



# ELK ISLAND PUBLIC SCHOOLS

Combined Education Plan and Annual Education Results Report 2016-17





# Table of Contents

	PAGE
Message from the Board Chair	3
Message from the Superintendent	4
Accountability Statement	5
Planning and Reporting	6
Foundational Statements	7
Assurance Statement	9
Division Profile	10
Combined 2016-17 Accountability Pillar Overall Summary	9
Combined 2016-17 Accountability Pillar Overall First Nations, Métis and Inuit Summary	10
Priority 1: Promote Growth and Success for All Students	13
Goal 1: An Excellent Start to Learning	14
Goal 2: Success for Every Student	16
Goal 3: Success Beyond High School	23
Priority 2: Enhance High-Quality Learning and Working Environments	25
Goal 1: A Focus on Well-Being Including Student Citizenship and Staff Engagement	26
Goal 2: Quality Infrastructure for All	28
Goal 3: Build Capacity	30
Goal 4: A Culture of Excellence and Accountability	32
Priority 3: Enhance Public Education Through Effective Engagement, Partnerships and Communication	34
Goal 1: Parents as Partners	35
Goal 2: Supports and Services for Students and Families	37
Goal 3: Engaged and Effective Governance	38
Summary of Financial Results	40
Budget Summary	41
Capital and Facilities Projects, Parental Involvement, Timelines and Communication and Whistleblower Protection	43
Appendices	44
Appendix A: Accountability Pillar Measure Evaluation Reference (Provincial Achievement Tests)	45
Appendix B: Provincial Achievement Tests Results Course by Course Summary with Measure Evaluation	47
Appendix C: Accountability Pillar Measure Evaluation Reference (Diploma Examination)	48
Appendix D: Diploma Examination Results Course by Course Summary with Measure Evaluations	50

## Message from the Board Chair

Each year, Elk Island Public Schools (EIPS) publishes a *Combined Education Plan and Annual Education Results Report* (AERR), which outlines the Division's key priorities. Once again, the results from the 2016-17 report confirm EIPS is developing its students to achieve the best possible outcomes.

We're particularly proud of the collaborative approach we've fostered with our students, teachers, administrators, support staff, parents and communities. Together we are supporting learning achievement, fostering educational excellence and developing learners with the skills and knowledge needed to prepare them for a lifetime.

Moving forward, we'll continue to enhance our efforts to make progress on our priorities and provide the high-quality learning environments where students will learn, grow and thrive. Overall, we're excited about our results and will use them to guide future planning in the year ahead.

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.

A handwritten signature in black ink, appearing to read 'Trina Boymook', with a stylized flourish at the end.

Trina Boymook, *Chair, Board of Trustees*

## Message from the Superintendent

It's a pleasure to share with you the *Combined Education Plan and Annual Education Results Report 2016-17* for Elk Island Public Schools (EIPS). The report reflects the successes of our students over the past year and opportunities for growth. Overall, the report indicates we're meeting both the priorities and goals set out in the EIPS Three-Year Education Plan, which is to enhance the growth and success of all our students.

As a Division, we're incredibly proud of the results as they reaffirm we are making a positive impact on our student learning and meeting the educational needs of our students. Through a wide range of programs, opportunities and supports EIPS is preparing students to be successful, productive and contributing citizens. While the results are positive, there are always areas to improve. As such, we'll continue monitor and evaluate of our practices to find new and innovative ways to provide the best possible educational opportunities.

None of this would be possible without the support of our students, teachers, staff, families and communities partner. Together, we've built a positive relationships that has allowed us to rally behind one clear vision: provide exceptional education for all students. Looking ahead we will continue to work collectively to support a common purpose to promote the growth and success of all students.

A handwritten signature in white ink on an orange background. The signature is written in a cursive, flowing style and reads "M. Liguori".

Mark Liguori, *Superintendent*

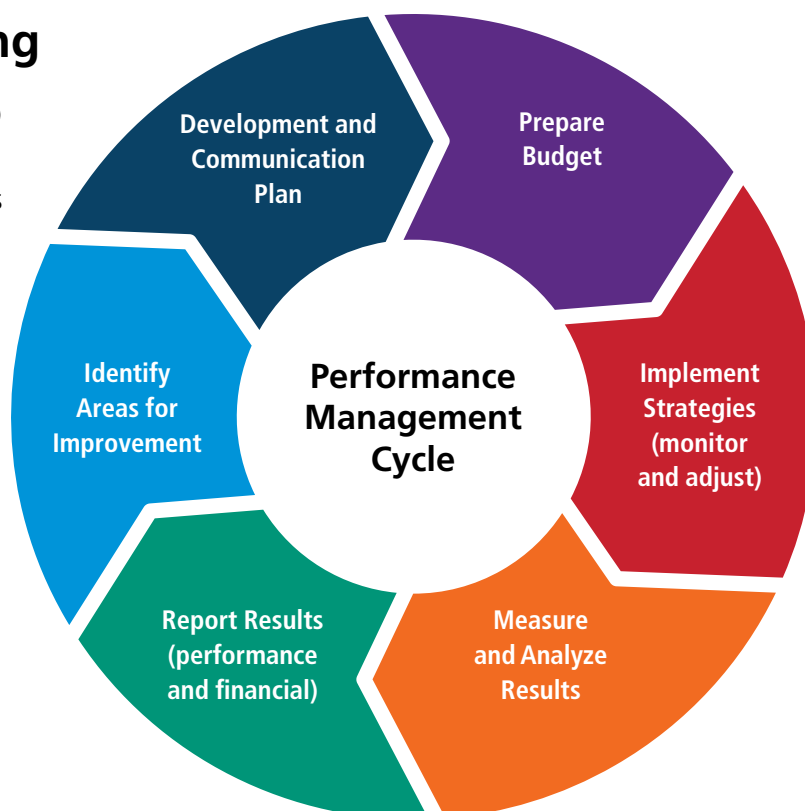
# accountability

The Annual Education Results Report for the 2016-17 school year and the Education Plan for the three years commencing Aug. 30, 2017 for Elk Island Public Schools were prepared under the direction of the Board of Trustees in accordance with its responsibilities under the *School Act* and the *Fiscal Planning and Transparency Act*. The following document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved the Annual Education Results Report for the 2016-17 school year and the Three-Year Education Plan for 2017-20 on Nov. 23, 2017.

## Planning and Reporting

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



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

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

**[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.





## **Elk Island Public Schools Three-Year Education Plan 2015-18**

### **PRIORITIES**

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

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

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

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

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

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

# assurance

## Engaging stakeholders in the planning and reporting process

Elk Island Public Schools (EIPS) is committed to stakeholder engagement as it determines the strategic direction for the Division. Each year, as part of the Division's process for reviewing results, principals are responsible for developing a school education plan. The plan must align with EIPS' Three-Year Education Plan and be developed in consultation with school staff and school councils—submitted to the superintendent annually by May 30.

The school education plans also incorporate the Accountability Pillar results, released every year by Alberta Education in October. Once released, principals share the results with their families and school community, consult with their staff and school council, and prepare an annual report to further inform the school community about those results—each school council group plays a critical role in engaging parents in this process. Additionally, EIPS hosts a Division-wide Results Review process, a forum for schools and departments to share with the Board and school community their individual results, annual plans, successes and challenges. The process is a way for trustees, staff and families to gain an even more holistic understanding of what's taking place throughout the Division.

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

## Division Profile

Elk Island Public Schools (EIPS) is one of the largest school divisions in Alberta, serving approximately 17,150 students from kindergarten to Grade 12, in 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 951 full-time equivalent (FTE) teachers and 589 FTE non-teaching staff.

Every day, EIPS staff and students are encouraged to pursue opportunities to grow and to discover their passions in life. The Division prides itself on providing staff and students with the necessary tools to achieve success by offering dynamic programming, meaningful resources and pro history, treaty rights and the impact of residential schools fessional learning opportunities.

In teaching students, EIPS offers core academic subjects and diverse optional programming with a strong emphasis on character education. In doing so, it strives to teach students how to learn and 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 its approach are classroom supports and services; specialized learning environments; early intervention and counselling services; and 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 language courses are also available for students to meet all graduation requirements. As well, EIPS students have many opportunities for educational enrichments within, and outside, the classroom and can receive instruction in five languages—English, French, German, Ukrainian and Spanish. Students who excel in academic programs can also consider Advanced Placement and International Baccalaureate options.

In addition, students can also choose to participate in a variety of alternative programs such as Alternative Christian, Logos Christian, Next Step Outreach, Home Education and Continuing Education. Schools also offer strong extra-curricular programming that provide students with opportunities to become involved in music and drama productions, special-interest clubs and athletic teams. Collectively, these contribute to a well-rounded education.





## Combined 2016-17 Accountability Pillar Overall Summary

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	Excellent	Safe and Caring	88.1	87.7	87.9	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Excellent	Program of Studies	83.3	83.4	82.8	81.9	81.9	81.5	Very High	Maintained	Excellent
		Education Quality	89.3	88.5	88.0	90.1	90.1	89.6	High	Improved Significantly	Good
		Dropout Rate	1.9	2.2	2.2	3.0	3.2	3.3	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	81.2	82.1	81.2	77.9	76.5	76.1	High	Maintained	Good
Student Learning Achievement (grades K-9)	Good	PAT: Acceptable	83.6	82.0	82.5	73.4	73.6	73.2	High	Maintained	Good
		PAT: Excellence	25.1	24.5	24.3	19.5	19.4	18.8	High	Maintained	Good
Student Learning Achievement (grades 10-12)	n/a	Diploma: Acceptable	85.7	85.2	86.0	83.0	82.7	83.1	High	Maintained	Good
		Diploma: Excellence	22.7	19.3	19.8	22.2	21.2	21.5	High	Improved Significantly	Good
		Diploma Examination Participation Rate (4+ Exams)	55.7	58.3	58.1	54.9	54.6	53.1	Intermediate	Declined	Issue
		Rutherford Scholarship Eligibility Rate	60.8	62.3	62.3	62.3	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	63.2	63.0	62.3	57.9	59.4	59.3	High	Maintained	Good
		Work Preparation	79.0	77.8	77.7	82.7	82.6	81.9	High	Maintained	Good
		Citizenship	80.1	79.8	80.0	83.7	83.9	83.6	High	Maintained	Good
Parental Involvement	Acceptable	Parental Involvement	78.1	78.1	77.3	81.2	80.9	80.7	Intermediate	Maintained	Acceptable
Continuous Improvement	Good	School Improvement	80.2	80.0	79.0	81.4	81.2	80.2	High	Improved Significantly	Good

### NOTES

1. Data values are suppressed where the number of respondents or students is fewer than six. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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/Tell Them From Me survey in 2014.
4. Aggregated PAT results are based upon a weighted average of per cent meeting standards—acceptable standard and standard of excellence. The weights are the number of students enrolled in each course. Courses included: English Language Arts (grades 6, 9, and 9 KAE), Français (grades 6 and 9), French Language Arts (grades 6 and 9), Mathematics (6, 9 and 9 KAE), Science (grades 6, 9, and 9 KAE), Social Studies (grades 6, 9 and 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013, Grade 9 only, and by the fires in May and June of 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Aggregated diploma examination results are a weighted average of

per cent meeting standards—acceptable standard and standard of excellence. The weights are the number of students writing the diploma examination for each course. Courses included English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1 and Social Studies 30-2.

7. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1 and Mathematics 30-2, as equating wasn't in place until the 2016-17 school year. Alberta Education doesn't comment on province-wide trends until it has five years of equated examination data.
8. Participation in diploma examinations was impacted by the flooding in June 2013 and by the fires in May and June of 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
9. Weighting of school-awarded marks in diploma courses increased to 70% from 50% in the 2015-16 school year. Caution should be used when interpreting trends over time.
10. Because of the change from previous data-source systems to the Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 aren't available.



# Combined 2016-17 Accountability Pillar First Nations, Métis and Inuit Summary

		ELK ISLAND PUB SCHS REG DIV 14 (FNMI)			ALBERTA (FNMI)			MEASURE EVALUATION		
MEASURE CATEGORY	MEASURE	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	3.4	2.6	3.7	5.8	6.1	6.7	High	Maintained	Good
	High School Completion Rate (3 yr)	63.1	69.3	64.6	53.6	50.2	47.8	Intermediate	Maintained	Acceptable
Student Learning Achievement (grades K-9)	PAT: Acceptable	69.2	65.3	67.6	51.7	52.4	52.1	Low	Maintained	Issue
	PAT: Excellence	14.6	17.3	12.3	6.7	6.3	6.3	Intermediate	Maintained	Acceptable
Student Learning Achievement (grades 10-12)	Diploma: Acceptable	83.0	79.3	82.0	77.1	76.1	76.3	Intermediate	Maintained	Acceptable
	Diploma: Excellence	18.1	11.2	13.3	10.7	10.2	10.2	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	33.0	36.4	32.6	21.8	20.7	20.3	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	43.8	40.8	40.8	34.2	31.9	31.9	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	46.4	44.4	45.6	31.8	33.5	33.3	Low	Maintained	Issue
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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# PRIORITY 1

## Priority 1: Promote Growth and Success for All Students



## GOAL 1: An Excellent Start to Learning

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

**Provincial Outcome: Alberta's children are successful**

PERFORMANCE MEASURES	RESULTS				
	2012-13	2013-14	2014-15	2015-16	2016-17
Number of children enrolled in the PALS or START program who received ongoing speech-language services	n/a	n/a	n/a	114	116
Number of children enrolled in kindergarten programs who received ongoing speech-language services	n/a	n/a	n/a	298	365
Number of children enrolled in the PALS or START program who received ongoing occupational-therapy services	n/a	n/a	n/a	67	88
Number of children enrolled in kindergarten programs who received ongoing occupational-therapy services	n/a	n/a	n/a	163	184
Number of children enrolled in the PALS or START program who received ongoing physical-therapy services	n/a	n/a	n/a	n/a	34
Number of children enrolled in kindergarten programs who received ongoing physical-therapy services	n/a	n/a	n/a	n/a	14
Number of home visits or parent meetings conducted by Early Learning family school liaison workers to support positive growth for PALS children	n/a	n/a	n/a	138	194
Number of children who were identified and who received intensive small-group literacy support through SELIK*	n/a	n/a	n/a	287	311
Number of children who received intensive small-group literacy support through SELIK* in kindergarten who are reading at grade level in Grade 1, as measured by the STAR	n/a	n/a	n/a	n/a	TBD

*\*Supporting Emergent Literacy in Kindergarten (SELIK) program*

## ANALYSIS OF RESULTS

### Background

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

### Results

During the 2016-17 school year, 1,534 children were enrolled in Early Childhood Services (ECS) within EIPS, including kindergarten and pre-kindergarten programs. Enrolment in ECS has remained relatively stable over the past five years. The Division also served 205 children who met Program Unit Funding (PUF) criteria and another 159 children who met Mild or Moderate (M/M) criteria in pre-kindergarten and kindergarten programs.



## Priority 1: Promote Growth and Success for All Students

To support the success of EIPS early learners, the Division offers early intervention programming through a pre-kindergarten Play And Learn at School (PALS) program, which supports children between the ages of three and five who are assessed with severe developmental delays and children between the ages of four and five who are assessed with mild or moderate developmental delays. PALS programming is available in the communities of Sherwood Park, Ardrossan, Fort Saskatchewan, Lamont, Mundare and Vegreville. Some of the youngest learners, who are medically fragile or whose parents are interested in a parent-programming option can attend the Supporting Readiness and Transition (START) program, which includes a combination of home-based and community-based family-oriented programming. Meanwhile, kindergarten programming is available in all 25 of the Division's elementary schools, which includes half-day, full-day every alternating-day, and full-day every-day options—the latter being offered at one EIPS school.

All children enrolled in PALS and START programs received speech-language services two days a week. Speech and language pathologists (SLPs) provide one-to-one intervention, facilitate small-group activities and lead whole-class activities—SLPs also provide services and supports to children in kindergarten classrooms. SLPs are scheduled at individual schools once a week and see both kindergarten children and school-age students. In the 2016-17 school year, 400 (28%) kindergarten children were assessed by an EIPS SLP and 365 children (25%) received ongoing speech and language supports—inclusive of children with severe, moderate or mild disabilities and delays.

**A key priority for the Division is to develop a revised performance measure to assess its learners' progress towards meeting developmental milestone**

For the 2016-17 school year, 88 children in PALS and START received ongoing occupational-therapy support. In kindergarten, occupational therapists provided services on a block schedule, with schools receiving a minimum of one visit every six weeks. Similarly, 184 children received ongoing occupational-therapy support in kindergarten—inclusive of children with severe, moderate or mild disabilities and delays.

Physical-therapy-consultation support was also available to all PALS, START and kindergarten programs. During the 2016-17 school year, 34 children in PALS and START received ongoing physical-therapy support. Similarly, in kindergarten, 14 children with severe disabilities and delays received consultative physical-therapy support.

Additionally, the Division's family school liaison workers (FSLW) facilitate connections with families, schools and the 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. During the 2016-17 school year, the FSLWs connected with more than half of EIPS PALS families who received ongoing support through a total of 194 home visit and meetings.

The Supporting Emergent Literacy in Kindergarten (SELIK) project continued throughout the 2016-17 school year. The project was designed to support ongoing classroom literacy activities by assisting young children in acquiring the skills necessary to be successful readers and writers. Within EIPS, during the 2016-17 school year, 311 children were identified as requiring more intensive support and were provided small-group literacy instruction through the SELIK program, representing approximately 22% of EIPS kindergarten children.

As well, funding was again provided to cover the costs associated with the kindergarten programming enhancements, known as Enhanced Kindergarten (EK). The initiative offers support to children who aren't meeting developmental expectations. All schools participated, and EIPS kindergarten teachers piloted a variety of additional supports and services to investigate their impacts on transitions into Grade 1. In the 2016-17 school year, 279 children (20%) participated in EK projects—a number that has overlap with SELIK as some children participated in both.

### OPPORTUNITIES FOR GROWTH

While the Division provided significant speech language, occupational therapy, physical therapy, family-oriented programming and home visits to support its early learners, there's currently no data at a divisional level to measure the impact of these interventions—as it relates to students meeting developmental milestones and early literacy development. Looking ahead, it would be beneficial to review the current local outcome and develop an impact measure to assure the Division is making progress towards achieving its early learning goal.

### PRIORITY STRATEGY FOR EDUCATION PLAN

A key priority for the Division is to develop a revised performance measure to assess its learners' progress towards meeting developmental milestone and early literacy outcomes. Once developed, it will enable the Division to examine the impact of its Early Learning programming and services. Strategies include:

- To inform early years programming, all early learning teachers will build capacity to implement a performance assessment that links to developmental milestones and early literacy development. The data from this will help to inform programming and services provided at the individual child level and communication with parents regarding their child's developmental progress and readiness for Grade 1.
- Students involved in the SELIK program will be tracked up to Grade 3. The tracking will allow the Division to better understand the programs' impact and to determine, if by the end of Grade 3, these students are reading at grade level.



## GOAL 2: Success for Every Student

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

**Provincial Outcome: Alberta's children are successful**

ACCOUNTABILITY PILLAR PERFORMANCE MEASURES		RESULTS					EVALUATION		
Overall percentage of students who achieved the acceptable standard (A) and the standard of excellence (E)		2012-13	2013-14	2014-15	2015-16	2016-17	ACHIEVEMENT	IMPROVEMENT	OVERALL
<b>OVERALL STUDENT LEARNING OUTCOMES</b>									
Grade 6 and Grade 9 Provincial Achievement Tests (PATs)	A	82.4	82.7	82.8	82.0	83.6	High	Maintained	Good
	E	23.6	24.4	24.1	24.5	25.1	High	Maintained	Good
Diploma Examinations	A	84.7	85.5	87.4	85.2	85.7	High	Maintained	Good
	E	20.4	19.6	20.6	19.3	22.7	High	Improved Significantly	Good
<b>LITERACY LEARNING OUTCOMES</b>									
Grade 6 PATs – Language Arts	A	90.6	91.1	90.9	90.7	92.2	Very High	Improved	Excellent
	E	21.0	24.2	25.1	26.1	24.1	Very High	Maintained	Excellent
Grade 9 PATs – Language Arts	A	86.3	86.4	85.7	84.5	86.1	High	Maintained	Good
	E	18.4	19.5	17.9	18.9	17.6	High	Maintained	Good
English 30-1 Diploma Examinations	A	89.5	92.6	91.9	92.6	92.3	High	Maintained	Good
	E	10.4	11.7	11.6	11.0	13.1	Intermediate	Improved	Good
English 30-2 Diploma Examinations	A	94.7	95.6	95.2	95.1	94.6	High	Maintained	Good
	E	13.3	16.7	13.0	18.9	14.8	High	Maintained	Good
<b>MATHEMATICS LEARNING OUTCOMES</b>									
Grade 6 PATs – Mathematics	A	81.9	83.6	83.3	81.6	80.7	Equating wasn't established until the 2016-17 school year. Alberta Education doesn't comment on trends until it has five years of equated examinations.		
	E	23.0	19.1	19.0	16.9	17.8			
Grade 9 PATs – Mathematics	A	73.8	76.3	74.2	75.0	77.5			
	E	20.6	21.6	19.9	18.1	19.4			
Math 30-1 Diploma Examinations	A	79.4	73.6	78.7	69.2	74.0			
	E	31.3	23.1	28.2	19.4	30.0			
Math 30-2 Diploma Examinations	A	75.5	73.0	82.1	76.9	78.0			
	E	9.9	13.3	15.8	16.2	17.7			

ACCOUNTABILITY PILLAR PERFORMANCE MEASURES		RESULTS					EVALUATION		
		2012-13	2013-14	2014-15	2015-16	2016-17	ACHIEVEMENT	IMPROVEMENT	OVERALL
<b>SPECIALIZED SUPPORT</b>									
Percentage of teachers, parents and students in agreement programs for children at risk are easy to access and timely		80.6	81.3	82.5	81.5	82.7	Very High	Maintained	Excellent
How satisfied are you with the special support your child has received at school?		87.0	71.0	79.0	80.0	86.0	Very High	Improved Significantly	Excellent

## ANALYSIS OF RESULTS

### Background

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

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

The higher than provincial averages are likely the result of the several literacy and numeracy programs initiated Division wide

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

### Results

#### OVERALL PAT AND DIPLOMA EXAMINATION RESULTS

EIPS' overall 2016-17 Accountability Pillar results indicate students in Grades 6 and Grade 9 continue to do well on Provincial Achievement Tests (PAT) and are consistently outperforming the province in both the acceptable standard and the standard of excellence. In fact, on all of the PAT Grade 6 and Grade 9 subject areas, EIPS scored higher on 27 of the 28 PAT measures (see pg. 47, "Appendix B"). Additionally, the overall 2016-17 diploma examinations results show EIPS students are consistently higher than the province in the acceptable standard category and on par with the province in the standard of excellence. Out of all of the diploma exam subject areas, EIPS scored higher on 14 of the 24 diploma examination measures (see page 50, "Appendix D").

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

#### LITERACY

Trends in data over the past five years indicate the percentage of EIPS students meeting the acceptable standard and the standard of excellence in Grade 6 English Language Arts is consistently higher than the province, with 92.2% of students meeting the acceptable standard and 24.1% the standard of excellence—comparable to the province where 82.5% of students met the acceptable standard and 18.9% met the standard of excellence. Additionally, the participation rate for students writing Grade 6 Language Arts was also higher than the province—95.8% within EIPS compared to 90.2% province wide.

Likewise, trends in data over the past five years indicate the percentage of EIPS students meeting the acceptable standard and the standard of excellence in Grade 9 English Language Arts is also consistently higher than the province. According to the 2016-17 Accountability Pillar results, the percentage of EIPS students meeting the acceptable standard was 86.1% and 17.6% meeting the standard of excellence—provincial scores were 76.8% and 14.9% respectively. Additionally, the participation rate for EIPS students writing Grade 9 Language Arts was also higher than the province—95.4% Division wide compared to 88.8% province wide.

In terms of diploma examination scores, trends in data over the past five years indicate the percentage of EIPS students meeting the acceptable standard in English Language Arts 30-1 is consistently higher than the province and in the standard of excellence percentages are relatively equal to the province. In the 2016-17 school year, the percentage of EIPS students who achieved the acceptable standard was 92.3% and 13.1% achieved the standard of excellence. Provincially, 89.6% of students achieved the acceptable standard and 11.7% the standard of excellence.

Similarly, in English Language Arts 30-2, the percentage of students meeting the acceptable standard and the standard of excellence is higher than the province. The overall percentage of EIPS students who met the acceptable standard in English Language Arts 30-2 was 94.1% and 14.8% achieved the standard of excellence—provincial results were 86.5% and 11.4% respectively. Particularly noteworthy, in both English Language Arts 30-1 and English Language Arts 30-2, school-awarded marks and diploma examination marks were aligned, which wasn't the case provincially.

The higher than provincial averages in the area of language arts are likely result of several literacy programs initiated Division wide. One such initiative focused on offering various early literacy supports to the Play and Learn at School (PALS) program and the Supporting Emergent Literacy in Kindergarten (SELIK) program. As well, consultants worked closely with Division I and Division II elementary literacy leads. Each lead was identified by a school and collaborated with teachers and administrators through professional learning and networking opportunities. Additionally, a New Teachers' Cohort was established to offer all first-year and second-year teachers ongoing support, intensive professional learning and collaboration opportunities to develop their literacy instructional practices. In the 2016-17 school year, a total of 29 first-year teachers met for five,

## Priority 1: Promote Growth and Success for All Students

full-day sessions, and 26 second-year teachers met for two full-day sessions.

In addition, in 2016 EIPS introduced the STAR 360 reading assessment—administered to students in grades 1 through 12. Overall, the new tool has helped the Division’s teachers, administrators and school counsellors to more quickly and reliably identify students not reading at expected grade levels. Subsequently, the Division is now able to implement appropriate strategies to support intervention in the area of literacy. Long-term, this approach to assessment, intervention and tracking improvement will support and enhance literacy skills across all grade levels and support the goal of more students achieving a minimum of one-year’s growth in literacy.

### NUMERACY

Trends in data over the past five years indicate the percentage of EIPS students meeting the acceptable standard and the standard of excellence in Grade 6 Mathematics is consistently higher than the province. In 2016-17, the overall percentage of Division students meeting the acceptable standard in Grade 6 Mathematics was 80.7% and the percentage of EIPS students meeting the standard of excellence was 17.8%—the provincial results were 69.4% and 12.6% respectively. Moreover, the Division’s student participation rate for writing Grade 6 Mathematics was higher than the province—95.8% within EIPS and 90.5% province wide.

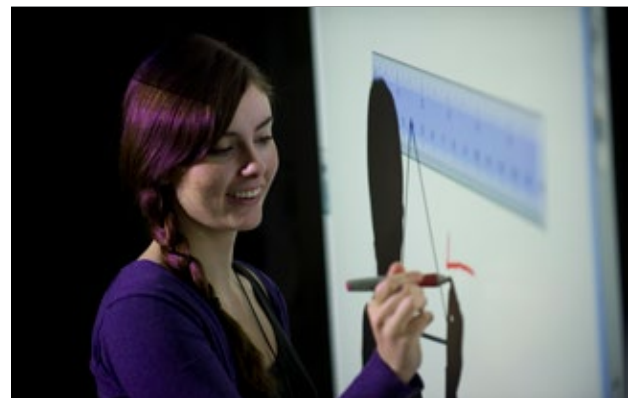
Similarly, trends in data over the past five years also indicate the percentage of EIPS students meeting the acceptable standard and the standard of excellence in Grade 9 Mathematics is consistently higher than the province. According to the 2016-17 Accountability Pillar results, the percentage of EIPS students who met the acceptable standard was 77.5% and 19.4% achieved the standard of excellence. Provincially, 67.2% of students met the acceptable standard and 19% met the standard of excellence. Again, the Division’s student participation rate for writing Grade 9 Mathematics was higher than the province—94.9% within EIPS and 89% province wide.

In terms of Mathematics 30-1, trends in data over the past five years indicate the percentage of EIPS students meeting the acceptable standard and the standard of excellence is slightly lower than the province—the exception being the 2016-17 school year. Last year, the percentage of EIPS students meeting the acceptable standard in Mathematics 30-1 increased to 74% from 69.2%. The percentage of students meeting the standard of excellence increased significantly to 30% from 19.4%. Provincially, 73.1% of students achieved the acceptable standard and 30.7% achieved the standard of excellence.

Meanwhile, in Mathematics 30-2, the percentage of students meeting the acceptable standard and the standard of excellence is consistently higher than the province. Overall, the percentage of students meeting the acceptable standard was 78% and the percentage of students meeting the standard of excellence was 17.7%—provincially the percentages were 74.7% and 15.9% respectively.

Last year, to facilitate stronger numeracy outcomes, the Division introduced the Mathematic Intervention/Programming Instrument (MIPI) for students in grades 2 through 10. The MIPI is a numeracy assessment tool that’s digitally based and offers an opportunity for students to demonstrate their learning. The goal: to provide timely information to teachers, help enhance classroom instruction and ensure student learning needs are identified. The Division also uses the overall results to help inform programming efforts and where professional learning opportunities should be focused. In 2016-17, numeracy professional learning centred around the First Steps in Mathematics program; the First-Year Teacher Cohort; and consultant support to mentor, coach and model consistent research-based mathematics instruction in all schools and grade levels. As a result, student-achievement levels in mathematics rose. To complement the MIPI, work has also begun on an Elementary Mathematical Benchmark assessment tool that will allow teachers to further assess those students identified by the MIPI.

The Division also developed an optional common Grade 7 and Grade 8 final math exam, which offers teachers the opportunity to collaboratively blueprint assessments. The work on the exam took place over a series of meetings and was identified as a highly effective learning opportunity for teachers. The exams also allowed for the collection of numeracy data, which in turn, further informed professional learning offerings for the 2017-18 school year. To add to that, EIPS secondary teachers were afforded the opportunity to work with a team of Alberta Education diploma examination leaders to learn more about diploma examination questions, areas of strength and opportunities for growth.



### OTHER RESULTS

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

## Priority 1: Promote Growth and Success for All Students

### Opportunities for Growth

While Grade 9 English Language Arts and Grade 9 Mathematics PAT results continue to improve, there's a gap between the elementary and junior high PAT results, with junior high being consistently lower. The gap may suggest a more targeted focus is required to build literacy and numeracy expertise among junior high teachers. Additionally, while mathematics results are higher than provincial averages, the discrepancy with respect to how EIPS students achieve in mathematics as compared to language arts is noticeable. A continued focus on mathematics is required.

### Priority Strategy for Education Plan

To address and close the gap between elementary and junior high English Language Arts PAT results the following is being implemented:

- Guided by the work of Penny Kittle and Lucy Calkins, secondary language arts teacher cohorts will meet regularly to collaboratively explore ways to enhance teaching practice and expertise in literacy to increase student engagement in reading.
- The Division has developed a literacy framework to guide professional learning throughout 2017-18—focused professional learning literacy sessions are being delivered to secondary-content-area teachers.
- All secondary schools have identified literacy leads to work with teachers in the areas of literacy and engagement. Additionally, the Division is implementing the Feeder School Pilot Program in Fort Saskatchewan for the 2017-18 school year. The program will help determine if a common improvement framework and collective focus on literacy practices—across all classrooms from kindergarten to Grade 12—improves teacher literacy practices, measured by a confidence survey and student reading, measured by the STAR 360.

To address and close the gap between language arts and mathematics PAT and diploma examination results the following is being implemented:

- Using data from the 2016-17 MIPI assessment tool, training and professional learning opportunities are being offered to elementary and secondary teachers in numeracy throughout the 2017-18 school year.
- Data from the 2018-17 MIPI is being analyzed by consultants and shared with all EIPS mathematics teachers to target a school's areas of strength and opportunities for growth.
- Numeracy consultants are working with EIPS teachers—mentoring, coaching and role modelling best practices in math classrooms.

To engage parents as partners in their child's learning and to address supporting the outcome around more students achieving a minimum of one year's growth in literacy and numeracy, the following is being implemented:

- Provide monthly literacy and numeracy tips to post on school and Division websites to support parents in engaging their child's literacy and numeracy development; and
- Provide consultants to present to groups of parents, if requested by schools, regarding ways to support a child's growth in the areas of literacy and numeracy.





## GOAL 2: Success for Every Student

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

**Provincial Outcome: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated.**

### FIRST NATIONS, MÉTIS AND INUIT

ACCOUNTABILITY PILLAR PERFORMANCE MEASURES of Self-identified First Nations, Métis and Inuit Students	RESULTS						EVALUATION		
		2012-13	2013-14	2014-15	2015-16	2016-17	ACHIEVEMENT	IMPROVEMENT	OVERALL
<b>OVERALL STUDENT LEARNING OUTCOMES</b>									
Percentage of Grade 6 and Grade 9 students who achieved the acceptable standard (A) and the standard of excellence A(E) on Provincial Achievement Tests (PATs)	A	69.9	73.4	64.1	65.3	69.2	Low	Maintained	Issue
	E	12.9	12.4	7.2	17.3	14.6	Intermediate	Maintained	Acceptable
Percentage of students who achieved the acceptable standard (A) and the standard of excellence (E) on diploma examinations	A	80.6	80.3	86.4	79.3	83.0	Intermediate	Maintained	Acceptable
	E	7.2	13.4	15.3	11.2	18.1	Intermediate	Maintained	Acceptable
<b>HIGH SCHOOL COMPLETION</b>									
High school completion rate within three years of entering Grade 10		58.0	59.3	65.3	69.3	63.1	Intermediate	Maintained	Acceptable
Annual dropout rate of students aged 14 to 18		6.1	3.7	4.6	2.6	3.4	High	Maintained	Good
Percentage of Grade 12 students eligible for a Rutherford Scholarship		n/a	n/a	n/a	40.8	43.8	n/a	Maintained	n/a
Percentage of students writing four or more diploma examinations within three years of entering Grade 10		33.1	26.9	34.3	36.4	33.0	Low	Maintained	Issue
Percentage of high school students who transition to post-secondary, including apprenticeship, within six years of entering Grade 10		59.2	57.1	35.3	44.4	46.4	Low	Maintained	Issue

ACCOUNTABILITY PILLAR PERFORMANCE MEASURES	RESULTS						EVALUATION		
	2012-13	2013-14	2014-15	2015-16	2016-17		ACHIEVEMENT	IMPROVEMENT	OVERALL
<b>OTHER</b>									
Number of students self-identifying as First Nations, Métis and Inuit as of September 30	n/a	n/a	n/a	710	837		n/a		
Percentage of schools that created a First Nations, Métis and Inuit project proposal and received funding	n/a	n/a	n/a	35	70				
Percentage of schools that have a First Nations, Métis and Inuit education lead	n/a	n/a	n/a	n/a	100				
Number of staff who have participated in the Blanket Exercise	n/a	n/a	n/a	n/a	100				

## ANALYSIS OF RESULTS

### Background

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

### Results

EIPS' overall 2016-17 Accountability Pillar results, indicate 69.2% of self-identified First Nations, Métis and Inuit students met the acceptable standard and 14.6% met the standard of excellence on PAT exams—the provincial percentages are 51.7% and 6.7% respectively. Despite the fact EIPS' results at the acceptable standard are considerably higher than the province, the achievement score is still rated "low" and identified as an issue by Alberta Education. As such, for 2017-18 the Division has set an acceptable standard target of 70.3% to ensure the overall PAT achievement score moves into the "intermediate" range. It's important to also note, over a three-year average the overall PAT results show the Division is making gains in closing the achievement gap. For example, in the 2014-15 school year the overall PAT achievement gap at the acceptable standard between students who self-identified as First Nations, Métis or Inuit and all other students was 18.7%—64.1% for those who identify as First Nations, Métis or Inuit versus 82.8% for all other students. In the 2016-17 school year, the achievement gap dropped to 14.4%—69.2% versus 83.6% respectively.

In looking at the PAT results, course-by-course, EIPS' scores are considerably higher than the province in all Grade 6 and Grade 9 subjects. Students who self-identified First Nations, Métis and Inuit achieved higher percentages than the province on 16 out of the 16 measures. Particularly noteworthy, is English Language Arts 9, where 76% of EIPS students who identify as First Nations, Métis or Inuit met the acceptable standard and 11.9% met the standard of excellence—as compared to 57% and 4.8% respectively at the provincial level. Additionally, in Science 9, 76.9% of self-identified First Nations, Métis or Inuit students met the acceptable standard and 21.5% met the standard of excellence—provincially, the averages were 50.3% and 7.3% respectively. There was one area on the PATs that was identified as an area of concern, Grade 6 Mathematics. In this subject, 60.8% of students who identify as First Nations, Métis or Inuit met the acceptable standard and 7.8% met the standard of excellence—compared to 44.4% and 3.4% respectively in the province.

In terms of the overall diploma examinations, results for self-identified First Nations, Métis or Inuit students within EIPS increased

at both the acceptable standard and the standard of excellence. That increase also reduced the achievement gap between the students who identified First Nations, Métis and Inuit students and all other students. In the 2015-16 school year, the achievement gap at the acceptable standard was 5.9%—79.3% for those who identify as First Nations, Métis or Inuit versus 85.2% for all other students. In 2016-17 it dropped to 2.7%—83% versus 85.7% respectively.

Similarly, on the diploma examinations the Division achieved higher percentages than the province on 15 out of the 17 measures. Particularly impressive, EIPS students who identify as First Nations, Métis or Inuit scored high results in Social Studies 30-1, Chemistry 30 and Physics 30, with an overall rating of "excellent." In Social Studies 30-1, 95.8% of students achieved the acceptable standard and 8.3% met the standard of excellence—compared to the provincial percentages 77.1% and 6.3% respectively. In Chemistry 30, 91.7% of students achieved the acceptable standard and 50% achieved the standard of excellence—the provincial percentages were 74.8% and 23.2% respectively. In Physics 30, 88.9% of students achieved the acceptable standard and 55.6% the standard of excellence—as compared to 82.6% and 26.8% respectively province wide.

On the Accountability Pillar measures, self-identified First Nations, Métis and Inuit students received a "low" achievement rating with respect to writing four or more diploma examinations within three years of entering Grade 10—which is also a Division-wide trend. While self-identified First Nations, Métis and Inuit students attending EIPS outperformed the province by close to 12%, it was still rated as an issue by Alberta Education. As such, a 44.1% target is set for 2017-18, which will move the Division in this area into the "intermediate" achievement rating overall. Additionally, EIPS scored a "low" rating regarding the percentage of self-identified First Nations, Métis and Inuit students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10. While results were close to 15% higher than the province, it too was rated as an issue. A target of 45% is set for 2017-18, which will move the overall rating into the "intermediate" range.

While there continues to be areas identified as an issue, as measured by the Accountability Pillar, the Division is seeing gains on many fronts. For example, as of fall 2016, 837 EIPS students identified as First Nations, Métis or Inuit—up from 710 students in fall 2015. The increase is a direct reflection of the work being done across EIPS to recognize and respect First Nations, Métis and Inuit perspective, culture and history.

In 2016-17, funds received from Alberta Education were used to support school projects and central initiatives. The Division provided opportunities for individual schools, or groups of schools, to access resources to support specialized and innovative programs designed to meet the needs of First Nations, Métis and Inuit students and non-Indigenous learners. Thirty schools submitted proposals that connected to the Division's Three-Year Education Plan and included at least one of the following:

## Priority 1: Promote Growth and Success for All Students

- continue to deepen student and staff understanding of First Nations, Métis and Inuit history, treaty rights and the impact of residential schools;
- Truth and Reconciliation Commission (TRC) inspired initiatives;
- provide access to culturally relevant learning opportunities, resources and support services including guidance from community elders; and
- engage First Nations, Métis and Inuit parents and community agencies in school activities.

One of the goals set for the 2016-17 school year, was for every EIPS staff member to have the opportunity to participate in a Blanket Exercise. The Blanket Exercise is an experiential teaching tool for students in grades 4 through 12 and adults to facilitate understanding around the historic and contemporary relationship between Indigenous and non-Indigenous peoples in Canada. Participation helps open the door to many conversations and reflections on why it's important for the Division to work towards reconciliation. To date, all EIPS employees have had the opportunity to participate in at least one Blanket Exercise. In addition, many EIPS schools have organized Blanket Exercises for their students and parents.

All employees have had the opportunity to participate in a Blanket Exercise and each school has a First Nations, Métis and Inuit lead

As well, each EIPS school has a First Nations, Métis, and Inuit education lead in place. These staff members have participated in a number of professional learning opportunities that they then share back with their staff. One such learning opportunity included Charlene Bearhead, the former education lead at the National Centre for Truth and Reconciliation and now the education co-ordinator for the National Inquiry of Murdered and Missing Indigenous Women and Girls, who worked with each school's education leads. Also, more than 40 EIPS employees participated in a free online, six-week course, based out of the University of British Columbia entitled, *Reconciliation Through Indigenous Education: Advancing reconciliation in classrooms, organizations and communities through the teaching and learning of Indigenous ways of knowing*. As part of the course, two evening-sharing circles were hosted by Wilson Bearhead, a respected Nakota elder who is currently working in many EIPS schools offering both support and guidance to students. Throughout the year, other professional learning opportunities were offered to EIPS staff to further build capacity, engage learners and build paths towards reconciliation through education.

As a result of these efforts, schools are embracing the importance of truth and reconciliation, many now display the federal government's official statement of apology on behalf of Canadians for the Indian Residential Schools system, and several schools begin gatherings with the Land and Peoples Acknowledgement. To complement learning, the Division also produces an ongoing newsletter entitled, *ReconciliACTION*, for staff, which highlights related

school activities, resources, professional learning opportunities and general education.

EIPS was also intentional in including the parent community in its First Nations, Métis and Inuit work. Some of this included inviting parents and guardians to participate in many of the school-hosted activities and events around First Nations, Métis and Inuit education and supporting the attendance of three parents at the College of Alberta School Superintendents First Nations, Métis and Inuit Education Gathering in March 2017. Also, at the April 2017 Committee of School Councils meeting one of the agenda topics was Supporting Truth and Reconciliation in EIPS. The presentation included information about how EIPS is supporting Truth and Reconciliation, why it's important and useful resources to learn more about the Truth and Reconciliation Commission of Canada. Furthermore, EIPS established its First Nations, Métis and Inuit Education Centre in September 2016. Located at Salisbury Composite High, the centre acts as a gathering place for elders, knowledge keepers, students and staff; offers various resources for staff and students; and provides a workspace for the First Nations, Métis and Inuit team.

## Opportunities for Growth

Overall, the Division sees an opportunity to increase the percentages of:

- self-identified First Nations, Métis and Inuit students who achieve the acceptable standard on the Provincial Achievement Tests—at a level on par with the overall Division results. In particular, with a focus on numeracy.
- self-identified First Nations, Métis and Inuit students who write four or more diploma examinations within three years of entering Grade 10; and
- self-identified First Nations, Métis and Inuit senior high students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10.

## Priority Strategy for Education Plan

First Nations, Métis and Inuit students who aren't experiencing success will be identified and provided individualized holistic supports to increase academic and wellness gains. Intervention support will incorporate the guidance of elders and other research-based best practices relating to traditional ways of learning. As well, the First Nations, Métis and Inuit education unit will work collaboratively with mathematics consultants and examine MIPI results for self-identified First Nations, Métis and Inuit students to determine areas of strength and opportunities for growth. As well, the Division will continue to offer opportunities to deepen student and staff understanding on topics such as the TRC's Calls to Action, treaty education and residential schools. The hope, is to increase staff confidence and competence in meeting the proposed Teaching Quality Standards.

## GOAL 3: Success Beyond High School

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

**Provincial Outcome: Alberta's children are successful**

ACCOUNTABILITY PILLAR PERFORMANCE MEASURES	RESULTS					EVALUATION		
	2012-13	2013-14	2014-15	2015-16	2016-17	ACHIEVEMENT	IMPROVEMENT	OVERALL
<b>HIGH SCHOOL COMPLETION</b>								
High school completion rate of students within three years of entering Grade 10	78.8	81.6	79.8	82.1	81.2	High	Maintained	Good
Annual dropout rate of students aged 14 to 18	3.6	1.9	2.5	2.2	1.9	Very High	Maintained	Excellent
Percentage of Grade 12 students eligible for a Rutherford Scholarship	n/a	n/a	n/a	62.3	60.8	n/a	Maintained	n/a
Percentage of students writing four or more diploma examinations within three years of entering Grade 10	59.4	59.7	56.4	58.3	55.7	Intermediate	Declined	Issue
<b>TRANSITION AND CAREER PLANNING</b>								
Percentage of high school students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10	67.3	61.6	62.4	63.0	63.2	High	Maintained	Good
Percentage of teachers and parents who agree students are taught attitudes and behaviours that will make them successful at work when they finish school	78.0	76.4	79.0	77.8	79.0	High	Improved	Good
Percentage of high school students reporting they get the help they need planning for a career	70.0	68.0	n/a	n/a	91.0	Very High	Improved Significantly	Excellent

## ANALYSIS OF RESULTS

### Background

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

### Results

The Accountability Pillar report is an annual tool Elk Island Public Schools (EIPS) uses to inform it about how the Division is doing relative to achieving outcomes that lead to success beyond high school. The results from the 2016-17 Accountability Pillar confirm the Division is continuing to show positive achievement in a number of important areas for high school students. In fact, the high school completion rate for EIPS students received an achievement score of "high" with 81.2% of students graduating within three years of entering Grade 10—compared to 77.9% province wide. Also, EIPS' dropout rate decreased to 1.9% from 2.2%—compared to the provincial percentage, which decreased to 3% from 3.2%. Meanwhile, the number of students eligible for a Rutherford Scholarship, 60.8%, has stayed relatively static year over year.



Conversely, the percentage of students who wrote four or more diploma examinations decreased—only 55.7% of EIPS students wrote four or more diploma examinations within three years of entering Grade 10 compared to 54.6% province wide. After investigating the data further, it was determined 85.8% of EIPS students wrote two or more diploma examinations. It's possible the work being done around career planning has made students more knowledgeable about the number of diploma examinations required, and are therefore only writing diploma examinations needed for a particular career choice—something the Division plans to explore further. That said, this area received an overall rating of concern from the province. As a result, a target rate of 58.3% is set for the upcoming year, which is closer to the Division's three-year average.

The Division is also focused on preparing students so they are successful academically in ways that supports their transition into the world of work. Results show EIPS is doing an excellent job in this area, particularly in career planning. In 2016-17, the Supports for Students department created 100 new Career and Technology Foundations (CTF) courses. CTF provides students in grades 5 through 9 the opportunity to explore interests and career possibilities, which also provides the foundation for the Career and Technology Studies (CTS) offered in senior high. Programs such as Invention Convention; Investigate! Invent! Innovate!; Scratch Day; Coding Quest; and Makerspace also provided students with opportunities to explore potential careers.

Another career planning initiative is Your Future, an annual post-secondary and career fair hosted by the Division, in partnership with the Educational Liaison Association of Alberta. The fair brings together more than 40 colleges, universities, polytechnic and private schools and sector experts in one place—the largest event of its kind in Alberta. The 2016 Your Future event was attended by more than 600 students in grades 9 through 12, all of whom had the chance to meet with representatives from each attending post-secondary institutions, ask question, talk to experts about various career sectors, learn about future career trends and more. In addition, throughout the summer of 2017 a total of 706 hours were earned by students through the Registered Apprentice Program (RAP), up by almost 300 hours from summer 2016.

As a result of these collective initiatives, 91% of EIPS students report they get the help they need planning for a career. While the achievement rating is "very high," only 79% of teachers and parents agree students are taught the attitudes and behaviours needed to be successful at work when they finish school. So, despite the high scores in career planning the discrepancy in the survey results could mean the Division needs to focus more on helping teachers to plan instruction incorporating Alberta Education competencies—the combination of attitudes, skills and knowledge students need to develop and apply for successful learning, living and working.

## Opportunities for Growth

Since the Division is committed to preparing students to be successful after high school, there is an opportunity to implement a variety of strategies to increase the percentage of teachers and parents who agree students are taught attitudes and behaviours needed to make them successful at work when they finish school. Another opportunity for growth is in the number of students writing four or more diploma examinations within three years of entering Grade 10.

The results from the 2016-17 Accountability Pillar confirm the Division is continuing to show positive achievement in a number of important areas for high school students and its completion rate score is rated "high"

## Priority Strategy for Education Plan

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

- The Division will effectively promote events such as Your Future; Skills Exploration, a junior high trades and technologies program; and Skills Alberta, a senior high trades and technologies program, to all students in junior high and senior high.
- EIPS will develop and implement more dual-credit courses in its schools based around student interest, teacher expertise and availability from local colleges.
- Within EIPS, a number of journey persons are employed by the Division—chefs, cabinetmakers, millwrights, carpenters, mechanics and hair stylists. The Division is working with these people to encourage the use of the apprenticeship-level CTS courses and training through off-campus education, RAP and work-experience courses.
- Students in Grade 9 and Grade 10 often seek employment during the summer months. In preparation for summer 2018, EIPS will offer various summer school work-experience opportunities to students through off-campus experiences and career internships.
- EIPS will continue to support its teachers in integrating the Alberta Education competencies into project-based learning and assignments.
- The Division will work with schools—counsellors and career planners—to encourage more students to write four or more diploma examinations within three years of entering Grade 10 and will investigate the rationale why some students choose to write less than four.

2

PRIORITY

## Priority 2: Enhance High-Quality Learning and Working Environments



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

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

**Provincial Outcome:** Alberta's children are successful and Alberta's education system is inclusive

ACCOUNTABILITY PILLAR PERFORMANCE MEASURES	RESULTS IN PERCENTAGES					EVALUATION		
	2012-13	2013-14	2014-15	2015-16	2016-17	ACHIEVEMENT	IMPROVEMENT	OVERALL
<b>WELCOMING, SAFE, INCLUSIVE RESPECTFUL AND CARING</b>								
Teachers, parents and students in agreement: students are safe at school, are learning respect for others and are treated fairly in school	87.4	88.1	88.0	87.7	88.1	High	Maintained	Good
Parents who agree teachers care about their child	89.0	87.0	89.0	89.0	88.0	High	Maintained	Good
Students who agree their teachers care about them	79.3	80.0	78.7	79.7	81.3	Intermediate	Improved	Good
Students who agree they are safe at school	83.0	84.3	84.0	83.0	83.7	Intermediate	Maintained	Acceptable
Parents who agree their child is safe at school	91.0	93.0	93.0	93.0	91.0	Very High	Maintained	Very High
Teachers, parents and students who agree each child and youth belongs, is supported and is successful in his or her learning	83.7	83.2	83.2	82.9	83.6	Intermediate	Maintained	Acceptable
<b>CITIZENSHIP</b>								
Teachers, parents and students who are satisfied students model active citizenship	80.8	80.4	79.8	79.8	80.1	Very High	Maintained	Excellent
<b>FOCUS ON LEARNING AND ENGAGEMENT</b>								
Students who find core subjects they are learning at school are useful to them	86.0	81.5	81.5	82.5	82.5	Very High	Maintained	Excellent

STAFF ENGAGEMENT SURVEY PERFORMANCE MEASURES	RESULTS IN PERCENTAGES					EVALUATION		
	2012-13	2013-14	2014-15	2015-16	2016-17	ACHIEVEMENT	IMPROVEMENT	OVERALL
I have the materials and equipment I need to do my work	n/a	n/a	91.0	95.0	93.0	n/a		
The mission, vision and goals of EIPS make me feel my job is important	n/a	n/a	91.0	92.0	93.0			
I receive recognition or praise for doing good work	n/a	n/a	88.0	88.0	89.0			
Someone at work cares about me as a person	n/a	n/a	n/a	96.2	97.5			
Overall, I am satisfied with my school or department as a place to work	n/a	n/a	91.0	91.0	92.9			

## ANALYSIS OF RESULTS

### Background

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

### Results

Last year, EIPS implemented a Board policy and two administrative procedures developed in accordance with changes to the *School Act* to provide direction to schools and support welcoming, caring, respectful and safe learning and working environments. Results from the 2016-17 Accountability Pillar indicate 88.1% of teachers, parents and students agree students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. Also, 88% of parents agree teachers care about their child and 83.6% of teachers, parents and students agree each child and youth belongs, is supported and is successful in his or her learning.

Similarly, the Accountability Pillar results also indicate 83.7% of students feel safe in their school and 91% of parents feel their child is safe at school—the results reaffirm the Division's ongoing efforts to build staff awareness and capacity around promoting positive relationships and preventing bullying. As part of this effort, EIPS continues to participate in health-promotion activities such as Bullying Awareness Week and Pink Shirt Day. In partnership with SHIFT, a University of Calgary project to promote healthy relationships and prevent violence, EIPS also offered resources and professional learning opportunities for secondary health and CALM teachers in Fourth R training. Particularly noteworthy, EIPS also worked with community partners to develop the *Elk Island Violence Threat Risk Assessment (VTRA) Protocol*, which included violence threat risk assessment training to all participating school administrators and counsellors. Additionally, the Supports for Students department expanded its capacity to offer Non-violent Crisis Intervention (NVCi) training opportunities including a NVCi Comprehensive Workshop and NVCi certification by the Crisis Prevention Institute.

In terms of health and wellness, each EIPS school identified a health champion to participate in professional learning opportunities. These champions then developed related plans for the school to promote healthy eating, active living and positive social environments. All Division leaders and school health champions also participated in a two-day school climate workshop.

With respect to enhancing quality learning environments for staff, the Division conducted an EIPS Staff Survey in spring 2017. Based on the survey results, 93% of EIPS staff feel they have the resources and materials needed to do their work; another 93% think the mission, vision and goals of EIPS makes them feel their job is important; 97.5% report feeling someone at work cares about them; and 92.9% are satisfied their school or department is a good place to work. These are strong indicators of staff engagement.

### Opportunities for Growth

In conversations with school principals, mental health and anxiety continue to be areas where students experience difficulties. As such, one of the opportunities for growth continues to be in the provision of supports to schools around the implementation of sexual orientation and gender Identity (SOGI) resources. Other areas are providing more Non-Violent Crisis Intervention training for staff and creating greater access to community resources in rural regions to support mental health and well-being.

### Priority Strategy for Education Plan

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

- The creation of a part-time Healthy Schools consultant position to support the continued implementation of comprehensive school health in Division schools.
- The establishment of a health champion in each school to support, implement and monitor strategies to create and maintain a culture of positive mental health for students. School health champions will participate in mental health literacy training using the Go to Educator training program.
- School counsellors will take part in the Go to Educator program using a train-the-trainer model.
- The development of session relating to health and wellness for parents in the Division.
- The creation of monthly literacy and numeracy tips posted on school and Division websites to support parents in engaging their child's literacy and numeracy development.
- The opportunity for consultants to present to groups of parents, if requested, regarding ways to support a child's growth in the areas of literacy and numeracy.
- The certification of additional NVCi trainers within geographical areas so professional learning opportunities in NVCi are more available to school personnel.
- The co-ordination with government agencies and community partners to provide awareness of, and access to, available resources and professional learning in mental health, bullying and creating welcoming and safe learning environments.
- The support to schools relating to student threat assessment, including additional VTRA training opportunities.



## GOAL 2: Quality Infrastructure for All

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

**Provincial Outcome: The education system is well managed**

PERFORMANCE MEASURES	RESULTS				
	2012-13	2013-14	2014-15	2015-16	2016-17
<b>FACILITIES</b>					
Overall school-utilization rate	n/a	n/a	n/a	74	77
Number of new, replacement or modernization capital projects funded versus requested	n/a	n/a	n/a	1 out of 5	1 out of 4
Approved modular classrooms	n/a	n/a	n/a	9	11
Number of modulars installed and hooked up with occupancy for school startup	n/a	n/a	n/a	9	11
Number of projects completed as part of the Infrastructure Maintenance and Renewal program	n/a	n/a	n/a	103	175
Number of maintenance projects completed	n/a	n/a	n/a	128	212
Number of work orders requested	n/a	n/a	n/a	7,304	8,043
Percentage of work orders completed	n/a	n/a	n/a	100	99.6
<b>TECHNOLOGY</b>					
Number of schools completing the reconfiguring of Active Directory	n/a	n/a	n/a	n/a	38
Number of central office servers migrated to a virtual environment at the Central Data Centre	n/a	n/a	n/a	80	90
Number of school servers migrated to a virtual environment	n/a	n/a	n/a	50	76
Number of schools rewired to Category 6 standards	n/a	n/a	1	3	6
Number of schools funded with evergreening technology	5	5	5	21	24
Number of schools with fibre connections right to the curb	n/a	n/a	11	32	38
<b>TRANSPORTATION</b>					
Number of bus riders at the end of June	7,803	8,541	8,728	8,927	9,304
Number of buses	160	165	150	152	160
Average bus ride time	27.17	28.62	29.71	29.52	28.51
Percentage of buses installed with GPS tracking systems	98	100	100	100	100
Number of parents and students who participated in the Little Elk Island Adventure bus safety program	n/a	n/a	340	395	420

## ANALYSIS OF RESULTS

### Background

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

### Results

During the 2016-17 school year, the Elk Island Public Schools (EIPS) completed preparations for the opening of SouthPointe School, the new K-9 school in Fort Saskatchewan, and completed the modernization of Fultonvale Elementary Junior High. As project manager, the Division also completed the design-phase for Davidson Creek Elementary, the new K-6 school in Sherwood Park. Construction has since begun and the school is slated to open at the start of the 2018-19 school year. Additionally, in March 2016, the Government of Alberta approved funding for the Wye Elementary replacement school.

## Priority 2: Enhance High-quality Learning and Working Environments

To address the enrolment growth pressures, nine modular classrooms opened for operation at the start of the 2016-17 school year. As a result, the Division's utilization rate decreased slightly to 77% from 78%. Eleven more modular classrooms were installed at the end of the 2016-17 school year for the following school year—eight replacement units and three addition units.

In terms of maintenance, operations and custodial projects, EIPS completed 185 during the 2016-17 school year. Of those projects, more than 175 were initiated as part of the Division's annual Infrastructure Maintenance Renewal (IMR) program—totalling \$5,246,099. In addition, 8,043 work requests were received and 8,011 were completed.

Throughout 2016-17, the Division upgraded its Active Directory in 38 schools and all Central Administration departments. The upgrades allowed the Division to remove roaming profiles, increase performance and reliability and present a consistent experience across the Division. Six schools were rewired to Category 6 standards and 38 schools now have fibre connections right to the curb. A total of 24 schools were funded with the evergreening technology—the model was changed to a correction approach—that allowed the Division to fund more schools and make access to current technology more equitable. Overall, the infrastructure upgrades served as the foundation to the delivery of an enhanced and more equitable internet service for all schools. Bandwidth and wireless points were also increased in all EIPS schools to accommodate the growing number of devices.

Transportation is another component of quality infrastructure. In 2016-17, EIPS transported 9,304 students on 160 buses with an average ride time of 28 minutes and 51 seconds. The average ride-time dropped from the year before, despite an increase of 377 students. The Division was able to provide direct bus trips to 63.5% of student riders. As always, safety continued to be a priority as the Division transports its students to and from school. To help facilitate that, all EIPS buses have GPS tracking systems installed on them. Student Transportation also offers a bus safety program called, Little Elk Island Adventure—420 parents and students participated in it during 2016-17.

### Opportunities for Growth

The Division will continue to improve communication between its department, school administrators and all other EIPS departments to ensure it creates and maintains healthy, high-quality learning and working environments and facilities.

The Division is also aiming to have all of its school servers virtualized by the end of the 2017-18 school year. Once virtual, it will decrease the number of servers required in each school for tasks such as printing, storage, applications and imaging. EIPS will also continue to increase wireless access points and replace core switches at Central Administration and schools, as needed.

In terms of student transportation, the Division will continue to monitor GPS data to create efficiencies in its bus routes. It will also

continue to educate students regarding safe transportation practices by delivering the Little Elk Island Adventure program to first-time riders and kindergarten children.

### Priority Strategy for Education Plan

Facility Services will examine its current organizational structure to streamline its communication and workflow processes through one key contact. The individual will facilitate an ability to prioritize work and its completion in a timely manner.

Learning Technologies will replace servers and encourage users to save documents to Google Drive or Microsoft OneDrive. The department will also continue to monitor peak times and high-traffic times to determine the best locations for access points.

EIPS Student Transportation will conduct a system-wide route optimization to find opportunities to continue to provide safe and efficient transportation to EIPS students while operating within the scope of the transportation budget.



## GOAL 3: Build Capacity

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

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

ACCOUNTABILITY PILLAR PERFORMANCE MEASURES	RESULTS IN PERCENTAGES					EVALUATION		
	2012-13	2013-14	2014-15	2015-16	2016-17	ACHIEVEMENT	IMPROVEMENT	OVERALL
Teachers reporting in the past three years to five years the professional learning of in-servicing received from the school authority has been focused, systematic and contributes significantly to their ongoing professional learning	84.1	82.6	83.1	84.8	87.3	Very High	Improved Significantly	Excellent
Teachers reporting over the past three years professional learning opportunities made available through the jurisdiction have been focused on the priorities of the jurisdiction	88.0	91.0	88.0	90.0	91.0	Very High	Improved	Excellent
Teachers reporting over the past three years professional learning opportunities made available through the jurisdiction have effectively addressed their professional learning needs	78.0	79.0	81.0	83.0	85.0	Very High	Improved Significantly	Excellent
Teachers reporting over the past three years professional learning opportunities made available through the jurisdiction have significantly contributed to their ongoing professional learning	78.0	78.0	80.0	82.0	85.0	Very High	Improved Significantly	Excellent
Teachers, parents and students satisfied with the quality of teaching at their school	94.0	95.0	96.0	96.0	97.0	Very High	Improved	Excellent

STAFF ENGAGEMENT SURVEY PERFORMANCE MEASURES	RESULTS IN PERCENTAGES					EVALUATION		
	2012-13	2013-14	2014-15	2015-16	2016-17	ACHIEVEMENT	IMPROVEMENT	OVERALL
There is someone at work who encourages my professional learning	n/a	n/a	92.0	94.0	94.5	n/a		
This last year, I have had opportunities at work to grow	n/a	n/a	93.0	94.0	95.1			
My colleagues are committed to doing quality work	n/a	n/a	88.0	88.0	96.8			
I receive recognition or praise for doing good work	n/a	n/a	88.0	88.0	89.0			

## ANALYSIS OF RESULTS

### Background

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

## Priority 2: Enhance High-quality Learning and Working Environments

### Results

The results from the 2016-17 Accountability Pillar indicate EIPS continues to do an excellent job offering professional learning opportunities that meet the needs of teachers and leadership staff. Ninety-one per cent of certificated staff reported the professional learning made available to them was focused on the priorities of the Division. Similarly, 85% reported the professional learning effectively addressed their professional learning needs and significantly contributed to the ongoing building of their professional and leadership capacity. As such, EIPS received an achievement score of “excellent,” which it attributes to the variety of professional learning opportunities provided throughout the year. For example, new teachers were offered the opportunity to participate in an EIPS-led professional learning conference, Off To A Good Start, which is an annual orientation program. The program features Division staff who provide professional learning to support participants. Also, new teacher cohorts were established to provide ongoing professional learning in literacy and numeracy—the cohort is offered for a period of two years. Feedback from the cohort teachers indicate they feel supported, they know who to speak to when they’re in need of information or feedback and they appreciate the collaborative-learning community established through the cohort meetings. As a result, 97% of teachers, parents and students reported being satisfied with the quality of teaching at their school—an overall achievement rating of “excellent.”



Collaborative work in schools is also promoted as teachers collectively work together in learning hubs. The hubs are highlighted in EIPS’ *Professional Learning Newsletter*, which is shared with schools and EIPS staff at the beginning of each month. In a survey conducted in spring 2017, EIPS teachers, leaders and classified staff indicated they consider the newsletter a valuable way to learn about professional learning opportunities inside and outside of EIPS. Additional collaboration takes place with Human Resources, Learning Technologies, Communication Services and Continuing Education to ensure the Division is meeting the professional learning needs of all EIPS staff members.

Similarly, the results of the EIPS Staff Survey indicate 94.5% of all staff feel their professional learning is encouraged; 95.1% report they have had opportunities at work to grow; 96.8% report

colleagues are committed to doing quality work; and 89% feel staff receive recognition for doing good work. In terms of classified staff, many indicate the Classified Professional Learning Day is an effective tool to learn and work collaboratively with colleagues. In fact, in a survey conducted with classified staff members, 99% of those who responded indicated they felt the 2016-17 Classified Professional Learning Day was an excellent experience and enjoyed the keynote speaker Jody Carrington, a clinical psychologist and motivational speaker, who shared information about the importance of mental health for both students and staff.

The Division also recognizes the importance of leadership and provides many opportunities for staff to grow and thrive as leaders. The Division’s Leadership Development program provides leadership learning opportunities that support both emerging leaders and current leaders in their development and growth. In addition, the Learning Supports team offered EIPS principals and assistant principals a series of professional learning sessions focused on literacy, numeracy and leadership. The series was well received as indicated by both the number of principals who attended, and their positive feedback.

### Opportunities for Growth

Although the Division is pleased with the feedback from staff about professional learning, it’s committed to continuing to improve and refine the professional learning communication process. There are anecdotal instances where teachers have indicated they would have attended a session had they known about it. As a result, in November 2017, the Division is introducing a new professional learning digital-tracking and registration system. The system promises to afford both certificated employees and classified employees the opportunity to register for sessions online. The system will also create a portfolio of professional learning for each staff member. Additionally, the Division will continue to work with its school-lead teachers and administrators to build capacity within EIPS schools and classrooms. In this way, the Division will have less reliance on outside experts and more reliance on its own pool of talented and knowledgeable employees.

### Priority Strategy for Education Plan

Enhancement of professional learning opportunities for all EIPS staff will continue to be a priority for EIPS throughout the 2017-18 school year. Specific strategies include:

- full utilization of the Division’s updated online professional learning platform, Thrive;
- continued publication of internal and external professional learning opportunities;
- continued professional learning in response to student achievement results in literacy and numeracy; and
- continued involvement in the Edmonton Regional Learning Consortium, Alberta Assessment Consortium and Alberta Education’s curriculum co-ordinators leadership group.



## GOAL 4: A Culture of Excellence and Accountability

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

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

ACCOUNTABILITY PILLAR PERFORMANCE MEASURES	RESULTS IN PERCENTAGES					EVALUATION		
	2012-13	2013-14	2014-15	2015-16	2016-17	ACHIEVEMENT	IMPROVEMENT	OVERALL
Teachers, parents and students indicating their schools in their jurisdiction have improved or stayed the same the last three years	80.9	77.9	79.1	80.0	80.2	High	Improved	Good
Teachers, parents and students satisfied with the overall quality of basic education	88.6	87.1	88.5	88.5	89.3	High	Improved	Good
Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career technology, health and physical education	82.1	82.0	82.8	83.4	83.3	Very High	Maintained	Excellent

EIPS PARENT SURVEY PERFORMANCE MEASURES	RESULTS IN PERCENTAGES					EVALUATION		
	2012-13	2013-14	2014-15	2015-16	2016-17	ACHIEVEMENT	IMPROVEMENT	OVERALL
How satisfied are you with the quality of education your child's receiving at his or her school?	n/a	n/a	n/a	91.6	91.4	n/a		
How satisfied are you with the quality of teaching at your child's school?	n/a	n/a	n/a	89.8	89.8			
How satisfied are you with the leadership in your child's school?	n/a	n/a	n/a	83.8	83.6			



## ANALYSIS OF RESULTS

### Background

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

### Results

Over the past five years, the Accountability Pillar data indicates teachers, parents and students are consistently satisfied with the overall quality of education EIPS provides. In fact, in the 2016-17 school year, the results increased to 89.3% from 88.5%. Similarly, the percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies also remained consistent with a satisfaction rate of 83.3%—translating to an achievement rating of “very high.”

Meanwhile, on the EIPS Parent Survey, conducted in winter 2017, 91.4% of parents reported being satisfied with the quality of education their child received at their school; 89.8% reported being satisfied with the quality of teaching; and 83.6% satisfied with the leadership at their child’s school.



During the 2016-17 school year, the Division engaged in a number of initiatives that supported efficiencies within the system. For example, the Division implemented a project centred around transitioning employee files to an online system. It also collaborated with Elk Island Catholic Schools (EICS) to co-ordinate a common age of entry for kindergarten and a concurrent date for kindergarten registration. To facilitate this, Communication Services designed a joint EIPS-EICS kindergarten registration information postcard detailing registration dates, eligibility and where to find more details about kindergarten within each school board. The postcard was distributed to all EIPS and EICS schools, local child care facilities and throughout the community. EIPS also continued use of the online Instructional Support Plan (ISP) template and worked with a focus group of teachers to enhance the template’s functionality to ensure

it reflected programming for students requiring specialized supports and services. In addition, a common year-end report card for kindergarten was implemented by all teachers for the first time in June 2017. As well, elementary schools implemented a digital Communicating Student Learning report card and four secondary schools piloted a digitally accessible junior high report card, which received positive feedback from both staff and parents.

In September 2016, to support evidence-based decision-making, the Division successfully implemented two divisional assessment tools—the STAR 360 Reading and Early Literacy tool and Math Intervention/Programming Instrument (MIPI). Close to 15,000 students completed a minimum of two STAR 360 tests and 12,000 completed the MIPI. The initial rollout required extraordinary collaboration between Learning Supports, Learning Technology, Learning Services, Inclusive Learning and all school teams. Once the benchmark assessments were completed, the task of examining and understanding the data became paramount. The Division played an integral role in assisting school administrators and teachers with data interpretation. In early 2017, it also hosted a series of professional learning sessions for administrators and hosted a Data Day, where approximately 100 school and divisional leaders dug deep into their own school’s Star 360 and MIPI data. Learning Supports consultants led data-focus groups during the day and Brian Perry, a statistician, spoke to the group as a whole to further support participants in the interpretation of data.

With respect to equity, the Board of Trustees established an equity fund to provide additional resources for schools with the greatest need. The funds, totalling \$140,918, were used to support six EIPS to implement projects aimed at leveraging student achievement.

### Opportunities for Growth

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

### Priority Strategy for Education Plan

To meet current- and anticipated-provincial education requirements, EIPS will begin to implement an online registration system for its students. The new system will capture registration data and documentation in digital format beginning with kindergarten children and students new to EIPS. Additionally, the Division will continue to focus on evidence-based decision-making. By using data and research-based best practices that have the greatest impact on student learning. Similarly, professional learning will focus on building staff capacity to further promote and develop a culture of data-informed decision-making with an emphasis on the STAR 360 and MIPI.



3  
Priority

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



## GOAL 1: Parent as Partner

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

**Provincial Outcome: The education system is well governed and managed**

ACCOUNTABILITY PILLAR PERFORMANCE MEASURES	RESULTS IN PERCENTAGES					EVALUATION		
	2012-13	2013-14	2014-15	2015-16	2016-17	ACHIEVEMENT	IMPROVEMENT	OVERALL
Percentage of parents and teachers satisfied with parental involvement in decisions about their child's education	77.9	76.9	77.1	78.1	78.1	Intermediate	Maintained	Acceptable

EIPS PARENT SURVEY PERFORMANCE MEASURES	RESULTS IN PERCENTAGES					EVALUATION		
	2012-13	2013-14	2014-15	2015-16	2016-17	ACHIEVEMENT	IMPROVEMENT	OVERALL
How satisfied are you with the opportunity to be involved in decisions at your child's school?	n/a	n/a	n/a	80.5	79.2	n/a		
There is open and honest communication within my child's school	n/a	n/a	n/a	80.2	79.7			
The school keeps me informed about my child's progress and achievement	n/a	n/a	n/a	86.0	86.1			

## ANALYSIS OF RESULTS

### Background

Elk Island Public Schools (EIPS) values parents and guardians as a child's first teacher and it recognizes working together in partnership is essential for all students to achieve success. Having families trust the school to accept responsibility for the growth and development of each child, is viewed Division wide as both an honour and a privilege. Working to ensure this relationship is strong and productive is foundational to everything EIPS does.

### Results

The 2016-17 Accountability Pillar data indicates 78.1% of EIPS parents and teachers are satisfied with the parental involvement taking place within the Division—a number that aligns with the EIPS Parent Survey conducted in winter 2017. In that survey, 79.2% responded being satisfied with the opportunity to be involved in decisions at their child's school; 79.7% of parents reported there is open and honest communication within their child's school; and 86.1% reported EIPS schools keep parents informed about their child's progress and achievement. Collectively, these results suggest EIPS families are content with their involvement and in their communication with schools.

To further engage EIPS families, the Division co-ordinates an annual Results Review process, which is essentially a forum for schools to

share their individual results, annual plans, successes and challenges with the Board of Trustees and school community. Last year, the overall feedback the Division received from those who attended the Results Review sessions was it offers valuable insight about each EIPS school and the Division as a whole.

**COSC meets seven times a year to discuss topics that impact the Division and education system**

The Division also supports its school councils through the EIPS Committee of School Councils (COSC), where school council representative meet regularly with the Board of Trustees and EIPS senior administration. The group meets seven times a year to discuss topics that impact the Division and the provincial education system. In 2016-17, agenda topics included board policies and administrative procedures, the Three-Year Education Plan, Accountability Pillar results, benchmarking tools, parent engagement, supporting Truth and Reconciliation, school fees, the 2016-17 EIPS draft budget and more. Following the meetings, the school council representatives who attend share what was discussed with their own school council members. In 2016-17, the number of schools represented at each meeting ranged between 21 and 15, totally an average representation of 17 schools at the meetings—up by two from the year previous. Looking ahead, the Division hopes to increase attendance to further enhance parent engagement.



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

Other areas used to elevate the role of parents as partners included various communication strategies. Several public-engagement sessions were organized to collect feedback from EIPS families and its communities on issues such as ongoing infrastructure projects; *Administration Procedure 164*, *Nutrition* and the new attendance boundary area for the northeast quadrant of Sherwood Park. Each school co-ordinated parent conferencing during reporting periods and created opportunities for parent volunteering. The Division also increased the number of subscribers it has on EIPS' various social media channels—on Twitter and Facebook—and assisted many of its schools in establishing a social media presence. In fact, in April of 2017 the Division was named one of the TOP 10 School Board Social Media Engagers in Canada. EIPS also develop 123 news releases, 62 newsletter articles and dozens of email messages written for school-specific audiences. These combined efforts are helping to better inform and educate the communities the Division serves about EIPS schools, programs, students, staff and achievements.

## Opportunities for Growth

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

## Priority Strategy for Education Plan

Fostering even more engagement with EIPS' school families and enhancing the role of parents as partners will continue to be a priority for EIPS throughout the 2017-18 school year. Specific strategies include:

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



## GOAL 2: Supports and Services for Students and Families

**Local Outcome: Community partnerships support the needs of our students**

**Provincial Outcome: The education system is well governed and managed**

PERFORMANCE MEASURES	RESULTS				
	2012-13	2013-14	2014-15	2015-16	2016-17
<b>SUPPORTS AND SERVICES FOR STUDENTS AND FAMILIES</b>					
Percentage of teachers, parents and students satisfied with accessibility, effectiveness and efficiency of programs and services for students in their community (Accountability Pillar)	69.5	70.7	73.5	73.3	71.6
Number of Central Administration partnerships	n/a	n/a	n/a	n/a	197
Number of school partnerships	n/a	n/a	n/a	n/a	89

## ANALYSIS OF RESULTS

### Background

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

### Results

Throughout the 2016-17 school year, many formal and informal partnerships were established Division wide—in schools and with Central Administration. In fact, using data collected in 2016-17, EIPS established or maintained 197 partnerships within its schools and 89 partnerships through the Supports for Students department—numbers that indicates the community is already actively involved in supporting the Division. Most of the school partnerships included community partners and service providers aimed at bringing programs directly into EIPS schools to enhance achievement, wellness, athletics, performing arts, library upgrades and more. The central partnerships were mostly with companies and large service providers with respect to obtaining financial grants, sharing of resources for professional learning and offering Division-level programs to students. Some of the established Central Administration partnerships included:

- Google, which provided a grant to offer professional learning to employees focused on computer science and technology integration in the classroom.
- EIPS established a partnership with Alberta Council for Environmental Education to organize a planning session for teachers participating in the Alberta Green Schools initiative.
- Dow provided a grant to support the Division's Partners for Science program and other STEM initiatives.
- Merit Contractors Association provided funding for new tools and machines in seven EIPS high schools. The tools have allowed for a greater range of Career and Technology Studies (CTS) to be taught to students and more apprentice-level placements.

- Edmonton Motor Dealer Association provided funding to Bev Facey Community High to purchase new mechanic tools and machines.
- Shell supported the power engineering program at Lamont High.
- EIPS offers a dual-credit power engineer four program, in partnership with Northern Light College.
- EIPS hosts Your Future, an annual post-secondary and career fair, co-ordinated in partnership with the Educational Liaison Association of Alberta. Annually, the event brings together more than 40 universities, colleges, polytechnics, private schools and sector experts in one place.
- The Learning Partnership offers numerous career-planning programs for the Division, free of charge.
- EIPS received a grant from Alberta Health Services for a Mental Health Capacity Building project in Vegreville.

According to the 2016-17 EIPS Parent Survey, 71.6% of teachers, parents and students are satisfied with the effectiveness and efficiency of programs and services offered to students in their community. While the result is positive, there is room for growth by being more intentional about the partnerships established, communicating effectively what exists and sharing each partnership outcome.

### Opportunities for Growth

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

### Priority Strategy for Education Plan

EIPS will establish a partnership lead who will intentionally develop an action plan with respect to partnerships and related activities that are based on its improvement areas and the goals outlined in its Three-Year Education Plan. In addition, on a go-forward basis, all partnerships will be tracked, identified by their connection with EIPS' education plan and formally recognized by the Division.

## GOAL 3: Engaged and Effective Governance

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

**Provincial Outcome: The education system is well governed and managed**

PERFORMANCE MEASURES	RESULTS				
	2012-13	2013-14	2014-15	2015-16	2016-17
<b>ADVOCACY</b>					
Number of advocacy areas specifically identified and addressed by the Board of Trustees	n/a	n/a	n/a	n/a	5
Number of advocacy letters sent to the minister of education	n/a	n/a	n/a	n/a	7
Number of formal meetings with the minister of education	n/a	n/a	n/a	n/a	8
Number of formal meetings with Alberta's members of legislature assembly	n/a	n/a	n/a	n/a	7
Number of formal meetings with mayors in EIPS' jurisdiction	n/a	n/a	n/a	n/a	4
Number of media advocacy articles, radio and television interviews	n/a	n/a	n/a	n/a	9

## ANALYSIS OF RESULTS

### Background

Advocating for students, in a manner that affects sustainable funding and shapes educational policy, is a critical role in delivering a strong educational system. Elk Island Public Schools (EIPS) is committed to enhancing policy and practices that best support the learning needs of its students and their successes—from early learning through to high school completion, and beyond.

The Board's role as an education advocate often extends beyond the boundaries of the Division. EIPS Board of Trustees are active in ensuring local, provincial and federal government understand the Division's local issues and advocates strongly for excellence in public education. Each year, the Board of Trustees develop and maintain an advocacy plan and strategically partners with other school boards and associations to strengthen its advocacy efforts.

### Results

Throughout 2016-17, the EIPS Board of Trustees worked diligently to ensure the Division's voice was heard on topics such as sustainable predictable funding, concerns related to capital projects, support for mental health issues amongst students in kindergarten to Grade 12, the carbon levy and funding student transportation. To do this, trustees took an active role to increase public awareness around the five advocacy topics through increasing its profile with the media, government, industry associations, Division families and surrounding community.

To support the Board of Trustees' advocacy plan year-long, various interviews were secured with both local and mainstream media. The Board Chair conducted interviews with *Sherwood Park News*, *Fort Saskatchewan Record*, *Lamont Leader*, Mix 107 Radio, CBC Television, CBC Radio, and CTV. In fact, 50 key messages were

developed relating to the Board's advocacy efforts. Ongoing board columns were also published in four local newspapers.

In addition, messaging was heard during many association and education-based meetings including the Alberta School Boards Association, the Rural Caucus of Alberta School Boards and at various provincial consultation sessions. The Board also shared its successes, challenges and concerns with all levels of government—federal, provincial and municipal. Not only did the Board foster an understanding of EIPS needs and the issues facing education, it also developed respectful and productive working relationships with other elected officials.

Some of the initiatives undertaken in the 2016-17 school year included an advocacy letter to the prime minister and seven to Alberta's minister of education, eight formal meetings with the minister of education, seven formal meetings with Alberta's members of legislative assembly and four formal meetings with mayors in the jurisdiction. Numerous informal meetings were also held with the provincial government and the municipal governments in the communities EIPS serves. Additionally, the Board provided input into the Education Act, Curriculum Redesign and the *Municipal Government Act*.

The Board of Trustees strives for good communication with its constituents and encourages parents and other community members to participate in the school system. As such, trustees presented monthly Board Reports at school council meetings, the Committee of School Council meetings and at the regular Board meetings. Additionally, they've sought feedback through surveys, forums and public-consultation meetings. Ultimately, the ongoing relationships the Board has built with the various levels of government and its community has helped to foster a greater understanding region-wide around EIPS needs, and has served to make education a high priority in the province.

## Opportunities for Growth

While the Board has developed strong productive working relationships with various elected officials, the recent municipal elections present an area of growth for the Board in establishing and building relationships with the newly elected mayors and councillors in the communities EIPS serves. Building cohesive relationships with the newly elected representatives, will help to maintain regular dialogue and support the continued understanding and consensus in the community on issues that require collaboration to formulate workable solutions.

## Priority Strategy for Education Plan

Identifying issues and advocating on behalf of EIPS and provincial education will continue to be a priority in the 2017-18 school year. Specific strategies include:

- Promoting effective communication and building relationships with the newly elected mayors and councilors in the community.
- Developing and maintaining a focused advocacy plan for the 2017-18 school year.
- Strategically partnering with organizations and other school boards to enhance advocacy efforts for the 2017-18 plan.
- Continue to meet with all levels of government to advocate, engage and participate in consultations to ensure EIPS voice is heard.
- Continue to work with media to ensure key messages and advocacy areas are strategically in the hands of the public and decision-makers.
- Develop new initiatives to continue to engage and mobilize the Division's families and school communities.





## 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 2016-17

A year-end deficit of \$7,000 lowered the Accumulated Surplus to \$23.7 million. Accumulated surplus is the primary indicator of the financial resources EIPS has available to provide future services. Accumulated surplus includes investment in Board-funded tangible capital assets (\$5.5 million), unrestricted surplus, operating reserves (\$17 million) and capital reserves (\$1.2 million).

Operating reserves of \$8.8 million are designated for use by schools and departments to support future years and for specific initiatives approved by the Board. The unallocated Division reserve, which is \$8.2 million, or 4.2%, provides financial stability for the Division. The minimum level is 2% of the EIPS budget or approximately \$4 million.

The balance of capital reserves at Aug. 31, 2017 is \$1.2 million. These reserves are for the purchase of future unsupported capital assets.

Revenue exceeded budget by \$2.9 million, primarily because of increased instructional funding as a result of enrolment increases and funding for Infrastructure and Maintenance Renewal projects and supported amortization.

Expenses were \$1.3 million less than budgeted, primarily the result of savings achieved on the standard cost conversion and originally budgeted expenses not being incurred by schools and departments.

Instruction spending comprises 78.8% of the total budget and 80.7% when capital is excluded, which equates to \$9,369 per student.

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

### School Generated Funds

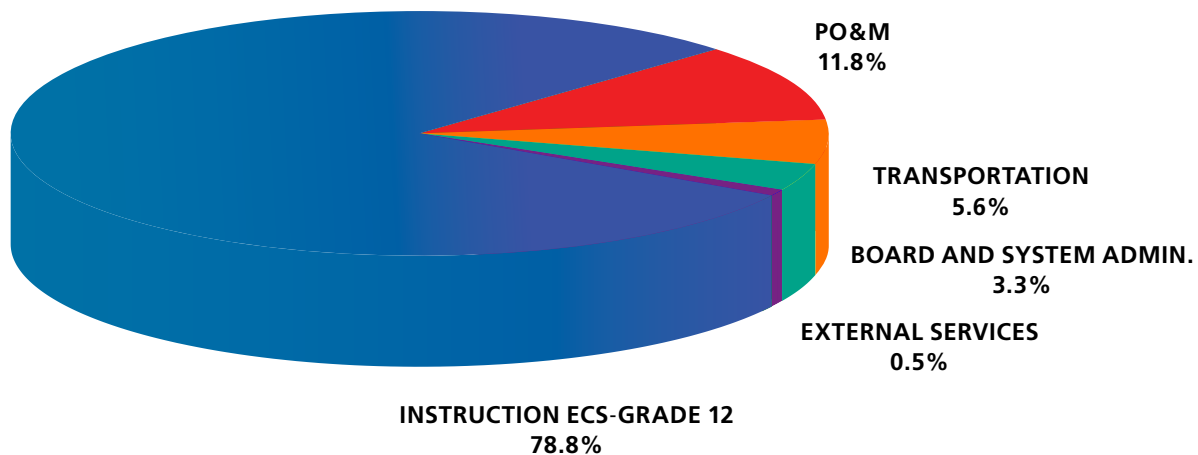
Unexpended school generated funds (SGF) were \$1.8 million at Aug. 31, 2017. SGF revenues in the year were \$6.6 million comprised of:

- fees of \$3.1 million—for example field trips, athletics, noon-hour supervision;
- sales and services of \$2.4 million—for example, cafeteria and food programs, graduation;
- fundraising of \$400,000; and
- donations and grants of \$700,000.

SGF expenses during the year totalled \$6.9 million.

More information about EIPS' audited financial statements is available at [www.eips.ca/about-us/financial-information/audited-financial-statements](http://www.eips.ca/about-us/financial-information/audited-financial-statements)

### 2016-17 Expenses by Program



## Budget Summary

The 2017-18 budget has an operating deficit of \$4.9 million, which is offset by operating reserves. Revenue increased by \$2 million to \$202.4 million while expenses increased by \$3.6 million to \$207.2 million from the 2017-18 spring budget.

The new targeted Classroom Improvement Fund (CIF) grant approved after the spring budget (\$2 million) is to improve student experiences in the classroom. School projects included increased teaching and non-teaching staff in the classroom, professional learning and classroom materials and equipment.

### ACCUMULATED SURPLUS IS PROJECTED TO BE \$18.8 MILLION AT AUG. 31, 2018 AND IS COMPRISED OF:

- \$12 million in operating reserves
  - schools and Central Administration, \$3.6 million
  - Division allocated, \$3 million
  - Division unallocated, \$5.4 million or 2.6%
- NOTE: Minimum level is 2% of the EIPS budget or approximately \$4 million
- \$700,000 in capital reserves
- \$6.1 million investment in Board-funded tangible capital assets

### ITEMS TO BE FUNDED FROM CAPITAL RESERVES INCLUDE:

- \$500,000 for a parking lot at Ardrossan and \$400,000 for aging equipment at schools

### STUDENT ENROLMENT IS 17,147 AS OF SEPT. 30, 2017

- A decrease of 218 students, 1.26%, from what was anticipated in the 2017-18 spring budget
- A reduction of three students, 0.02%, from Sept. 30, 2016.

### STAFF INCREASED TO 1,440.03 FTE

#### (CERTIFICATED 936.40 FTE, CLASSIFIED 503.63 FTE)

- An increase of 16.28 FTE, 1.1%, from the 2017-18 spring budget
- An increase of 20.19 FTE, 1.4%, from the 2016-17 fall budget

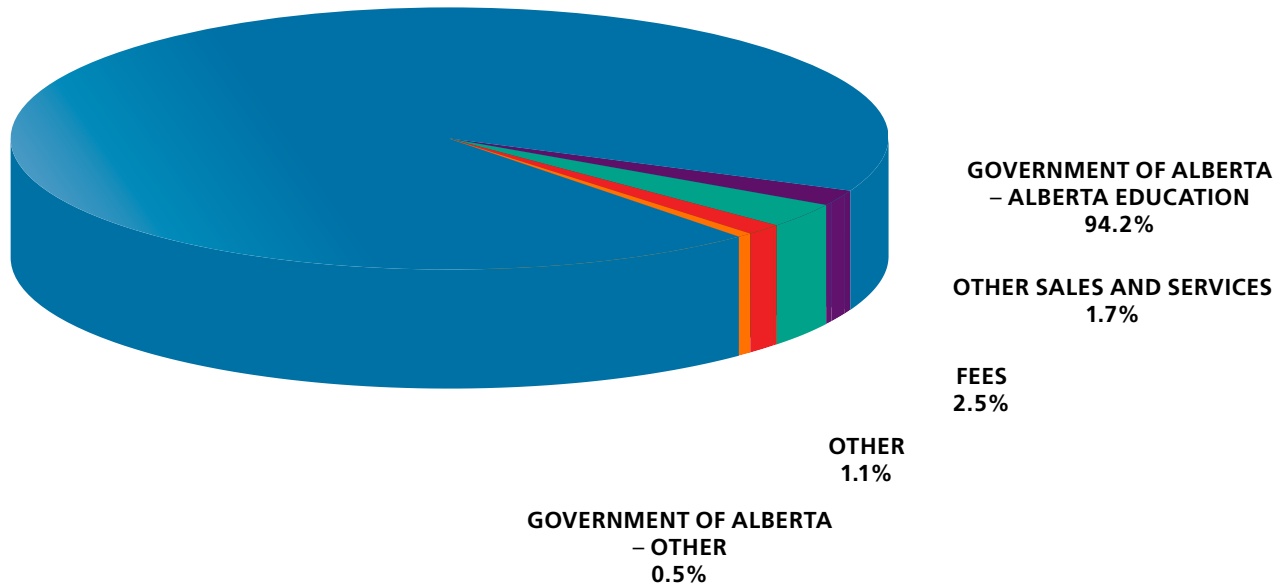
## Compensation

- No economic increase is projected—all staff salaries have a 0% increase. Inflationary salary costs are related to grid movement and benefit costs.
- Instruction spending comprises 78.1% of the total budget and 80.4% when capital is excluded, which equates to \$9,772 per student.
- Board system and administration spending is 3.4% of total expenses, which is below the 3.6% maximum imposed by Alberta Education.

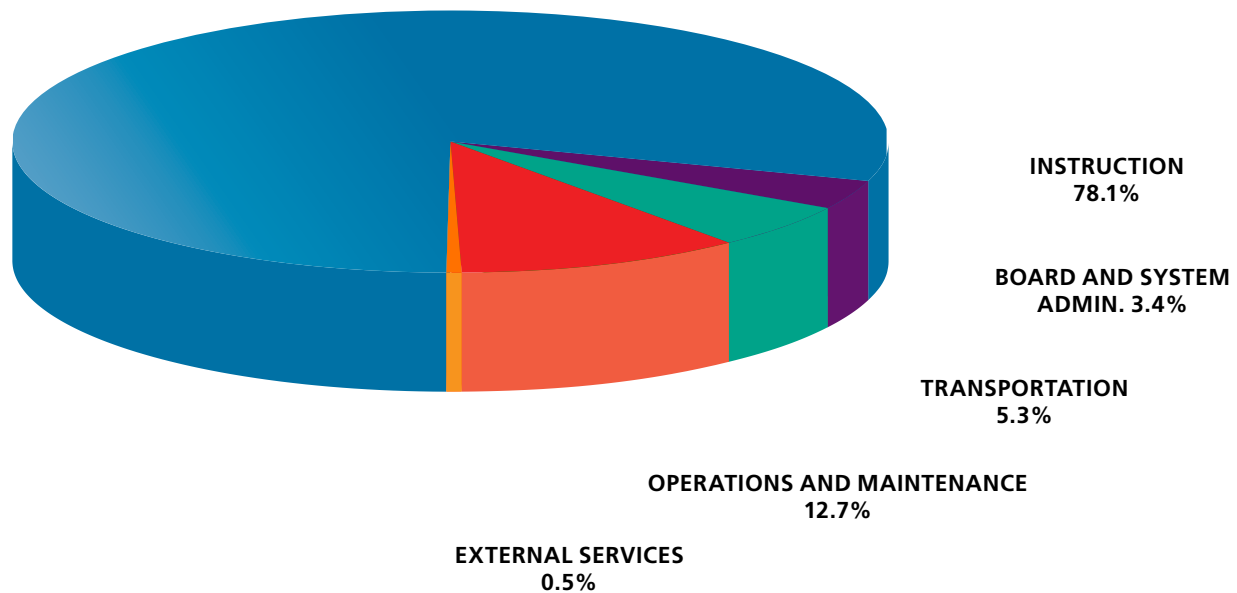
STATEMENT OF REVENUES AND EXPENSES	2017-18 SPRING BUDGET	2017-18 FALL BUDGET	\$ CHANGE	% CHANGE
<b>REVENUES</b>				
Government of Alberta – Alberta Education	188,639	190,594	\$1,955	1.0%
Government of Alberta – Other	813	955	142	17.5%
Fees	5,319	5,069	(250)	(4.7%)
Other Sales and Services	3,323	3,423	100	3.0%
Other	2,302	2,321	19	0.8%
	200,396	202,362	1,966	1.0%
<b>EXPENSES</b>				
Instruction	158,762	161,885	3,123	2.0%
Operations and Maintenance	26,119	26,350	231	0.9%
Transportation	10,999	10,995	(4)	(0.0%)
Board and System Administration	6,741	6,951	210	3.1%
External Services	1,063	1,060	(3)	(0.3%)
	203,684	207,241	3,557	1.7%
<b>OPERATING SURPLUS/(DEFICIT)</b>	(3,288)	(4,879)	(1,591)	48.4%

\*ALL DOLLAR AMOUNTS ARE EXPRESSED IN THOUSANDS

## 2017-18 Revenues



## 2017-18 Expenses



## Capital and Facility Projects

### **FACILITY SERVICES IS ACTIVELY INVOLVED IN SEVERAL SCHOOL CAPITAL CONSTRUCTION PROJECTS—TOTTALLING MORE THAN \$62.3 MILLION. PROJECTS COMPLETED OR CURRENTLY IN PROGRESS INCLUDE:**

- The modernization of Fultonvale Elementary Junior High was completed in June 2016.
- SouthPointe School, the K-9 school in Fort Saskatchewan, officially opened to students on Aug. 30, 2017.
- Ardrossan Elementary's replacement school is scheduled to be complete in January 2018.
- Davidson Creek Elementary is scheduled to be complete in summer 2018.
- Wye Elementary's replacement school is scheduled to be complete in early 2020.
- A total of 11 modular units were installed—eight at Wes Hosford Elementary, two at Mills Haven Elementary and one at Fultonvale Elementary Junior High—to either accommodate growth or replace older units deemed unsuitable.

Throughout all projects the Division ensures it follows Alberta Infrastructure processes and government bylaws—municipal, provincial and federal.

EIPS' Three-Year Capital Plan and 10-Year Capital Plan is available at [www.eips.ca/about-us/planning-and-results](http://www.eips.ca/about-us/planning-and-results).

## Parent Involvement

The 2016-17 diploma examination results, PAT results, and five-year achievement trends were shared with the Committee of School Councils at the November 2017 meeting. Additionally, the *Combined Education Plan and Annual Education Results Report 2016-17* is being shared with the group at the meeting in January 2018. At the school level, achievement results were shared with school councils in October and November of 2017. School councils were also given the opportunity to provide input into their school education plans.

## Timelines and Communication

EIPS strives to ensure its families and communities can easily access the *Combined Education Plan and Annual Education Results Report 2016-17*. The report is available from any member of the Board of Trustees or the Office of the Superintendent. It's also available online at [www.eips.ca](http://www.eips.ca).

Additional supplementary information, including measure details for all performance measures and the the Division's "2016-17 Average Class Size Report" is posted on the EIPS website under [Planning and Results](#).

## Whistleblower Protection

Section 32 of the *Public Interest Disclosure Act* (2013) requires all school authorities to include an annual report of disclosures in its Annual Education Results Report. During the 2016-17 school year, there were no disclosures within EIPS.

For a copy of the legislation or for more information and resources, visit the Public Interest Commissioner's website at [www.yourvoiceprotected.ca](http://www.yourvoiceprotected.ca).





# APPENDICES

## Appendix A

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

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

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

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

### NOTES

- 1The range of values at each evaluation level is interpreted as greater than or equal to the lower value and less than the higher value. For the "Very High" evaluation level, values range from greater than or equal to the lower value to 100%.
2. Participation in Provincial Achievement Test was impacted by the flooding in June 2013, Grade 9 only, and by the fires in May and June of 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. 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.

**IMPROVEMENT TABLE**

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

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

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

**OVERALL EVALUATION TABLE**

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

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

## Appendix B

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

COURSE	MEASURE Acceptable Standard (A) Standard of Excellence (E)	ELK ISLAND PUBLIC SCHOOLS REG DIV 14						ALBERTA				
		Achievement	Improvement	Overall	2017		Prev 3 Yr Avg		2017		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 6	A	Very High	Improved	Excellent	1,227	92.2	1,214	90.9	49,572	82.5	46,989	82.5
	E	Very High	Maintained	Excellent	1,227	24.1	1,214	25.1	49,572	18.9	46,989	19.2
French Language Arts 6	A	Intermediate	Maintained	Acceptable	101	90.1	98	87.0	3,185	85.1	2,864	87.7
	E	Intermediate	Maintained	Acceptable	101	13.9	98	11.7	3,185	13.5	2,864	14.4
Français 6	A	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	92.1	524	90.3
	E	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	21.6	524	16.5
Mathematics 6	A	High	Declined	Acceptable	1,226	80.7	1,213	82.9	49,507	69.4	46,906	73.0
	E	Intermediate	Maintained	Acceptable	1,226	17.8	1,213	18.3	49,507	12.6	46,906	14.5
Science 6	A	High	Maintained	Good	1,226	88.4	1,213	87.6	49,501	76.9	46,914	76.7
	E	Very High	Improved Significantly	Excellent	1,226	42.0	1,213	36.4	49,501	29.0	46,914	25.8
Social Studies 6	A	Very High	Improved Significantly	Excellent	1,226	85.3	1,213	80.2	49,485	72.9	46,903	70.5
	E	Very High	Improved Significantly	Excellent	1,226	32.3	1,213	25.3	49,485	21.7	46,903	18.9
English Language Arts 9	A	High	Maintained	Good	1,202	86.1	1,174	85.5	45,487	76.8	43,746	76.3
	E	High	Maintained	Good	1,202	17.6	1,174	18.7	45,487	14.9	43,746	14.9
English Lang Arts 9 KAE	A	Intermediate	Maintained	Acceptable	32	62.5	32	68.7	1,428	58.8	1,576	61.9
	E	Intermediate	Maintained	Acceptable	32	9.4	32	5.6	1,428	5.9	1,576	4.8
French Language Arts 9	A	Intermediate	Maintained	Acceptable	74	83.8	56	86.7	2,763	83.1	2,625	85.1
	E	Low	Maintained	Issue	74	5.4	56	9.0	2,763	11.2	2,625	10.7
Français 9	A	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	88.9	392	87.0
	E	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	26.1	392	21.6
Mathematics 9	A	High	Intermediate	Good	1,188	77.5	1,158	75.2	45,020	67.2	43,295	66.7
	E	High	Maintained	Good	1,188	19.4	1,158	19.9	45,020	19.0	43,295	17.6
Mathematics 9 KAE	A	High	Maintained	Good	45	80.0	47	82.3	1,848	57.5	2,026	61.8
	E	Intermediate	Maintained	Acceptable	45	15.6	47	18.1	1,848	13.3	2,026	14.0
Science 9	A	Very High	Maintained	Excellent	1,202	82.4	1,172	82.9	45,445	74.0	43,808	73.8
	E	Very High	Declined	Good	1,202	26.0	1,172	28.9	45,445	21.4	43,808	22.4
Science 9 KAE	A	High	Maintained	Good	31	80.6	32	85.7	1,440	63.9	1,547	64.1
	E	High	Maintained	Good	31	22.6	32	25.8	1,440	13.3	1,547	14.8
Social Studies 9	A	High	Improved	Good	1,204	76.4	1,170	74.3	45,484	67.0	43,722	65.1
	E	Very High	Maintained	Excellent	1,204	24.7	1,170	24.1	45,484	20.2	43,722	19.2
Social Studies 9 KAE	A	Intermediate	Maintained	Acceptable	31	64.5	35	74.9	1,393	56.3	1,533	59.0
	E	Intermediate	Maintained	Acceptable	31	16.1	35	18.1	1,393	12.7	1,533	11.2

#### NOTES

1. Data values are suppressed where the number of respondents or students is fewer than six. Suppression is marked with an asterisk (\*).
2. Achievement Evaluation is not calculated for courses that don't have sufficient data available, either because of too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013, Grade 9 only, and by the fires in May and June of 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



## Appendix C

### ACCOUNTABILITY PILLAR MEASURE EVALUATION REFERENCE (DIPLOMA EXAMINATIONS)

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

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

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

### NOTES

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

## Appendix C

### IMPROVEMENT TABLE

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

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

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

### OVERALL EVALUATION TABLE

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

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

## Appendix D

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

COURSE	MEASURE Acceptable Standard (A) Standard of Excellence (E)	ELK ISLAND PUBLIC SCHOOLS REG DIV 14						ALBERTA				
		Achievement	Improvement	Overall	2017		Prev 3 Yr Avg		2017		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	A	High	Maintained	Good	800	92.3	783	92.4	30,150	86.5	28,895	87.0
	E	High	Improved	Good	800	13.1	783	11.5	30,150	11.7	28,895	11.3
English Lang Arts 30-2	A	High	Maintained	Good	460	94.6	459	95.3	16,797	89.5	16,361	89.2
	E	High	Maintained	Good	460	14.8	459	16.2	16,797	11.4	16,361	12.2
French Lang Arts 30-1	A	Very High	Maintained	Excellent	25	100.0	20	100.0	1,375	94.7	1,256	95.3
	E	Low	Maintained	Issue	25	4.0	20	4.2	1,375	9.4	1,256	11.0
Français 30-1	A	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	98.1	140	98.0
	E	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	18.6	140	22.2
Mathematics 30-1	A	n/a	n/a	n/a	480	74.0	543	73.8	20,371	73.1	20,934	74.0
	E	n/a	n/a	n/a	480	30.0	543	23.6	20,371	30.7	20,934	28.5
Mathematics 30-2	A	n/a	n/a	n/a	396	78.0	396	77.3	14,327	74.7	12,738	73.6
	E	n/a	n/a	n/a	396	17.7	396	15.1	14,327	15.9	12,738	15.8
Social Studies 30-1	A	Intermediate	Declined Significantly	Issue	692	85.4	682	89.2	22,249	86.0	21,875	85.9
	E	Intermediate	Maintained	Acceptable	692	14.2	682	14.4	22,249	14.8	21,875	14.9
Social Studies 30-2	A	Intermediate	Maintained	Acceptable	488	86.5	508	86.5	20,054	80.6	19,579	82.1
	E	Low	Declined	Issue	488	8.4	508	10.5	20,054	12.6	19,579	13.5
Biology 30	A	High	Maintained	Good	674	85.8	635	87.4	22,993	84.2	21,843	85.4
	E	Very High	Maintained	Excellent	674	33.5	635	31.4	22,993	32.3	21,843	32.4
Chemistry 30	A	High	Maintained	Good	461	82.9	527	81.2	18,751	83.1	19,161	81.7
	E	Very High	Improved Significantly	Excellent	461	41.0	527	28.5	18,751	38.6	19,161	34.6
Physics 30	A	High	Improved	Good	310	87.7	290	84.9	9,952	85.7	10,553	84.3
	E	Very High	Improved Significantly	Excellent	310	44.5	290	32.8	9,952	41.8	10,553	36.6
Science 30	A	Intermediate	Declined	Issue	241	83.4	196	87.7	9,323	84.9	7,914	84.4
	E	High	Maintained	Good	241	26.1	196	25.3	9,323	28.4	7,914	26.6

#### NOTES

1. Data values are suppressed where the number of respondents or students is fewer than six. Suppression is marked with an asterisk (\*).
2. Achievement evaluation is not calculated for courses that don't have sufficient data available, either because of too few jurisdictions offering the course or because of changes in examinations.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1 and Mathematics 30-2, as equating wasn't in place until the 2016-17 school year. Alberta Education doesn't comment on province-wide trends until it has five years of equated examination data.
4. Participation in diploma examinations was impacted by the flooding in June 2013 and by the fires in May and June of 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

