindergarten teachers for a successful transition into Grade 1.

Additionally, several professional learning sessions were offered to EIPS' SLP and OT teams such as literacy programming, resources, retreats and professional networking opportunities. The Early Learning Teacher Advisory Committee also continued to meet throughout 2015–2016 to review and plan early learning initiatives.

As a followup to the spring 2015 public consultation in Sherwood Park and Fort Saskatchewan, four additional schools are offering full-day, alternating-day Kindergarten programming as an option for families: Lakeland Ridge, École Élémentaire Ardrossan Elementary, École Campbelltown and Brentwood Elementary.

Eleven elementary schools participated in the CSL pilot in 2015–2016. All Kindergarten teachers at these schools piloted the new Kindergarten year-end report card in June. Work is underway to develop Kindergarten reporting protocols, which is being piloted in the 2016–2017 school year.

In the 2015–2016 school year, all schools implemented the new ISP for students and children with disabilities and delays. An Early Learning ISPs template was piloted in Kindergarten, PALS and START. Work is ongoing to further develop separate ISP templates for Kindergarten, PALS and START.

### **CAREER AND TECHNOLOGY FOUNDATIONS**

Alberta Education has introduced a new curriculum for grades 5 through 9. EIPS staff worked collaboratively to implement it. As part of the professional learning for Career and Technology Foundations (CTF) the EIPS CTF Sharing Folder was created. Many EIPS staff have created CTF courses that are now shared and used across the Division. The shared Google Drive folder contains project ideas for EIPS teachers and teachers throughout the province. CTF teachers are free to use these resources, changing and adapting them for their school and relevant courses.

Through a consultation and feedback process, a group of EIPS CTF teachers developed common categories and weightings for junior high CTF courses to be used in the 2016–2017 school year. The department also created a number of avenues for CTF teachers to share ideas and resources. Learning Services organizes and hosts this collaboration time. It also provides sub money to attend these sessions. Existing groups include foods and fashion teachers and construction teachers.

### **SUPPORTING STAFF COLLABORATION**

Supports for Students supported both Andrew School and Lamont High in the High School Redesign program. Collaboration time, training time and one-on-one consultation time was given to each school to assist in the implementation. The use of the Flex schedule at both schools has increased tutorial time with the students, built better teacher-and-student relationships and has allowed teachers time to contact parents to talk about their child's education.

SFS guided the partnership with Shell, Northern Lakes College and Lamont High to bring the Power Engineering Four-Dual-credit Program to students at Lamont High.

### **FIRST NATIONS, MÉTIS AND INUIT**

The First Nations, Métis and Inuit population in EIPS represents a small, but important percentage of the total number of EIPS students.

Schools are guided in creating a welcoming environment, respectful of First Nations, Métis and Inuit cultures, histories and diversities. All students, teachers and other EIPS staff have the opportunity to learn about First Nations, Métis and Inuit perspectives and experiences, treaties and the history and legacy of residential schools.

A First Nations, Métis and Inuit consultant works with all schools to ensure that a needs assessment of all self-identified First Nations, Métis and Inuit students is done. The consultant works with schools to develop action plans for First Nations, Métis and Inuit students to address areas of concern for example—academic achievement, attendance, mental health, emotional well-being. First Nations, Métis and Inuit students benefit from specialized supports and services offered in the Division including instructional and assistive technologies to provide differentiated instruction and counselling and teacher time dedicated to working with First Nations, Métis and Inuit students and families as needed. Regular supports via an Elder are also now being offered in several schools. The First Nations, Métis and Inuit consultant creates and shares a regular newsletter with all schools. First Nations, Métis and Inuit related professional learning opportunities for staff are highlighted and participation is supported financially. Literacy and numeracy consultants work with staff and students to ensure academic growth for First Nations, Métis and Inuit students. First Nations, Métis and Inuit lead teachers in each school are provided with resources and professional learning to encourage infusion of the Indigenous perspective into curriculum. Every school receives funds to support FNMI resources and activities. Schools develop school-based projects and receive First Nations, Métis and Inuit funds to support them. School-based projects include such things as academic supports for individual students, involving Elders, family and community involvement, success coaching, resource purchases, field trips, cultural events, Blanket Exercises and Project of Heart.

First Nations, Métis and Inuit students also benefit from career counselling initiatives promoted in the Division including partnerships with Youth Connections; Career Cruising; Your Future: It's a Matter of Choice Career Post Secondary and Career Fair; professional learning opportunities relating to career planning; staff dialogue and collaboration with post-secondary institutions; newsletters and Division websites containing career-related information; Division and schools partnerships with business, government and post-secondary communities; clear communication with parents about available and appropriate educational programming options; information about available scholarships; and Indigenous guest-speakers to discuss career paths. The largest high schools have begun working with Indigenous graduation enhancement coaches.

## Priority 1 Performance Indicators

ACCOUNTABILITY PILLAR SURVEY PERFORMANCE MEASURES	RESULTS (IN PERCENTAGES)					EVALUATION		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
Overall percentage of students in grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	84.6	82.4	82.7	82.8	82.0	High	Maintained	Good
Overall percentage of students in grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	25.2	23.6	24.4	24.1	24.5	High	Maintained	Good
Overall percentage of students who achieved the acceptable standard on Diploma Examinations (overall results).	85.6	86.2	88.4	89.1	87.9	High	Maintained	Good
Overall percentage of students who achieved the standard of excellence on Diploma Examinations (overall results).	17.3	19.7	19.8	20.0	19.6	Intermediate	Maintained	Acceptable

ACCOUNTABILITY PILLAR SURVEY PERFORMANCE MEASURES	RESULTS (IN PERCENTAGES)					EVALUATION		
	2011	2012	2013	2014	2015	Achievement	Improvement	Overall
High School Completion Rate—percentage of students who completed high school within three years of entering Grade 10.	77.1	78.8	81.6	79.8	82.1	Very High	Improved	Excellent
Dropout Rate—annual dropout rate of students aged 14 to 18	2.5	3.6	1.9	2.5	2.2	Very High	Improved	Excellent
High school to post-secondary transition rate of students within six years of entering Grade 10.	64.2	67.3	61.6	62.4	63.0	High	Maintained	Good
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	62.3	n/a	n/a	n/a
Percentage of students writing four or more diploma examinations within three years of entering Grade 10.	58.8	59.4	59.7	56.4	58.3	High	Maintained	Good

ACCOUNTABILITY PILLAR SURVEY PERFORMANCE MEASURES (FNMI)	RESULTS (IN PERCENTAGES)					EVALUATION		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
Overall percentage of self-identified FNMI students in grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	70.7	69.9	73.4	64.1	65.3	Very Low	Maintained	Concern
Overall percentage of self-identified FNMI students in grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	10.9	12.9	12.4	7.2	17.3	Intermediate	Improved	Good
Overall percentage of self-identified FNMI students who achieved the acceptable standard on Diploma Examinations (overall results).	84.0	82.9	85.6	87.2	81.3	Intermediate	Maintained	Acceptable
Overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations (overall results).	9.4	6.0	14.4	13.4	11.0	Low	Maintained	Issue

ACCOUNTABILITY PILLAR SURVEY PERFORMANCE MEASURES (FNMI)	RESULTS (IN PERCENTAGES)					EVALUATION		
	2011	2012	2013	2014	2015	Achievement	Improvement	Overall
High School Completion Rate—percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	40.4	58.0	59.3	65.3	69.3	Intermediate	Maintained	Acceptable
Dropout Rate—annual dropout rate of self-identified FNMI students aged 14 to 18	3.8	6.1	3.7	4.6	2.6	Very High	Improved	Excellent
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	50.5	59.2	57.1	35.3	44.4	Low	Maintained	Issue
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	40.8	n/a	n/a	n/a
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	26.4	33.1	26.9	34.3	36.4	Low	Maintained	Issue

## Priority 1 Performance Indicators

ACCOUNTABILITY PILLAR SURVEY PERFORMANCE MEASURES	RESULTS (IN PERCENTAGES)					EVALUATION		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
Percentage of teachers and parents who agree students are taught attitudes and behaviours that will make them successful at work when they finish school.	75.6	78.0	76.4	79.0	77.8	High	Maintained	Good

ACCOUNTABILITY PILLAR SURVEY INDIVIDUAL QUESTIONS	2014		2015		2016	
	EIPS	Province	EIPS	Province	EIPS	Province
Students who agree they get the help they need with reading and writing.	88%	90%	87%	89%	87%	90%

### PRIORITY 1 COMMENTS ON RESULTS

Students in Elk Island Public Schools benefit from high-quality instructional practices including:

- reflective learning strategies;
- differentiated instruction (including variation of content, process and content);
- project-based instructional strategies;
- goal setting and establishing personal-learning plans;
- use of the inquiry process;
- focus on formative assessment practices;
- scaffolded instructional approaches;
- variety of programming options;
- Career and Technology Studies/Foundations availability in all schools;
- alternative delivery methods: distributed learning, celebrations of learning and
- best practices in transition planning.

EIPS believes that focusing on engaging and collaborative learning experiences will result in improvements in both student achievement and students' feelings about their school experiences.

Career counselling initiatives promoted in the Division include partnerships with Youth Connections; Career Cruising; Your Future: It's a Matter of Choice Post Secondary and Career Fair; professional learning opportunities relating to career planning; staff dialogue and collaboration with post-secondary institutions; newsletters and Division websites containing career-related information; Division and schools partnerships with business, government and post-secondary communities; and clear communication with parents about available and appropriate educational programming options. Specialized supports and services offered in the Division include instructional and assistive technologies to provide differentiated instruction; counselling support at all school levels; and co-ordinated and wrap-around services where required. Of note, in the Accountability Pillar survey the percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work remained high, but is still marginally below the provincial average.

Provincial Achievement Tests (PAT) results for EIPS students were above the province in virtually all tests. Of particular note was the continued and multi-year positive trend on the PAT standard of excellence level. Diploma results were on par with the province. Math results indicate this is an area that requires further attention at both the elementary and secondary levels. It is anticipated that EIPS numeracy initiatives, benchmarking and consultant work will have a positive impact on student achievement in mathematics.

The EIPS results for the High School Completion, Dropout Rate, Transition Rate and Rutherford Scholarship Eligibility measures align with the overall diploma examination achievement levels. Of particular note, the EIPS High School Completion rate was at a five-year high and well above provincial results. The Diploma Exam Participation Rate also increased from the previous year and is significantly higher than the province.

The First Nations, Métis and Inuit (FNMI) population in EIPS represents a small percentage of the total number of students, therefore the results of statistical analysis shown above should be interpreted in context. Although Accountability Pillar Measure results for FNMI students are lower than those for the Division, results in EIPS remain well above the provincial average. The High School Completion rate for EIPS FNMI students also reached a five-year high. Through the focused work of schools and the EIPS FNMI, literacy and numeracy consultants it is anticipated that the achievement gap between EIPS FNMI students and all other EIPS students will continue to be narrowed.

# PRIORITY 2

## ENHANCE HIGH-QUALITY LEARNING AND WORKING ENVIRONMENTS

OUTCOMES	STRATEGIES	PERFORMANCE INDICATORS
<b>GOAL 1: A FOCUS ON WELL-BEING INCLUDING STUDENT CITIZENSHIP AND STAFF ENGAGEMENT</b>		
<p><b>Our learning and working environments are welcoming, caring, respectful and safe.</b></p>	<ul style="list-style-type: none"> <li>• Continue EIPS Healthy Schools Initiative.</li> <li>• Utilize digital citizenship resources to increase student understanding of what it means to be a good digital citizen.</li> <li>• Provide cyberbullying prevention strategies for students, teachers, administration and parents.</li> <li>• Provide training and resources to junior high health teachers and senior high CALM teachers to implement the Fourth R program in schools.</li> <li>• Provide training to staff using PrevNet’s Healthy Relationships Training Module (HRTM).</li> <li>• Partner with Alberta Health Services Addictions and Mental Health to offer Expecting Respect to junior high students.</li> <li>• Continue to work with schools to reduce stigma and create awareness around positive mental health.</li> <li>• Provide suicide prevention training to school counsellors.</li> </ul>	<ul style="list-style-type: none"> <li>• Accountability Pillar survey (APS)—percentage of teacher, parent and student who agree that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.</li> <li>• APS—percentage of students who agree that their teachers care about them.</li> <li>• APS—percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.</li> <li>• APS—percentage of students who agree that, at school, they are encouraged to get involved in activities that help people in my community.</li> <li>• Tell Them From Me Survey (TTFM)—advocacy at school.</li> <li>• TTFM—positive teacher-student relationships.</li> <li>• TTFM—positive learning climate.</li> <li>• TTFM—positive student behaviour.</li> <li>• Increased number of community partnerships—for example Alberta Mental Health, FCSS, RCMP.</li> <li>• EIPS Parent Survey.</li> </ul>
<b>GOAL 2: QUALITY INFRASTRUCTURE FOR ALL</b>		
<p><b>Student learning is supported through the use of effective planning, managing and investment in Division infrastructure.</b></p>	<ul style="list-style-type: none"> <li>• Restructure Projects’ area.</li> <li>• Create educational planner position.</li> <li>• Create assistant director projects position.</li> <li>• Implement a succession planning strategy.</li> <li>• Create "Facility Services Manual".</li> <li>• Create "New School Manual".</li> <li>• Update Three-Year Capital Plan.</li> <li>• Create practices pertaining to Modular Program, Three-Year Capital Plan and Ten-Year Facilities Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Health, safety and essential upgrading needs—including emergent projects are met.</li> <li>• Planned growth of the Division.</li> <li>• Reduction of outstanding work orders.</li> <li>• School facilities are welcoming and inclusive and students, parents, educators and community residents feel their cultures and contributions are respected and valued.</li> </ul>

OUTCOMES	STRATEGIES	PERFORMANCE INDICATORS
<b>GOAL 3: BUILD CAPACITY</b>		
<p><b>All staff have the opportunity and are supported in increasing their professional and leadership capacities.</b></p>	<ul style="list-style-type: none"> <li>• Build capacity through Early Learning staff collaboration and professional learning to continue to build understanding of purposeful play-based learning.</li> <li>• Utilize the Building Capacity grant to support professional learning for teachers of inclusive students.</li> <li>• Provide opportunities for teachers to increase their proficiency in teaching numeracy by participating in the Math Academy.</li> <li>• Create awareness of numeracy in all subject areas by providing after-school learning opportunities</li> <li>• Create and support opportunities for teacher led professional learning.</li> <li>• Provide PowerSchool support—timetable scheduling support, Student Records Digital Formatting, PASI.</li> <li>• Continuation of providing hands-on science kits for Elementary and Junior high students via Partners for Science (P4S).</li> <li>• Continue with our Division-wide, school-based, self-directed professional learning strategies.</li> <li>• Continued consultant support in schools in the areas of literacy, numeracy and assessment.</li> <li>• Offer a classified professional learning day.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership survey.</li> <li>• EIPS Staff Engagement survey.</li> <li>• Accountability Pillar survey—teachers reporting that in the past three to five years the professional learning and in-servicing received from the school authority has been focused, systematic and contributed significantly to their on-going professional learning.</li> </ul>
<b>GOAL 4: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY</b>		
<p><b>The Division uses evidenced-based practices to improve student engagement and achievement.</b></p>	<ul style="list-style-type: none"> <li>• Continued use of the data provided by the Tell Them From Me Survey.</li> <li>• Continued use of Diploma, PAT and SLA data to inform practice.</li> <li>• Continued use of Accountability Pillar data.</li> <li>• Participation in active research.</li> <li>• Continued support of professional reading and access to educational research.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in PAT and Diploma and student achievement results.</li> <li>• Accountability Pillar survey (APS)—percentage of 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.</li> <li>• APS—percentage of teachers, parents and students satisfied with the overall quality of basic education.</li> <li>• APS—percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.</li> <li>• APS—percentage of students who find their work interesting and challenging.</li> <li>• APS—percentage of students who agree that their teachers care about them.</li> <li>• Tell Them From Me Survey (TTFM)—effective learning time.</li> <li>• TTFM—relevance.</li> <li>• TTFM—rigour.</li> <li>• TTFM—student interest and motivation.</li> <li>• TTFM—students valuing school outcomes.</li> <li>• EIPS Parent Survey.</li> </ul>

# PRIORITY 2 HIGHLIGHTS

## PROFESSIONAL LEARNING

With a focus on student and staff learning, the department provides and supports various professional learning opportunities within EIPS and outside of the Division. Together, with the professional learning committee, the department refined its professional learning beliefs and framework and created a "Guide to Professional Learning" in EIPS. Additionally, a communication strategy was developed and plans were established to publish a monthly professional learning newsletter and a professional learning calendar. Both communication tools will help to ensure all EIPS staff have the opportunity to view professional learning events taking place in and around the Division.

In August 2015, new teachers were offered the opportunity to participate in a six-day professional learning conference—Off to a Good Start—that featured a variety of speakers who spoke on a number of emergent topics. Feedback from participants indicate the sessions were both informative and constructive. Similarly, classified staff attended Everyone Learns, a one-day conference featuring keynote speakers, sessions and topics focused exclusively on classified-learning requests. Feedback received was equally positive and plans are in place to host a third classified learning day in March 2017.

## IMPROVAGANZA

Improvaganza is a team effort on the part of all junior high teachers in EIPS. The event brought together more than 100 junior high students to share in the energy and awesomeness that is improv! Guest and teacher instructors led students through a variety of drama and improvisations. Drama students from a variety of EIPS schools connected and strengthened their performance community.

## HEALTHY SCHOOLS PROJECT

Throughout the year, SFS organized a series of programs and initiatives to ensure the outcome stated in the EIPS 2015–2018 Three-Year Education Plan Priority 2, Goal 1 was met: "learning and working environments are welcoming, caring, respectful and safe."

In partnership with Alberta Healthy School Communities Wellness Fund, the health and well-being of members of the school community were examined through the lens of 1) welcoming, caring, respectful and safe learning environments and 2) school nutrition. In terms of the former, a draft policy was developed in accordance with amendments to the *School Act*, which require an update to policies and procedures around welcoming, caring, respectful and safe learning environments. SFS took a lead role in organizing and facilitating a daylong student forum hosted by the Board of Trustees in February 2016. More than 100 junior high and senior high students took part in the forum. Throughout the day, EIPS solicited both feedback and advice from students to help develop Draft *Policy 19*, related administrative procedures and a new Student Code of Conduct.

Efforts to create healthy-school communities are ongoing throughout the Division. During the third week of November, EIPS

participated in National Bully Awareness Week to help bring attention to the importance of positive and healthy relationships in schools and communities. The various activities included school assemblies, presentations on cyberbullying, student performances themed around healthy relationships, conflict-resolution lesson plans and random acts of kindness deeds.

AltView, a non-profit organization based in Sherwood Park that supports LGBTQ students, has a Division-supported presence in schools and continues to bolster the creation of Gay Straight Alliances (GSAs). AltView also offers presentations to schools on respectful language, awareness and support to the LGBTQ community.

EIPS recognizes healthy relationships are a key component of a healthy-school community. As such, SFS provided training and resources to junior and senior high teachers using the Fourth R—the "R" stands for relationships. The program is supported through the province's Healthy Youth Relationships Strategy. In partnership with Strathcona County Family and Community Services, two EIPS teachers and a family school liaison worker attended train-the-trainer sessions and can now offer this valuable resource in-house to staff. In fact, in the 2015–2016 school year two sessions were offered to teachers and community partners (FSLWs, KEYS and MODEL staff).

Another important component of healthy school communities is the existence of an environment where healthy and nutritious food is available and accessible to all members of school communities. With support from the Wellness Fund and Alberta Health Services, EIPS has developed a nutrition administrative procedure and will continue to work with parents, students and staff to examine how schools can provide a consistent healthy eating message by teaching, modelling healthy eating behaviours and ensuring access to nutritious foods.

## GOOGLE FOR EDUCATION

Google for Education is a free suite of online tools for collaboration and productivity that all EIPS staff and students may access. Many teachers are using these tools to foster student learning and to collaborate with other staff members. EIPS staff have provided and participated in many individual, small group and school-staff professional learning sessions. Staff- and student-session topics have included how to use tools such as Google Docs, Chromebooks, Google Classroom and best practices regarding information privacy and digital citizenship. As a result, many students are creating content together related to curricular outcomes and developing skills related to digital tools and online environments.

## INVENTION CONVENTION

Fostering the development of important science skills is an ongoing challenge. EIPS students were given opportunities to solve problems, think creatively, experiment and work with data throughout the school year. The Invention Convention held at F.R. Haythorne Junior High was an event that gave students an opportunity to



demonstrate these skills independently as they worked to invent a new product or process. The event is designed to encourage students to apply basic science skills in a creative and productive manner. Participants are encouraged to identify a need or a problem by following the same steps and patent application procedures that an inventor follows when patenting an invention. Once a need or a problem is identified, students are directed to use problem-solving and creative-thinking skills to invent a product or process to fill the need or overcome the problem. Communication, presentation and research skills are also enhanced throughout the innovation process.

#### **SCRATCH DAY**

The fourth annual Scratch Day was held in March 2016. Approximately 300 students in grades 4 through 9 met at Bev Facey Community High for a day of computational thinking. Using the application known as Scratch—a drag-and-drop software tool used to teach computer programming—students were introduced to computational thinking, coding processes and tasked with designing games, creating animation and coding digital stories. Students also participated in various challenges, in a gamified environment and had the opportunity to present their completed projects to the rest of the participants at the event.

#### **ELKFEST STUDENT FILM FESTIVAL**

In April 2016, aspiring directors in grades 7 to 12 showcased their short films on the big screen at the third annual ElkFest Student Film Festival. The program included a full slate of short films created and produced by students from EIPS. In total, 32 shorts were presented in five categories: documentary, animation, music video, narrative drama or comedy and the 48-Hour Film Challenge. The festivities also included a fun awards reception, where winners from each category were announced and cool prizes distributed. Throughout the film process, EIPS students gained important life skills such as idea generation, storyboard planning, technical awareness and problem solving. Additionally, the competition helped students in fostering new friendships and forging links with the film community. Many of the films highlighted explored themes and topics such as politics, career development, diversity and community building. Films also ranged from computer animation to thought-provoking documentaries to heart-warming dramas. Finalists were chosen based on editing, camera technique, lighting and overall creativity.

## Priority 2 Highlights

### ADDITIONAL SUPPORTS

Supports for Students evergreening program, worked in collaboration with Facility Services to modernize the construction student facilities at Vegreville Composite High and Bev Facey Community High, the construction and new welding area at Andrew School and the cosmetology labs at Bev Facey and Vegreville Composite. It also upgraded tools and machinery at almost every junior high and senior high in the Division. As a result, students have new, modern and safe tools to work with. Teachers have upgraded their training for these tools, giving these programs new life and new programming diversity. Bev Facey now offers a cabinetmaking program, Fort Saskatchewan High has undertaken a robotics program, Vegreville is implementing a carpentry program and Andrew is reoffering a welding program.

### HUMAN RESOURCES

Human Resources (HR) had much to celebrate with EIPS employees in 2015–2016. Long-service employees and retirees were honoured at a dinner event held in May 2016, while employees with 5, 10, 15 and 20 years of service were recognized at their school or department sites. EIPS also acknowledged 46 employees for professional-growth achievements along with excellence in teaching, certifications in various occupations, and leadership and community awards.

Staff retention and development continued to be a major focus for HR. Supervision and evaluation training was facilitated by the HR director, staff relations and training, to provide supervisors with strategies for performance management. Twenty-eight administrators attended the session. Off to a Good Start (OTAGS) sessions were offered to all new principals, assistant principals, teachers, school support staff and Central Office positions. Approximately 100 employees attended various training sessions over a period of a week. New administrators attended the Start Right Program in Olds, Alta. HR also facilitated StrengthFinders sessions for two Central Office departments. Additionally, a new tuition fund was established to support classified staff certification.

With an emphasis on “hiring for excellence,” 201 teaching staff were hired and 30 student teachers were welcomed into EIPS. New staffing guidelines and processes were implemented for spring 2016 staffing providing transparency and a greater opportunity for staff movement. The HR director, staffing and recruitment, aligned recruitment strategies with new staffing guidelines through the targeting of specific recruitment areas.

As part of staff management, a complete electronic inventory of all EIPS position descriptions was developed and all employment contracts were reviewed by legal counsel. A three-year rotational performance assessment for every classified employee was implemented. In the first year, all employees with 15 or more years of service were assessed by their supervisor. The assessments are in addition to performance evaluations. Principals and supervisors were also provided with attendance-management statistics and HR assisted with attendance concerns. Additionally, a three-part retirement series for 39 employees was co-ordinated.

A significant number of other initiatives were undertaken in 2015–2016. A major HR reorganization was completed and an external consultant was hired to audit and assess HR practices and efficiencies. A Human Resources Committee was tasked to review HR processes and procedures, which resulted in new staffing guidelines and processes being created, identified and established for the 2016–2017 school year as well as the establishment of a new School Leadership Development Program to identify and develop staff interested in initial positions of leadership.

Focusing on continuous improvement and the pursuit of efficiencies in HR processes and procedures, several other projects were completed. The HR Medical File digitization pilot was finished and employee records digitized through the scanning of all employee personnel files. A review was conducted of all HR administrative procedures. In August 2016, a new substitute dispatch management system was implemented. Lastly, a request for proposal was prepared for a new Human Resources Management System.

### COMMUNICATION SERVICES

Communication Services supports the internal and external communications, marketing and brand management efforts at EIPS. Its objective is to advance the Division’s reputation and create effective, authentic, two-way communications with all of its stakeholders. Specifically, the department works with the EIPS Board of Trustees, senior administration, schools and departments offering services and counsel in the areas of strategic communications plans, crisis and issues management, community relations, media relations, graphic design, marketing, brand management and digital-media services. Additionally, the department oversees [www.eisp.ca](http://www.eisp.ca), manages all EIPS-related social media platforms and tells the collective stories that demonstrate EIPS is an exceptional place to learn and work.

In addition to everyday work, Communication Services also successfully executed a number of projects during the 2015–2016 school year. A new Division website and 38 individual school websites were launched. Training was then developed and delivered to schools and central services personnel related to writing, communications and websites. The department also supported the Board of Trustees’ advocacy efforts on topics such as the new carbon tax; school-zone times; welcoming, caring, respectful and safe learning environments; student mental health programming and concerns with the proposed Education Act. In addition, Communications Services revamped the Division’s Kindergarten campaign to better maximize its reach and engagement with future students’ families. The department also developed hundreds of news releases and marketing materials that resulted in more than 500 mainstream media stories published throughout the region.

Ultimately, these combined efforts are helping to better inform and educate the communities the Division serves about EIPS schools, programs, students, staff and achievements.

**LEARNING TECHNOLOGIES**

A comprehensive infrastructure is essential for learning as we move forward on increasing collaborative and engaging learning environments. The Learning Technologies department completed numerous projects in 2015-2016.

Many school servers were migrated over to a virtual environment at the Network Operating Centre. Similarly a Moodle migration to Central Office was completed for EIPS Next Step. Evergreening and corrections of basic teaching technology was completed at multiple schools. The total number of wireless access points was increased Division wide to meet the basic requirements for all school sites. Bev Facey Community High and F.R. Haythorne Junior High were both re-wired and all schools that were on a wireless modem for their Supernet connection were upgraded to fibre optics. The Central Office connection was upgraded so it can handle a 10 gigabyte (GB) connection with the Supernet. A Division-wide upgrade to a next-generation network (NGN) was completed.

The process of reconfiguring Active Directory was started and 15 schools were completed. This will allow all staff to access Microsoft Office 365 and facilitate a possible future upgrade to Microsoft Windows 10. Additionally, all EIPS students and teachers now have access to a Google Classroom environment. Old Chromebooks were also moved to the new domain and new Chromebooks set up at numerous school sites.

A new substitute booking system (AESOP) was implemented for Human Resources and Follow Me Printing Project completed for the entire Division.

**FACILITY SERVICES**

Facility Services supports student learning by creating, maintaining and preserving safe, healthy and productive environments that exceed student needs. This is realized and actualized by maintaining EIPS facility infrastructure with best practices that are sustainable, efficient and cost effective. Facility Services is comprised of 33 staff, providing support to daily maintenance and operations, including emergent needs, with around-the-clock availability every day. Facility Services is responsible for the maintenance and operation of 198,775 square metres for school space and an additional 4,857 square metres for the Central Office Buildings. In the 2015–2016 school year, Facility Services had a total of 7,304 work-order requests, (3,660 demand, 97 emergency, 371 contract, 88 cost centre, 3,088 preventative maintenance) as well as a total of 138 maintenance projects. There were 88 projects completed by Facility Services under the annual Infrastructure Maintenance Renewal program—larger maintenance projects. Energy Management is a major component of Facility Service’s work in terms of managing natural gas, electricity and water for our numerous sites.

**STUDENT TRANSPORTATION**

In 2015–2016, Student Transportation expanded on the initiative established the previous year of educating EIPS students, parents and bus operators on bus safety. The Little Elk Island Adventure

program, offered before the start of school giving parents the opportunity to participate in a short classroom session and bus ride with their children, was expanded to also include the Kindergarten classrooms. All Kindergarten students received the 30-minute locally-developed LEIA program, taught by Student Transportation Staff who are trained S-Endorsement instructors.

The program is designed to not only provide an education on safe bus practices, but for parents and students to also feel safe on an EIPS bus route. Students and schools participated in practice bus evacuations. These practices allow for students and bus operators to practice bus safety and be better prepared in the event of an emergency.

Driver-chat sessions were held by the safety and compliance co-ordinator to allow all bus operators to speak to concerns or share experiences to enhance student safety on buses. Additional professional learning opportunities for bus operators were held throughout the Division with the focus on student management on the bus.

The School Traffic Safety Partnership (STSP), on which EIPS partners with the County of Strathcona, initiated school traffic reviews at all school sites. Similar partnerships with the Counties of Lamont and Minburn have been developed and will focus on similar initiatives.

Further enhancements to the Global Positioning System (GPS) and student-tracking devices on all buses resulted in the development of an app available on all mobile devices that allows parents to received notifications when their children have been picked up or dropped off as well as the proximity of the bus to the designated stop.



## Priority 2 Performance Indicators

ACCOUNTABILITY PILLAR SURVEY PERFORMANCE MEASURES	RESULTS (IN PERCENTAGES)					EVALUATION		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	87.3	87.4	88.1	88.0	87.7	High	Maintained	Good
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	79.5	80.8	80.4	79.8	79.8	High	Maintained	Good

ACCOUNTABILITY PILLAR SURVEY PERFORMANCE MEASURES	RESULTS (IN PERCENTAGES)					EVALUATION		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.6	88.6	87.1	88.5	88.5	High	Maintained	Good
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	79.5	80.9	77.9	79.1	80.0	High	Improved	Good
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology and health and physical education.	82.2	82.1	82.0	82.8	83.4	Very High	Improved	Excellent

ACCOUNTABILITY PILLAR SURVEY INDIVIDUAL QUESTIONS	2014		2015		2016	
	EIPS	Province	EIPS	Province	EIPS	Province
Students who agree that their teachers care about them	80%	82%	79%	83%	80%	84%
Students who agree that, at school, they are encouraged to get involved in activities that help people in the community	62%	71%	60%	71%	62%	72%
Students who find their work interesting	67%	70%	68%	67%	69%	68%
Students who find their work challenging	80%	81%	80%	80%	81%	80%
Teachers reporting that in the past three to five years the professional learning and in-servicing received from the school authority has been focused, systematic and contributed significantly to their on-going professional learning	83%	81%	83%	82%	85%	84%

TELL THEM FROM ME SURVEY	2014		2015		2016	
	EIPS	Canada	EIPS	Canada	EIPS	Canada
Advocacy at School (out of 10)	2.6	2.7	2.6	2.7	2.7	2.7
Positive Teacher-Student Relationships (out of 10)	6.0	6.0	6.1	6.0	6.3	6.0
Students with positive behaviour at school	88%	86%	91%	88%	92%	88%
Positive Learning Climate (out of 10)	6.1	5.9	6.1	5.9	6.3	5.9
Expectations for Success (out of 10)	7.3	7.1	7.3	7.1	7.4	7.1
Effective Learning Time (out of 10)	6.8	6.5	6.9	6.5	7.1	6.5
Relevance (out of 10)	6.0	6.0	6.1	6.0	6.2	6.0
Rigour (out of 10)	6.4	n/a	6.5	n/a	6.6	n/a
Students who are interested and motivated	36%	30%	38%	30%	40%	30%
Students who value schooling outcomes	63%	73%	64%	73%	65%	73%

## Priority 2 Performance Indicators

EIPS STAFF ENGAGEMENT SURVEY	2015	2016
I have the materials and equipment I need to do my work.	91% Satisfied	95% Satisfied
There is someone at work who encourages my professional learning.	92% Satisfied	94% Satisfied
The mission, vision and goals of Elk Island Public Schools make me feel my job is important.	91% Satisfied	92% Satisfied
My colleagues are committed to doing quality work.	96% Satisfied	96% Satisfied
I receive recognition or praise for doing good work.	88% Satisfied	88% Satisfied
This last year, I have had opportunities at work to learn and grow.	93% Satisfied	94% Satisfied
Overall, I am satisfied with my school or department as a place to work.	91% Satisfied	91% Satisfied

EIPS PARENT SURVEY	2015
The rights and responsibilities of citizenship are reinforced in my school.	80% Satisfied
My child's school is safe.	90% Satisfied
The school staff care about my child.	89% Satisfied
How satisfied are you with the quality of education that your child is receiving at his/her school?	92% Satisfied
How satisfied are you with the quality of teaching at your child's school?	90% Satisfied

### PRIORITY 2 COMMENTS ON RESULTS

EIPS students, teachers and parents continue to report high levels of satisfaction on the Safe and Caring and Active Citizenship Accountability Pillar measures, although results are marginally below the provincial averages. Similarly, in the EIPS Parent Survey, parents rated schools highly in the categories of safe, caring and citizenship. These results are evidence that behaviour expectations, character education, citizenship initiatives, student leadership opportunities and high-quality staff continue to positively impact the school environments.

Tell Them From Me (TTFM) results for EIPS students show increases in teacher-student relationships, positive behaviour and learning climate. All of these measures exceed the Canadian norms.

In the Accountability Pillar survey, EIPS continues to show high levels of satisfaction for the program of studies, quality of education and school improvement measures. In particular, parents have increasingly responded favourably to this measure, which corresponds to overall positive perceptions of program of studies and quality of education in EIPS. In the EIPS Parent Survey, parents also indicated high levels of satisfaction with the quality of teaching and overall education in schools. Correspondingly, there were improvements in students' reports of their level of interest, challenge and motivation in school—as measured by the Accountability Pillar and Tell Them From Me (TTFM) surveys. EIPS believes that focusing on engaging and collaborative learning experiences will lead to increases in both student achievement and students' positive perceptions about their school experiences.

In a local staff-engagement survey EIPS staff indicated high satisfaction with their work environment, with all reported measures remaining the same or increasing from the previous year. In particular, 94 per cent expressed satisfaction with the support provided for professional learning as well as opportunities to learn and grow at work. This can be attributed to the shift in Division practices to more self-directed and specialized professional learning activities.

Facility Services completed 88 projects under the annual Infrastructure Maintenance Renewal program, significantly reduced outstanding work orders and oversaw \$60 million in school construction, school modernization and capital projects. In addition, internal processes were reviewed and enhanced including:

- Revision to the development and format of the ten-year facilities report to provide more relevant information;
- formation of a project group to evaluate the condition of Division facilities; and
- development of a detailed modular-plan report that includes site visits to determine actual needs.

# PRIORITY 3

## ENHANCE PUBLIC EDUCATION THROUGH EFFECTIVE ENGAGEMENT, PARTNERSHIPS AND COMMUNICATION

OUTCOMES	STRATEGIES	PERFORMANCE INDICATORS
<b>GOAL 1: PARENTS AS PARTNERS</b>		
<p><b>Student learning is supported and enhanced through parent engagement.</b></p>	<ul style="list-style-type: none"> <li>• Provide a variety of types of Family Oriented Programming Sessions (FOPS) throughout the school year for families of children registered in the START and PALS programs.</li> <li>• Include parent feedback in continued development of elementary report card.</li> <li>• Seek parent feedback regarding secondary assessment and reporting.</li> <li>• Access parent feedback through involvement in Committee of School Councils (COSC).</li> <li>• Utilize the Accountability Pillar and parent-survey data to inform work going forward.</li> <li>• Provide timely, responsive service to parent inquiries.</li> <li>• Encourage parent involvement in learning for example—Take Our Kids to Work Day.</li> <li>• Invite school council representatives to participate in school-based Results Reviews.</li> <li>• Engage parents in policy development.</li> <li>• Board of Trustees conducts two evening meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Accountability Pillar survey—percentage of teachers and parents satisfied with parental involvement in decisions about their child’s education.</li> <li>• COSC and school council involvement</li> <li>• Increase in the number of families attending FOPS.</li> <li>• Increased number of parents who report feeling positive about their opportunity to provide feedback on Division surveys.</li> <li>• Responses on Parent Survey and Accountability Pillar.</li> <li>• Increase in public attendance at Board meetings.</li> </ul>
<b>GOAL 2: SUPPORTS AND SERVICE FOR STUDENTS AND FAMILIES</b>		
<p><b>Community partnerships support the needs of our students.</b></p>	<ul style="list-style-type: none"> <li>• EIPS staff and parents join Early Childhood Development (ECD) coalitions.</li> <li>• Continue to seek opportunities to work with various community partners to co-ordinate supports and services for families.</li> <li>• Utilize partnerships with other local school authorities to co-ordinate supports and services for learners in our communities.</li> <li>• Increase parent awareness of community resources.</li> <li>• Create and utilize community partnerships to create work experience and apprenticeship placements for our students.</li> <li>• Create and utilize partnerships with post-secondary institutions to create dual credit opportunities for students.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in the number of EIPS staff and families participating in ECD community coalitions.</li> <li>• Increase in the number of meetings attended with community partners such as Families First, CASA, FSCD, GRIT, Glenrose, Stollery hospitals, Children’s Autism Services, Robin Hood Early Intervention and RCSD.</li> <li>• Increased number of joint initiatives with other school divisions including Math Academy, Literacy initiatives, FNMI and ESL supports.</li> <li>• Increase in the number of families accessing the services of community-based resources.</li> <li>• Increased number of students in the RAP program.</li> <li>• More students in our Off Campus Education program (work experience).</li> <li>• Increase in High School Completion/Graduation rate.</li> </ul>

OUTCOMES	STRATEGIES	PERFORMANCE INDICATORS
<b>GOAL 3: ENAGAGED AND EFFECTIVE GOVERNANCE</b>		
<p><b>The Division is committed to on-going advocacy to enhance public education.</b></p>	<ul style="list-style-type: none"> <li>• Board of Trustees develops and maintains an advocacy plan.</li> <li>• Board of Trustee utilizes various media outlets and forms of media to inform the public of initiatives and create awareness.</li> <li>• Board of Trustees works collaboratively with the minister of education, members of the legeslative assembly of Alberta and local municipal governments.</li> <li>• Board of Trustees is active in local chambers of commerce.</li> <li>• Board of Trustees is actively involved in Alberta School Boards Association meetings and forums.</li> <li>• Board of Trustees partners with other school boards to strengthen advocacy efforts.</li> <li>• Board of Trustee participates in Education Act consultation.</li> <li>• Board of Trustees participate in school council meetings and COSC</li> <li>• EIPS school councils participate in Alberta School Councils' Association Annual General Meeting (AGM).</li> </ul>	<ul style="list-style-type: none"> <li>• Board of Trustees identifies issues that are relevant to EIPS and advocates for same.</li> <li>• Board of Trustees increases public awareness of education issues facing the Division/province and EIPS view/position on those issues.</li> <li>• Board of Trustees' meetings, liaisons and correspondence with various levels of government fosters an understanding of EIPS needs, understanding of the issues facing education as well as respectful and productive working relationships with other elected officials.</li> <li>• Board of Trustees representation in curriculum review results in stronger outcome.</li> <li>• Board of Trustees participation in Education Act consultation influences the minister's direction.</li> <li>• EIPS school councils contribute to Alberta School Councils' Association AGM issue debate.</li> </ul>



# PRIORITY 3 HIGHLIGHTS

## PARENT INVOLVEMENT

EIPS strives to ensure that the voices of our many, varied publics are heard. During the 2015–2016 school year the Division undertook a number of initiatives and activities to ensure effective public engagement. Parents, school councils and Committee of School Councils (COSC) were involved in a number of significant Division initiatives including:

- Development of *Board Policy 19 Welcoming, Caring, Respectful and Safe Learning and Working Environment*;
- determination of attendance boundaries for SouthPointe School in Fort Saskatchewan;
- consultation on building design for the new school in Sherwood Park; and
- feedback on the new elementary report card.

## PARTNERSHIPS

In 2015–2016, the Board met with all the chamber of commerce organizations represented throughout our Division to ensure that the business community was heard. EIPS continues to strengthen collaboration with Dow Canada, which provides supports to the Partners 4 Science (P4S) program throughout the Division. The RCMP remain valued partners, with a school resource officer

program in the communities of Sherwood Park, Fort Saskatchewan and Vegreville.

EIPS is also actively engaged with external education partners to ensure that students can access programs/supports that compliment Division programming. An example is students having the opportunity to get their power-engineer steam time for certification, all while in high school. The Division also partners with the Alberta Health Services M.O.D.E.L. program in Vegreville to assist with the health and well-being of children, youth and families in the community. Through outside partners, Next Step programming in Sherwood Park, Fort Saskatchewan and Vegreville provides opportunities for education outside of a K-12 setting.

## ADVOCACY

The Board of Trustees has worked diligently to ensure that the Division's voice is heard relative to student funding, transportation and amendments to the Education Act, to name a few. On a local level, the Board continued to advocate for appropriate school-site allocations as well as partnerships that benefit the entire community and are equitable to all. EIPS is proud of the recently announced agreement with Strathcona County in regards to the acquisition and disposition of land.



## Priority 3 Performance Indicators

ACCOUNTABILITY PILLAR SURVEY PERFORMANCE MEASURES	RESULTS (IN PERCENTAGES)					EVALUATION		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	77.3	77.9	76.9	77.1	78.1	Intermediate	Maintained	Acceptable

ACCOUNTABILITY PILLAR SURVEY INDIVIDUAL QUESTIONS	2014		2015		2016	
	EIPS	Province	EIPS	Province	EIPS	Province
Parents satisfied with parental involvement in decisions about their child's education.	67%	73%	66%	73%	68%	74%
Teachers satisfied with parental involvement in decisions about their child's education.	87%	88%	88%	88%	88%	88%

EIPS PARENT SURVEY	2015
How satisfied are you with the opportunity to be involved in decisions at your child's school?	81% Satisfied
The school keeps me informed about my child's progress and achievement.	86% Satisfied
There is open and honest communication within my child's school.	80% Satisfied

### PRIORITY 3 COMMENTS ON RESULTS

In 2015–2016 EIPS continued efforts to actively engage parents at the school and Division level. This resulted in a greater number of parents participating in Committee of School Councils (COSC) and school councils. COSC is a mechanism whereby representatives from all school councils in EIPS are able to meet regularly to discuss Division matters, while individual school councils meet monthly and actively contribute to their schools.

Over the last number of years, EIPS has been intentional about engaging parents in various initiatives and Division projects and remains committed to ensuring that the parent voice is heard. Overall results for parental involvement on the Accountability Pillar survey reached a five-year high at 78.1 per cent, only marginally below the provincial average. In 2015–2016, an EIPS Parent Survey was introduced to supplement the information that the Division receives from the Tell Them From Me and Accountability Pillar surveys. Overall, parents in the local survey expressed strong satisfaction with their involvement in and communication with schools.

EIPS serves a number of communities, spanning from Sherwood Park to Vegreville. In 2015–2016 the Division continued to work diligently to engage community partners. These partnerships provided enhanced learning and programming opportunities for students as well as supports for schools and families.

Advocacy happens through intentional work, at both the local and provincial level. The Board of Trustees continued to identify issues and advocate on behalf of EIPS and provincial education. In 2015–2016 the Board had a strong presence and voice at all levels of government, from local municipalities though to the minister of education. Last year, approximately 70 key messages were developed for the Board to support their advocacy role.

## Summary of Financial Results

The EIPS budget provides stability for schools, maintains essential central services required for Division operations and supports the vision, mission and belief statements of EIPS (see pg. 7 "Vision, Mission and Beliefs").

### KEY HIGHLIGHTS FROM 2015–2016

A year-end surplus of \$1.7 million resulted from revenue of \$196 million exceeding expenses of \$194.3 million.

This increases the Accumulated Surplus to \$23.7 million. Accumulated surplus is the primary indicator of the financial resources that EIPS has available to provide future services. Accumulated surplus includes investment in Board funded tangible capital assets of \$5.5 million, unrestricted surplus, operating reserves of \$16.8 million and capital reserves of \$1.4 million.

Operating reserves of \$10.6 million are designated for use by schools and departments to support future years and for specific initiatives approved by the Board. The unallocated Division reserve of \$6.2 million provides financial stability for the Division. The 2015–2016 fall budget assumptions state the Division reserve will be maintained at a minimum of two per cent of the expenses, approximately \$4 million.

The balance of capital reserves at Aug. 31, 2016 is \$1.4 million and includes a transfer from operating reserves of \$400,000. These reserves are for the purchase of future unsupported capital assets.

Revenue exceeded budget by \$4.6 million primarily due to increased

instructional funding as a result of enrolment increases as well as funding for Infrastructure and Maintenance Renewal and supported amortization.

Expenses were \$3 million less than budget primarily due to originally budgeted expenses not being incurred by schools and departments and savings achieved on the standard cost conversion to actual.

Instruction spending comprises 78.8 per cent of the total budget and 80.6 per cent when capital is excluded. This equates to \$9,393 per student.

Board system and administration spending was 3.3 per cent of total expenses, which is below the 3.6 per cent maximum imposed by Alberta Education.

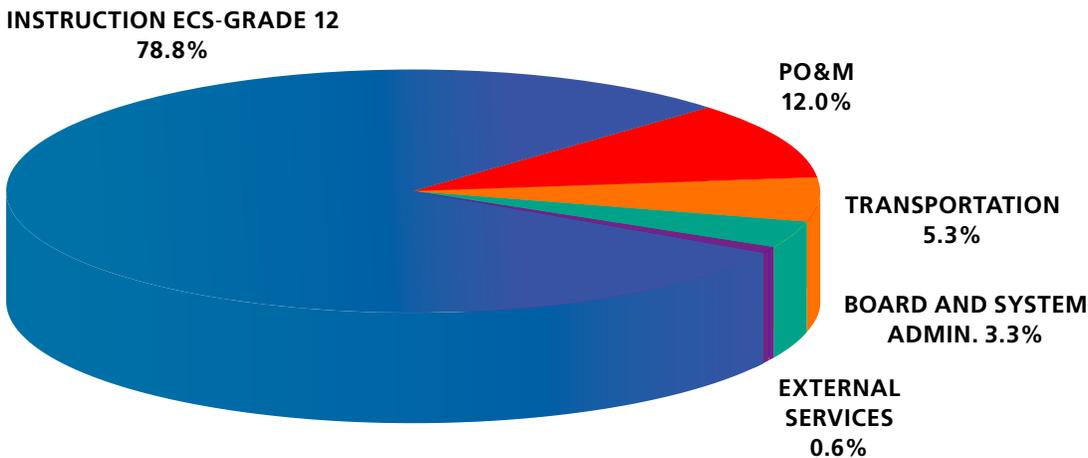
### SCHOOL GENERATED FUNDS

Unexpended school generated funds (SGF) were \$2.2 million at Aug. 31, 2016. SGF revenues in the year were \$7.1 million comprised of:

- Fees—field trips, athletics, noon-hour supervision etc.—of \$3.3 million;
- sales and services—cafeteria/food programs, graduation, etc.—of \$2.6 million;
- fundraising of \$500,000;
- donations and grants of \$700,000.

SGF expenses during the year were \$7 million

## 2015–2016 Expenses by Program



Detailed information is posted at [www.eips.ca/about-us/financial-information/audited-financial-statements](http://www.eips.ca/about-us/financial-information/audited-financial-statements)

## Budget Summary

The 2016–2017 budget has an operating deficit of \$5 million, which has been offset by operating reserves. Revenue increased by \$3.2 million to \$197.5 million while expenses increased by \$4 million to \$202.5 million from the 2016–2017 spring budget.

### **ACCUMULATED SURPLUS IS PROJECTED TO BE \$18.7 MILLION AT AUG. 31, 2017 AND IS COMPRISED OF:**

- \$11.6 million in operating reserves;
  - schools and Central Services (\$4.4 million)
  - Division allocated (\$2.7 million)
  - Division unallocated (\$4.5 million or 2.2 per cent) Note: Minimum level is two per cent of the EIPS budget or approximately \$4 million.
- \$600,000 in capital reserves;
- \$6.5 million investment in Board funded tangible capital assets

Items to be funded from capital reserves include: \$400,000 for a parking lot at Ardrossan, \$200,000 for connecting links on modulars at École Campbelltown and \$200,000 for Learning Technologies infrastructure.

### **STUDENT ENROLMENT AT SEPTEMBER 30, 2016 IS 17,150 STUDENTS.**

- An increase of 210 students (1.2 per cent) from 2016–2017 spring budget
- An increase of 284 students (1.7 per cent) from Sept. 30, 2015.

### **STAFF INCREASED TO 1,419.84 FTE (CERTIFICATED 915.99 FTE, CLASSIFIED 503.85 FTE)**

- An increase of 25.29 FTE (1.8 per cent) from 2016–2017 spring budget
- An increase of 33.43 FTE (2.41 per cent) from the 2015–2016 budget

### **COMPENSATION:**

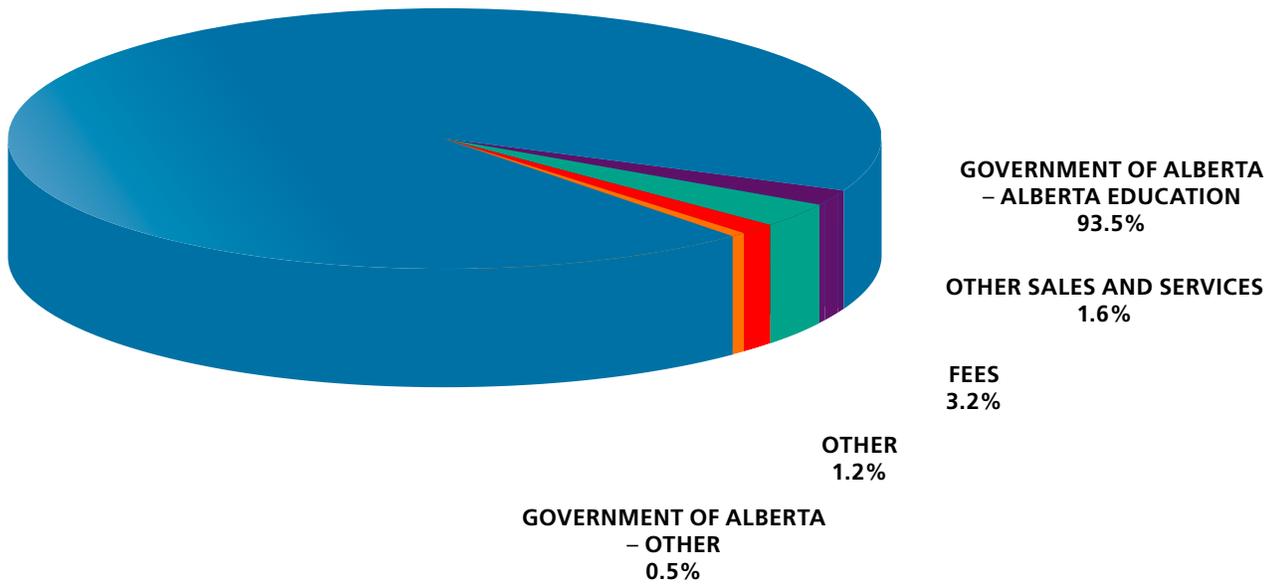
- No economic increase has been projected—all staff salaries have a 0 per cent increase.
- Inflationary salary costs are related to grid movement and benefit costs.

Instruction spending comprises 78.1 per cent of the total budget and 79.9 per cent when capital is excluded. This equates to \$9,539 per student.

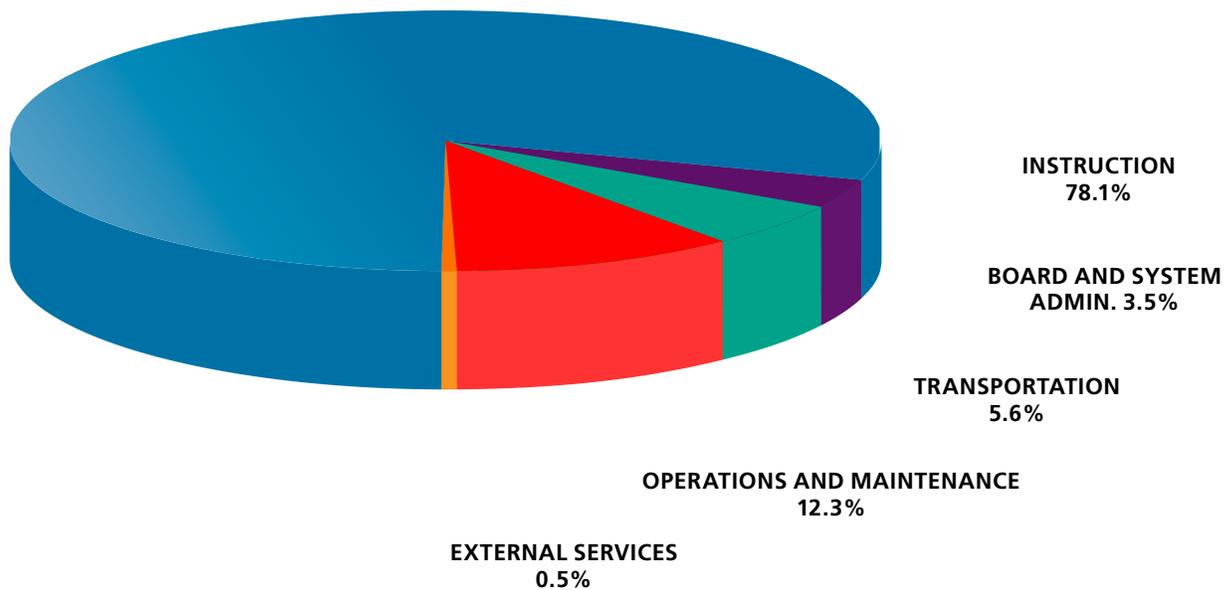
Board system and administration spending is 3.5 per cent of total expenses, which is below the 3.6 per cent maximum imposed by Alberta Education.



## 2016–2017 Revenues



## 2016–2017 Expenses



# Statement of Revenues and Expenses

	2016–2017 SPRING BUDGET	2016–2017 FALL BUDGET	\$ CHANGE	% CHANGE
<b>REVENUES</b>				
Government of Alberta – Alberta Education	\$181,509,133	\$184,647,156	\$3,138,023	1.7%
Government of Alberta – Other	732,413	897,660	165,247	22.6%
Fees	6,217,781	6,362,356	144,575	2.3%
Other Sales and Services	3,558,471	3,242,505	(315,966)	(8.9%)
Other	2,287,321	2,340,760	53,439	2.3%
	194,305,119	197,490,437	3,185,318	1.6%
<b>EXPENSES</b>				
Instruction	156,177,226	158,177,556	2,000,330	1.3%
Operations and Maintenance	23,459,769	24,940,276	1,480,507	6.3%
Transportation	11,276,119	11,341,665	65,546	0.6%
Board and System Administration	6,564,882	7,030,827	465,945	7.1%
External Services	976,305	987,966	11,661	1.2%
	198,454,301	202,478,290	4,023,989	2.0%
<b>OPERATING SURPLUS/(DEFICIT)</b>	<b>\$(4,149,182)</b>	<b>\$(4,987,853)</b>	<b>\$(838,671)</b>	<b>20.2%</b>



Detailed information regarding the Division's budget can be obtained from Financial Services at 780-417-8200 or on the EIPS website at [www.eips.ca](http://www.eips.ca)



## Capital and Facilities Projects

Facility Services is actively involved in several school construction and modernization projects with more than \$60 million in capital projects in progress at this time:

- Fultonvale Elementary Junior High modernization is scheduled for completion by the end of 2016.
- École Élémentaire Ardrossan Elementary replacement school is scheduled for completion in December 2017.
- SouthPointe School, the K-9 school in Fort Saskatchewan is scheduled for opening in September 2017.
- The new K-6 school in Sherwood Park is scheduled for opening in September 2018.

Ensuring that all projects within the Division meet or exceed various standards, codes, regulations, municipally, provincially and federally encompasses a high degree of time and professional knowledge.

## Parental Involvement

The 2015–2016 Annual Education Results Report, Diploma Examination and PAT results as well as five-year achievement trends will be shared with the Committee of School Councils at the January 2017 meeting.

At the school level, achievement results were shared with School Councils at the October and November 2016 meetings. School Councils were given the opportunity to provide input into the School Education Plan.

## Timelines and Communication

EIPS strives to ensure easy access of this report by parents and the public. The report is available at [www.eips.ca](http://www.eips.ca) and from any member of the Board of Trustees or the Office of the Superintendent.

Additional supplementary information, including measure details for all performance measures is posted on the EIPS website under [Planning and Results](#).

Information on the Division's "2015–2016 Average Class Size Report" is posted on the EIPS website under [Planning and Results](#).

## Whistleblower Protection

Section 32 of the *Public Interest Disclosure Act* (2013) requires that school authorities include their annual report of disclosures in their Annual Education Results Report. For a copy of the legislation or for further information and resources, visit the Public Interest Commissioner's website at [www.yourvoiceprotected.ca](http://www.yourvoiceprotected.ca).

For the 2015–2016 school year, there were no disclosures in EIPS.

# Appendix A

## ACCOUNTABILITY PILLAR REQUIRED COMPONENTS

The following section contains the outcomes and all performance measures required by Alberta Education, including the results of the system-satisfaction survey and student achievement on provincial level examinations.

### OUTCOME 1: Alberta's students are successful

Through the provision of K–12 education, the ministry enables all students to achieve Alberta Education's student learning outcomes through a focus on competencies, which include critical thinking, collaboration and communication, across subject and discipline areas that are based on a strong foundation of literacy and numeracy.

#### Required Performance Measures:

- Percentages of students who achieved the acceptable standard and the standard of excellence on grades 6 and 9 PAT;
- percentages of students who achieved the acceptable standard and the standard of excellence on Diploma Examinations;
- percentage of students writing four or more Diploma Examinations within three years of entering Grade 10;
- annual dropout rate of students aged 14-18;
- percentage of students entering post-secondary programs (including apprenticeship) within six years of entering Grade 10;
- agreement of parents, teachers and students that students model the characteristics of citizenship;
- satisfaction of parents, teachers and the public that students demonstrate attitudes, skills, knowledge and behaviours to be successful when they finish school; and
- agreement of students and parents that students are engaged in their learning at school.

### OUTCOME 2: The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated

The ministry works collaboratively with First Nations, Métis and Inuit communities and Alberta's education system to eliminate the achievement gap between First Nations, Métis and Inuit students and all other students.

#### Required Performance Measures:

- Percentages of self-identified First Nations, Métis and Inuit students who achieved the Acceptable Standard and the Standard of Excellence on grades 6 and 9 Provincial Achievement Tests;
- percentage of self-identified First Nations, Métis and Inuit students who achieve the Acceptable Standard and the Standard of Excellence on Diploma Examinations;
- percentage of self-identified First Nations, Métis and Inuit students writing four or more Diploma Examinations within three years of entering Grade 10;
- annual dropout rate of self-identified First Nations, Métis and Inuit students aged 14-18;
- high School Completion Rate—percentage of self-identified First Nations, Métis and Inuit students who completed high school within five years of entering Grade 10; and
- agreement of First Nations, Métis and Inuit students and parents that students are engaged in their learning at school.

### OUTCOME 3: Alberta's education system is inclusive

The ministry enables students to pursue personal excellence and social development during their educational journeys. Inclusive environments are established when education partners anticipate and value diversity, understand learners' strengths and needs and reduce barriers and when capacity is built and responsibility is shared among education professionals.

#### Required Performance Measures:

- Agreement of students, parents and teachers that students feel like they belong and are supported to be successful in their learning;
- satisfaction of students, parents, teachers and school board member that school provides a safe, caring and healthy learning environment;
- satisfaction of students, parents, teachers and school board members that the learning space in schools meets the needs of students; and
- agreement of students, parents, teachers and school board members that supports and services for students can be accessed in a timely manner.

### OUTCOME 4: Alberta has excellent teachers, school and school authority leaders

The ministry maintains high standards for educators by ensuring that teacher preparation and professional growth focus on the competencies needed to help students perform their best and that effective learning and teaching are achieved through collaborative leadership.

#### Required Performance Measures:

- Agreement of teachers and school board members that teachers are prepared for teaching;
- satisfaction of parents, teachers and school board members that education leadership effectively supports and facilitates teaching and learning;
- satisfaction of students, parents, teachers, school board members and the public with the opportunity of students to receive a solid grounding in core subjects;
- satisfaction of students, parents, teachers and school board members with the opportunity of students to receive a broad program of studies.

### OUTCOME 5: The education system is well governed and managed

The ministry sets the direction for the education system by establishing guiding legislation, allocating funding and building and maintaining school facilities to protect Albertans' confidence in public education.

#### Required Performance Measures:

- Satisfaction of students, parents, teachers, school board members and the public that their input is considered, respected and valued by the school, jurisdiction and province;
- perception of parents, teachers and school board members that Alberta's education system has improved or stayed the same in the last three years; and
- satisfaction of students, parents, teachers, school board members and the public with the quality of K-12 education.

# Appendix B

## ACCOUNTABILITY PILLAR MEASURE EVALUATION REFERENCE (DIPLOMA EXAMINATIONS)

Achievement evaluation is based on a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 5, 25, 75 and 95 percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

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

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

### NOTES

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value and less than the higher value. For the "Very High" evaluation level, values range from greater than or equal to the lower value to 100 per cent.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either because of too few jurisdictions offering the course or because of changes in examinations.



### IMPROVEMENT TABLE

For each jurisdiction, improvement evaluation consists of comparing the current-year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. The test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

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

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

### OVERALL EVALUATION TABLE

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

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

# Appendix C

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

COURSE		MEASURE		ELK ISLAND PUBLIC SCHOOLS REG DIV 14						ALBERTA				
				Achievement	Improvement	Overall	2016		Prev 3 Yr Avg		2016		Prev 3 Yr Avg	
							N	%	N	%	N	%	N	%
English Language Arts 30-1	Acceptable Standard	High	Maintained	Good	801	92.6	825	91.3	29,730	86.8	28,663	86.7		
	Standard of Excellence	Intermediate	Maintained	Acceptable	801	11.0	825	11.2	29,730	10.7	28,663	11.2		
English Language Arts 30-2	Acceptable Standard	High	Maintained	Good	472	95.1	427	95.1	16,707	89.1	15,920	89.3		
	Standard of Excellence	High	Improved	Good	472	18.9	427	14.3	16,707	12.3	15,920	11.7		
French Language Arts 30-1	Acceptable Standard	Very High	Maintained	Excellent	26	100.0	17	100.0	1,282	93.8	1,247	95.8		
	Standard of Excellence	Intermediate	Maintained	Acceptable	26	7.7	17	7.5	1,282	8.7	1,247	12.3		
Mathematics 30-1	Acceptable Standard	Intermediate	Declined Significantly	Issue	509	69.2	584	77.2	20,492	70.7	20,735	77.4		
	Standard of Excellence	Intermediate	Declined Significantly	Issue	509	19.4	584	27.5	20,492	25.9	20,735	31.8		
Mathematics 30-2	Acceptable Standard	High	Maintained	Good	394	76.9	392	76.9	13,631	75.4	11,425	71.6		
	Standard of Excellence	High	Improved	Good	394	16.2	392	13.0	13,631	16.8	11,425	13.4		
Social Studies 30-1	Acceptable Standard	High	Maintained	Good	685	89.5	714	88.2	22,494	84.9	21,869	86.0		
	Standard of Excellence	Intermediate	Maintained	Acceptable	685	13.9	714	14.8	22,494	14.3	21,869	15.2		
Social Studies 30-2	Acceptable Standard	Intermediate	Declined	Issue	525	83.8	489	88.1	19,790	81.1	19,060	82.5		
	Standard of Excellence	Low	Declined Significantly	Concern	525	8.4	489	12.5	19,790	13.1	19,060	13.7		
Biology 30	Acceptable Standard	High	Maintained	Good	639	85.6	658	87.1	22,539	85.1	21,806	85.2		
	Standard of Excellence	High	Maintained	Good	639	30.5	658	31.2	22,539	32.4	21,806	32.3		
Chemistry 30	Acceptable Standard	High	Improved	Good	544	82.2	534	79.3	19,265	81.5	18,126	80.8		
	Standard of Excellence	Intermediate	Maintained	Acceptable	544	29.6	534	27.8	19,265	34.5	18,126	33.7		
Physics 30	Acceptable Standard	High	Maintained	Good	289	84.4	299	83.9	10,291	85.8	10,126	82.9		
	Standard of Excellence	High	Maintained	Good	289	32.5	299	33.6	10,291	39.8	10,126	33.5		
Science 30	Acceptable Standard	Intermediate	Declined	Issue	214	84.6	180	89.0	8,790	84.4	6,841	84.3		
	Standard of Excellence	High	Maintained	Good	214	25.7	180	25.4	8,790	27.6	6,841	25.9		

### NOTES

- Results have been adjusted to reflect the change from previous data-source systems to Provincial Approach to Student Information (PASI).
- Achievement evaluation is not calculated for courses that do not have sufficient data available, either because of too few jurisdictions offering the course or because of changes in examinations.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

# Appendix D

## ACCOUNTABILITY PILLAR MEASURE EVALUATION REFERENCE (PROVINCIAL ACHIEVEMENT TESTS)

Achievement evaluation is based on a comparison of current-year data to a set of standards that remain consistent over time. The Standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 5, 25, 75 and 95 percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

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

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

### NOTES

- The range of values at each evaluation level is interpreted as greater than or equal to the lower value and less than the higher value. For the "Very High" evaluation level, values range from greater than or equal to the lower value to 100 per cent.
- Participation in Provincial Achievement Test was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.



### IMPROVEMENT TABLE

For each jurisdiction, improvement evaluation consists of comparing the current-year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. The test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

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

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

### OVERALL EVALUATION TABLE

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

# Appendix E

## PROVINCIAL ACHIEVEMENT TESTS RESULTS COURSE BY COURSE SUMMARY WITH MEASURE EVALUATION

		ELK ISLAND PUBLIC SCHOOLS REG DIV 14						ALBERTA				
COURSE	MEASURE	Achievement	Improvement	Overall	2016		Prev 3 Yr Avg		2016		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	High	Maintained	Good	1,210	90.7	1,201	90.9	47,606	82.9	45,843	82.4
	Standard of Excellence	Very High	Improved	Excellent	1,210	26.1	1,201	23.4	47,606	20.4	45,843	17.8
French Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	90	83.3	96	87.8	2,854	87.7	2,780	88.0
	Standard of Excellence	Low	Declined	Issue	90	7.8	96	13.5	2,854	14.2	2,780	15.1
Mathematics 6	Acceptable Standard	High	Maintained	Good	1,208	81.6	1,200	83.0	47,512	72.2	45,774	73.2
	Standard of Excellence	Intermediate	Declined Significantly	Issue	1,208	16.9	1,200	20.4	47,512	14.0	45,774	15.3
Science 6	Acceptable Standard	High	Improved	Good	1,208	88.7	1,200	87.0	47,543	78.0	45,788	76.6
	Standard of Excellence	Very High	Improved Significantly	Excellent	1,208	39.7	1,200	34.7	47,543	27.1	45,788	25.3
Social Studies 6	Acceptable Standard	High	Maintained	Good	1,208	80.5	1,200	81.4	47,522	71.4	45,710	71.0
	Standard of Excellence	High	Improved Significantly	Good	1,208	28.6	1,200	23.7	47,522	22.0	45,710	17.9
English Language Arts 9	Acceptable Standard	High	Declined	Acceptable	1,135	84.5	1,201	86.1	43,780	77.0	38,487	76.2
	Standard of Excellence	High	Maintained	Good	1,135	18.9	1,201	18.6	43,780	15.2	38,487	14.8
English Language Arts 9 KAE	Acceptable Standard	Intermediate	Maintained	Acceptable	38	71.1	27	70.0	1,638	59.8	1,514	62.7
	Standard of Excellence	High	Improved	Good	38	13.2	27	4.0	1,638	6.2	1,514	4.1
French Language Arts 9	Acceptable Standard	Low	Declined	Issue	57	77.2	53	89.6	2,611	83.0	2,584	86.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	57	10.5	53	9.5	2,611	10.8	2,584	11.7
Mathematics 9	Acceptable Standard	High	Maintained	Good	1,114	75.0	1,188	74.7	43,253	67.8	38,217	66.4
	Standard of Excellence	High	Declined	Acceptable	1,114	18.1	1,188	20.7	43,253	17.5	38,217	17.8
Mathematics 9 KAE	Acceptable Standard	High	Maintained	Good	57	82.5	40	80.9	2,125	61.2	1,872	63.4
	Standard of Excellence	Intermediate	Declined	Issue	57	7.0	40	20.3	2,125	13.0	1,872	14.6
Science 9	Acceptable Standard	Very High	Maintained	Excellent	1,130	82.1	1,201	83.5	43,834	74.2	38,760	73.4
	Standard of Excellence	Very High	Maintained	Excellent	1,130	28.0	1,201	28.4	43,834	22.4	38,760	21.6
Science 9 KAE	Acceptable Standard	Intermediate	Declined	Issue	41	78.0	26	88.5	1,591	63.8	1,492	65.7
	Standard of Excellence	High	Maintained	Good	41	24.4	26	25.2	1,591	14.3	1,492	15.7
Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	1,126	72.7	1,199	74.3	43,775	64.7	38,759	65.4
	Standard of Excellence	High	Declined	Acceptable	1,126	21.8	1,199	24.4	43,775	18.0	38,759	19.5
Social Studies 9 KAE	Acceptable Standard	High	Maintained	Good	46	73.9	28	75.9	1,608	58.0	1,454	61.2
	Standard of Excellence	High	Improved	Good	46	26.1	28	15.8	1,608	11.6	1,454	11.6

### NOTES

- Results have been adjusted to reflect the change from previous data-source systems to Provincial Approach to Student Information (PASI).
- Achievement evaluation is not calculated for courses that do not have sufficient data available, either because of too few jurisdictions offering the course or because of changes in tests.
- Participation in Provincial Achievement Test was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Data values have been suppressed where the number of respondents/students is fewer than six. Suppression is marked with an asterisk (\*).

