ELK ISLAND PUBLIC SCHOOLS

Combined Education Plan and Annual Education Results Report 2015

Elk Island
Public Schools

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Message from the Board Chair

Our 2014-2015 Annual Education Results Report highlights information required by Alberta Education and celebrates how the Division, as a whole, is developing our students to achieve the best possible outcomes.

At Elk Island Public Schools (EIPS), we are committed to providing our students with a high-quality education through a variety of programs and services. The report showcases this commitment and outlines how we are fostering educational excellence, supporting learning achievement, and developing young people with the skills and knowledge needed to prepare them for a lifetime of success.

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

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

Trina Boymook, *Chair, Board of Trustees*

Message from the Superintendent

It is a pleasure to share with you the 2014-2015 Annual Education Results Report for Elk Island Public Schools (EIPS). This report reflects the successes of our students over the past year as well as opportunities for growth, our Division's commitment to providing exceptional public education for all students, and our commitment to fostering educational excellence.

At EIPS, we pride ourselves on meeting the educational needs of all students through offering a wide variety of programs and services designed to prepare students to be successful, productive, and contributing citizens. Based on the belief that our school system must be continuously improving, we strive to be innovative and flexible to meet the needs of our students and remain committed to the ongoing monitoring and evaluation of our practices to ensure we are providing the best possible educational opportunities. In so doing, we analyze our results and develop comprehensive plans that guide our decisions which support our students.

We are particularly proud of the collaborative approach that has been fostered with our students, teachers, administrators, support staff, parents, and communities. These positive relationships have allowed us to rally together behind one clear vision: to help our students achieve success. Looking ahead we will continue to work together to support a common vision of promoting growth and success of all students.

Mark Liguori, *Superintendent*

accountability

The Annual Education Results Report for EIPS for the 2014-2015 school year was prepared under the direction of the Board in accordance with the responsibilities under the *School Act* and the *Fiscal Management Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the jurisdiction can acquire the knowledge, skills, and attitudes they need to be self-reliant, responsible, caring, and contributing members of society. This Annual Education Results Report for 2014-2015 was approved by the Board on November 26, 2015.

Alberta Education Goals and Outcomes 2014-2017

GOAL 1

AN EXCELLENT START TO LEARNING
- Children are reaching emotional, social, intellectual, and physical development milestones and are ready for school.

GOAL 2

SUCCESS FOR EVERY STUDENT
- Students achieve Alberta's student learning outcomes.
- Students demonstrate proficiency in literacy and numeracy.
- Students demonstrate citizenship and entrepreneurship.
- The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.

GOAL 3

QUALITY TEACHING AND SCHOOL LEADERSHIP
- Teacher preparation and professional growth focus on the competencies needed to help students learn.
- Effective learning and teaching is achieved through collaborative leadership.

GOAL 4

ENGAGED AND EFFECTIVE GOVERNANCE
- The education system demonstrates collaboration and engagement.
- Students and communities have access to safe and healthy learning environments.

Elk Island Public Schools' Goals and Outcomes 2012-2015

GOAL 1

STUDENTS HAVE ENGAGING AND COLLABORATIVE LEARNING EXPERIENCES THAT PREPARE THEM TO BE ACTIVE, CREATIVE, KNOWLEDGEABLE PARTICIPANTS IN OUR GLOBAL SOCIETY.
- Instructional design challenges and engages each student.
- Innovative learning environments offer options for student learning.
- Students have seamless, equitable access to learning experiences.
- Parents and community partners are meaningfully engaged.

GOAL 2

STUDENTS HAVE ENGAGING AND COLLABORATIVE LEARNING EXPERIENCES THAT PREPARE THEM TO BE CRITICAL THINKERS AND PROBLEM-SOLVERS.
- Instructional design challenges and engages each student.
- Innovative learning environments offer options for student learning.
- Parents and community partners are meaningfully engaged.

GOAL 3

STUDENTS ARE GLOBAL CITIZENS WHO RESPECT AND VALUE DIVERSITY.
- Students respect the rights and beliefs of others within local and global communities.
- Students understand that their actions and attitudes have an impact on themselves, their schools, their community and their world.
- Collaborative learning sites are used to provide safe opportunities for students to share and create content with students in other local, provincial, national and/or global regions.
- Parents and community partners are meaningfully engaged.

GOAL 4

ALL STUDENTS HAVE THEIR INDIVIDUAL NEEDS MET WITHIN INCLUSIVE LEARNING ENVIRONMENTS.
- Students have seamless, equitable access to learning experiences.
- Instructional design accommodates student diversity.
- Resources and programming ensure opportunities for student success.
- Parents and community partners are meaningfully engaged.

[vision] To inspire a passion for lifelong learning.

mission

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

belief statements

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

- We are a student-centred learning organization.

- We offer welcoming, caring, and safe places to learn and work.

- Integrity, honesty, and respect are fundamental in all we do.

- Every student can learn and experience success.

- We make decisions in the best interests of all students.

- Flexible and engaging learning environments are essential to our students' successes.

- Partnerships are key in meeting the needs of students.

Profile of the School Division

EIPS is one of the largest school Divisions in Alberta, serving approximately 16,900 students from Kindergarten to Grade 12. The system has 42 schools located in Sherwood Park, the City of Fort Saskatchewan, the Town of Vegreville, Strathcona and Lamont counties, and the western portion of the County of Minburn. EIPS currently employs approximately 900 full-time equivalent (FTE) teachers and 570 FTE non-teaching staff.

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

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

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

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

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

Students have engaging and collaborative learning experiences that prepare them to be active, creative, knowledgeable participants in our global society.

Students have engaging and collaborative learning experiences that prepare them to be critical thinkers and problem-solvers.

2014-2015 IS THE FINAL YEAR OF THE 2012-2015 ELK ISLAND PUBLIC SCHOOLS' (EIPS) THREE YEAR EDUCATION PLAN. THIS PLAN CONSISTS OF FOUR GOALS. THE GOALS ARE STUDENT-CENTRED AND WERE DEVELOPED THROUGH A COLLABORATIVE PROCESS WITH TRUSTEES, LEADERS, STUDENTS, AND PARENTS.

Students are global citizens who respect and value diversity.

All students have their individual needs met within inclusive learning environments.

Combined 2015 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	Good	Safe and Caring	88.0	88.1	87.6	89.2	89.1	88.9	High	Maintained	Good
Student Learning Opportunities	Excellent	Program of Studies	82.8	82.0	82.1	81.3	81.3	81.2	Very High	Improved	Excellent
		Education Quality	88.5	87.1	88.1	89.5	89.2	89.5	High	Maintained	Good
		Drop Out Rate	2.8	2.2	2.6	3.4	3.3	3.3	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	80.0	81.7	79.0	76.4	74.9	74.6	High	Maintained	Good
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	82.8	82.8	83.3	73.0	73.1	73.9	High	Maintained	Good
		PAT: Excellence	24.2	24.5	24.4	18.8	18.4	18.9	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	89.1	88.5	86.8	85.2	85.5	84.6	High	Improved Significantly	Good
		Diploma: Excellence	20.0	19.8	18.9	21.0	21.1	20.0	High	Maintained	Good
		Diploma Exam Participation Rate (4+ Exams)	56.7	60.3	59.8	54.9	50.5	54.4	High	Declined	Acceptable
		Rutherford Scholarship Eligibility Rate	62.0	62.2	61.1	61.2	60.9	61.3	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	62.6	61.3	63.9	59.8	59.2	59.0	High	Maintained	Good
		Work Preparation	79.0	76.4	76.7	82.0	81.2	80.4	High	Improved	Good
		Citizenship	79.8	80.4	80.2	83.5	83.4	83.1	High	Maintained	Good
Parental Involvement	Acceptable	Parental Involvement	77.1	76.9	77.3	80.7	80.6	80.2	Intermediate	Maintained	Acceptable
Continuous Improvement	Good	School Improvement	79.1	77.9	79.4	79.6	79.8	80.1	High	Maintained	Good

NOTES

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).

2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.

3. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.

4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Elk Island Public School Division: **GOAL 1**

Students have engaging and collaborative learning experiences that prepare them to be active, creative, knowledgeable participants in our global society.

OUTCOMES	STRATEGIES	PERFORMANCE INDICATORS
Instructional design challenges and engages each student.	• Develop a Kindergarten through Grade 12 literacy framework • Re-design of professional learning and collaboration across the Division • Targeted professional learning in the following areas: differentiation (process, content, and product), project based instructional strategies, and integration of technology into instructional practice • Increased collaborative planning opportunities within and across schools • Opportunities for Division-wide student activities (e.g. Student Conference, ElkFest, Scratch Day) • Recruitment, retention, and development of high quality staff	**TELL THEM FROM ME SURVEY** • Intellectual Engagement • Effective Learning Time • Relevance • Rigour **ACCOUNTABILITY PILLAR SURVEY** • Percentage of students who find their work interesting and challenging • Percentage of students who agree that their teachers care about them • Percentage of teachers, parents, and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years **LOCAL SURVEY** • Percentage of teachers who agree that the integration of technology enhances their teaching practice • Percentage of teachers who agree that students are enthusiastic about their learning
Innovative learning environments offer options for student learning.	• Implement innovative learning environments • Collaborative learning • Extended learning opportunities • Gamified learning	**STUDENT ACHIEVEMENT**
Students have seamless, equitable access to learning experiences.	• A comprehensive technology infrastructure for learning is in place • Define minimum technology standards in schools • Reliable network, Wi-Fi, and bandwidth • Continuation of Technology Evergreening Initiative • Monitoring of, and improvement in, wireless access in all schools	**NUMBER OF SCHOOLS MEETING MINIMUM TECHNOLOGY STANDARDS** **EVALUATION OF SYSTEM TECHNOLOGY INFRASTRUCTURE FOR LEARNING**
Parents and community partners are meaningfully engaged.	• Webinars/workshops related to innovative learning environments and understanding of technology access and uses in schools • Improved parental access to digital information about student progress (e.g. PowerSchool, elementary report card)	**ACCOUNTABILITY PILLAR SURVEY** • Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education **COMMITTEE OF SCHOOL COUNCILS AND SCHOOL COUNCIL INVOLVEMENT**

Elk Island Public School Division: **GOAL 2**

Students have engaging and collaborative learning experiences that prepare them to be critical thinkers and problem-solvers.

OUTCOMES	STRATEGIES	PERFORMANCE INDICATORS
Instructional design challenges and engages each student.	• Re-design of professional learning and collaboration across the Division • Targeted professional learning in the following areas: differentiation (process, content, and product), project based instructional strategies, and integration of technology into instructional practice • Increased collaborative planning opportunities within and across schools • Recruitment, retention, and development of high quality staff	**TELL THEM FROM ME SURVEY** • Intellectual Engagement • Effective Learning Time • Relevance • Rigour **ACCOUNTABILITY PILLAR SURVEY** • Percentage of teachers, parents, and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. • Percentage of teachers, parents, and students satisfied with the overall quality of basic education. • Percentage of students who find their work interesting and challenging • Percentage of students who agree that their teachers care about them • Percentage of teachers, parents, and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years **LOCAL SURVEY** • Percentage of teachers who agree that students are enthusiastic about their learning • Percentage of teachers who agree that the integration of technology enhances their teaching practice
Innovative learning environments offer options for student learning.	• Implement innovative learning environments • Collaborative learning • Extended learning opportunities • Gamified learning	**STUDENT ACHIEVEMENT**
Parents and community partners are meaningfully engaged.	• Webinars/Workshops related to critical thinking, problem solving, and new curriculum development	**ACCOUNTABILITY PILLAR SURVEY** • Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education **COMMITTEE OF SCHOOL COUNCILS AND SCHOOL COUNCIL INVOLVEMENT**

PROJECT-BASED LEARNING

EIPS teachers continued to use Project-Based Learning (PBL) as an instructional tool in their teaching toolbox. PBL is a multi-disciplinary approach where students learn knowledge and skills by collaboratively working on a real-world problem or project. When designing for PBL, teachers focus on the key learning outcomes and competencies that they want the students to understand and develop as they move through the challenge. Teachers guide and facilitate the learning of the students throughout the process and ensure that in the various components of the project students will have opportunities for inquiry and to discover the intended learning outcomes.

ASSESSMENT/NEW ELEMENTARY REPORT CARD

Collaborative work continued among learning partners, with the goal of piloting a new elementary report card "Communicating Student Learning" in 11 elementary schools. The new report card is a digital, outcomes-based reporting tool which will report not only academic and learner outcomes, but will also provide parents with information about academic and learner attribute strengths, and suggestions for "next steps" in student learning. Full implementation of the new report card will occur in September 2016. As a result of the work, parents will have 24/7 digital access to their child's report card and will also be able to print and share the report card as they wish. The jurisdiction also successfully managed and reported provincial Student Learning Assessments (SLAs), Provincial Achievement Tests (PATs), and Diploma examinations. Support was provided for Grade 3 teachers as they implemented and collaboratively assessed the SLAs. Division personnel kept in close contact with Alberta Education throughout the SLA administration and were called upon to provide insight and feedback for the SLA processes.

GOOGLE APPS FOR EDUCATION

Google Apps for Education (GAfE) is a free suite of online tools for collaboration and productivity that all EIPS staff and students may access. Many teachers are using these tools to foster student learning and to collaborate with other staff. Approximately 55 staff members attended the Edmonton Regional Learning Consortium (ERLC) GAfE Summit at the beginning of March, and EIPS staff have provided and participated in many individual, small group, and school staff sessions. Staff and student session topics have included how to use tools such as Google Docs, Chromebooks, and Google Classroom, as well as best practices regarding information, privacy, and digital citizenship. As a result, many students are collaboratively creating content related to curricular outcomes and developing skills related to digital tools and online environments.

DISCOVERY EDUCATION

All students in our Division have access to Discovery Education. It is a comprehensive digital service and online teaching resource that supports teachers in accelerating student achievement by bringing the world of Discovery into classrooms. It provides access to a collection of over 120,000 learning assets – all designed for easy integration into a curriculum and correlated to provincial outcomes. Highlights include: comprehensive, standards-based Canadian content with multiple formats that address different learning styles available 24/7 with Internet access; quickly identifiable relevant content for lessons utilizing enhanced search tools, such as Curriculum Standards Search and Thematic Focus pages; the ability to demonstrate real-world science with STEM Connect; and Canadian content including Canadian Calendar, Canada Theme Pages, Canadian Provincial Atlas, and content from Discovery's Canadian talent.

IDEA FUND

The IDEA fund is an Instructional Services initiative. The fund supports school-based programs that provide innovative teaching. Specifically, it provides resources to staff who have a project or professional learning plan that promotes the teaching and learning approaches outlined in Inspiring Education and Curriculum ReDesign. Successful applicants shared their learning with colleagues in their own schools and across the Division.

SCRATCH DAY

The third annual Scratch Day was held in April 2015. Approximately 300 students in grades 4 through 9 met at Bev Facey Community High School for a day of computational thinking. Students were challenged to participate in various activities and explore resources related to Scratch. After the opening remarks about the importance of computational thinking and human competencies, students had time to play with Scratch and learn from experimentation, online resources, and from others around them. In addition to exploratory time, students also participated in organized challenges. Student engaged in "live-action programming" where students "programmed" algorithms for another group member to complete an obstacle course and created something starting with the character "Pico." Students also presented their creative examples of stories and video games. Finally, technology demonstration booths were hosted by Bev Facey students, including Raspberry Pi, Leap Motion, Kinect Party, and the very popular Oculus Rift.

ELKFEST

In April 2015, aspiring directors in grades 7 to 12 showcased their short films on the big screen at the third annual ElkFest Student Film Festival. The program included a full slate of short films created and produced by students from EIPS. In total, 32 shorts were presented in five categories: documentary, animation, music video, narrative drama or comedy, and the 48-Hour Film Challenge. The festivities also included a fun awards reception, where winners from each category were announced and cool prizes distributed. Throughout the film process, EIPS students gained important life skills such as idea generation, storyboard planning, technical awareness, and problem solving. Additionally, the competition helped students in fostering new friendships and forging links with the film community. Many of the films highlighted this year explored themes and topics such as politics, career development, diversity, and community building. This year's films also ranged from computer animation to thought-provoking documentaries to heart-warming dramas. Finalists were chosen based on these key components: creativity, editing, camera technique, lighting, and overall creativity.

YOUNG AUTHORS' CONFERENCE

More than 370 young artists and writers had the opportunity to explore the influence of prose and illustration during the 26th annual Young Authors' Conference in February 2015 at F.R. Haythorne Junior High School in Sherwood Park. The Young Authors' Conference is a long-standing collaborative event that welcomes students from both Elk Island Public Schools (EIPS) and Elk Island Catholic Schools (EICS) for a fun-filled day of informative sessions focused on storytelling, idea generation, story development, and effective communication skills. Students are grouped into two streams (grades 4 to 6 and 7 to 9) and attend three breakout sessions throughout the day. The sessions are led by acclaimed authors or illustrators who share their knowledge, industry know-how, and life lessons to encourage and inspire students. The Young Authors' Conference 2015 featured a number of new and returning authors, artists, and celebrities. The conference is aimed at sparking the imagination of students and to encourage skill development and creative expression. Students are chosen to participate in the conference by their teachers based on a demonstrated interested in writing and/or illustration.

READ-IN WEEK

Each October, EIPS celebrates Read-In Week. The goal of Read-In Week is to encourage a life-long love of reading and enhance literacy awareness by involving students, staff, parents, and community members in reading. The 2014-2015 theme, Books with Bling, focused on award winning books that engage and entertain readers. Many schools celebrated the theme by incorporating it into school-wide Drop Everything and Read (DEAR) time, and setting aside opportunities for students to pair-up and enjoy a treasured book together. Schools also took up the challenge by inviting other students, parents, and community members to share their all-time literary gems. News personality Gord Steinke, Sherwood Park Mayor Carr, and author Jennifer Fraser were among the many invited guests who read to students.

PETROCHALLENGE

In December 2014, EIPS Next Step geared up to host the third annual PetroChallenge event. The purpose of PetroChallenge is to increase oil and gas industry awareness and inspire high school students from across Canada to consider further studies in these sectors. Each team of students owned a fictitious petroleum company and faced a number of challenges throughout the event, all in a virtual environment. Challenges included dealing with communities impacted by drilling sites, ensuring that environmental guidelines were followed, and brokering deals with other petroleum companies (teams). The PetroChallenge provides a forum for students to explore the various complexities that exist in the oil and gas sector, and perhaps decide if it is a desirable future career path. PetroChallenge Canada 2014 was open to any high school student in Canada and the winning team with the highest return on investment had the opportunity to attend the International PetroChallenge in London, England in February 2015.

Goals 1 and 2 Performance Indicators

ACCOUNTABILITY PILLAR SURVEY PERFORMANCE MEASURES	RESULTS (IN PERCENTAGES)					EVALUATION		
	2011	2012	2013	2014	2015	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	83.2	84.6	82.5	82.8	82.8	High	Maintained	Good
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	24.7	25.2	23.6	24.5	24.2	High	Maintained	Good
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	83.1	85.6	86.2	88.5	89.1	High	Improved Significantly	Good
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	17.7	17.3	19.7	19.8	20.0	High	Maintained	Good

ACCOUNTABILITY PILLAR SURVEY PERFORMANCE MEASURES	RESULTS (IN PERCENTAGES)					EVALUATION		
	2011	2012	2013	2014	2015	Achievement	Improvement	Overall
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	76.4	77.3	77.9	76.9	77.1	Intermediate	Maintained	Acceptable
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	87.0	88.6	88.6	87.1	88.5	High	Maintained	Good
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	81.5	82.2	82.1	82.0	82.8	Very High	Improved	Excellent
Percentage of teachers, parents, and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	78.0	79.5	80.9	77.9	79.1	High	Maintained	Good

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

ACCOUNTABILITY PILLAR SURVEY INDIVIDUAL QUESTIONS	2012/2013		2013/2014		Current Year 2014/2015	
	EIPS	Province	EIPS	Province	EIPS	Province
Students who find their work interesting	60%	70%	56%	67%	58%	68%
Students who find their work challenging	78%	81%	78%	80%	77%	80%
Students who agree that their teachers care about them	79%	84%	80%	82%	79%	83%
Parents satisfied with parental involvement in decisions about their child's education	68%	72%	67%	73%	66%	73%
Teachers satisfied with parental involvement in decisions about their child's education	88%	89%	87%	88%	88%	88%

TELL THEM FROM ME SURVEY	2012/2013		2013/2014		Current Year 2014/2015	
	EIPS	Province	EIPS	Province	EIPS	Province
Effective Learning Time (out of 10)	6.8	6.5	6.8	6.5	6.9	6.5
Relevance (out of 10)	5.9	6.0	6.0	6.0	6.1	6.0
Rigour (out of 10)	6.4	6.2	6.4	n/a	6.5	n/a
Students who are interested and motivated	n/a	n/a	36%	30%	38%	30%
Students that value schooling outcomes	n/a	n/a	63%	73%	64%	73%

LOCAL SURVEY	2012/2013		2013/2014		Current Year 2014/2015	
	EIPS	Province	EIPS	Province	EIPS	Province
Teachers who agree that students are enthusiastic about their learning.	86%	86%	86%	6.5	6.9	6.5
Teachers who agree that the integration of technology enhances their teaching practice.	91%	90%	90%	6.0	6.1	6.0

COMMENTS ON RESULTS

EIPS believes that focusing on engaging and collaborative learning experiences will result in improvements in both student achievement and students' feelings about their school experiences. EIPS students have and continue to achieve results that are above the province in virtually all provincial achievement tests and diploma exams. Of particular note is the continued and multi-year positive trend in achievement levels on diploma examinations. The October 2015 Accountability Pillar Overall Summary reports improvement in both levels of diploma achievement, but especially in the acceptable standard which was higher than last year as well as the previous three-year average.

In the Accountability Pillar Survey, EIPS continues to show very high/high levels of satisfaction for the program of studies, quality of education, and school improvement measures all of which showed an increase from 2014. There were no improvements in students' reports of their level of interest, challenge, and motivation in school (as measured by the Accountability Pillar and Tell Them From Me (TTFM) surveys). While results in these subjective measures do exceed Canadian norms, they remain below those for the province. Contrary to the student results, in a local survey, EIPS teachers report a high degree of student enthusiasm for learning which has remained consistent for the past three years.

Although through the Accountability Pillar Survey EIPS teachers report satisfaction with parental involvement in their child's education that is on par with the province, parent results for their level of satisfaction with involvement remains below the rest of the province. Over the last number of years, EIPS has been very intentional about engaging parents in various initiatives and Division projects. EIPS is committed to ensuring that the parent voice is heard; however, this intentionality to engage parents has, thus far, not resulted in an improvement in the Accountability Pillar Parent Satisfaction measure.

Students are global citizens who respect and value diversity.

OUTCOMES	STRATEGIES	PERFORMANCE INDICATORS
Students respect the rights and beliefs of others within local and global communities.	• Schools integrate character education programming within school cultures • Schools encourage student ambassadors to represent schools at various community events • Schools offer a variety of student leadership opportunities • The Division and schools partner with business, community organizations, and municipalities • Develop a framework to address digital citizenship issues related to 21st Century Technologies	**TELL THEM FROM ME SURVEY** • Advocacy at School • Positive Teacher-Student Relationships • Positive Learning Climate • Expectations for Success **ACCOUNTABILITY PILLAR SURVEY** • Percentage of teacher, parent, and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school • Percentage of students who agree that their teachers care about them • Percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship • Percentage of students who agree that, at school, they are encouraged to get involved in activities that help people in my community • Number and types of partnerships
Students understand that their actions and attitudes have an impact on themselves, their schools, their community, and their world.	• Schools encourage students to participate in acts of charity and service in their respective schools • Schools encourage participation in a range of philanthropic activities including raising funds for local and global charities • Schools use curricular, co-curricular, and extra-curricular activities to sensitize students to local, national, and international issues of social justice	**NUMBER AND TYPES OF SOCIAL JUSTICE PROJECTS**
Collaborative learning sites are used to provide safe opportunities for students to share and create content with students in other local, provincial, national, and/or global regions.	• Social media and collaborative sites are used to enhance learning experiences	**NUMBER, TYPES, AND FREQUENCY OF SITES BEING USED** **STAFF, STUDENT, AND PARENT FEEDBACK**
Parents and community partners are meaningfully engaged.	• Access to social media etiquette, online tutorials, and educational resources • Multiple communication strategies are used to celebrate citizenship and social justice projects	**PROVINCIAL SATISFACTION SURVEYS** • Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education **COMMITTEE OF SCHOOL COUNCILS AND SCHOOL COUNCIL INVOLVEMENT**

Elk Island Public School Division: GOAL 4

All students have their individual needs met within inclusive learning environments.

OUTCOMES	STRATEGIES	PERFORMANCE INDICATORS
Students have seamless, equitable access to learning experiences.	• Students have access to equipment and technologies required for the learning environment • Students have access to specialized equipment and assistive technologies required for their learning	**NUMBER OF SCHOOLS MEETING MINIMUM TECHNOLOGY STANDARDS** **NUMBER OF STUDENTS ACCESSING SUPPORTS THROUGH THE ASSISTIVE TECHNOLOGY TEAM**
Instructional design accommodates student diversity.	• Develop a Kindergarten through Grade 12 Literacy Framework • T.H.E. P.A.C.T. (Technology Helps Easy & Practical Adapted Curriculum Teaching implementation) • Targeted professional learning in the following areas: differentiation (process, content, product) and the use of personalized learning goals • Recruitment, retention, and development of high quality staff	**STAFF REFLECTIONS ON T.H.E. P.A.C.T.** • Accountability Pillar Survey • Percentage of teachers, parents, and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years • Percentage of students who agree that their teachers care about them • Percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic, and contributed significantly to their ongoing professional growth **LOCAL SURVEY** • Percentage of teachers who agree that the integration of technology has improved their teaching practice • Percentage of teachers who agree that EIPS provided sufficient opportunities to collaborate with your colleagues over the last two year • Percentage of teachers who agree that collaboration with colleagues has contributed to their professional growth • Percentage of teachers that who agree collaboration with colleagues has improved their teaching practice
Resources and programming ensure opportunities for student success.	• Students have access to specialized supports and services when needed • Specialized support services are coordinated and seamless • Targeted professional learning in inclusive learning supports • Increased collaborative planning opportunities within and across schools • Recruitment, retention, and development of high quality staff	**TELL THEM FROM ME SURVEY** • Advocacy at School • Positive Teacher-Student Relationships • Positive Learning Climate • Expectations for Success
Parents and community partners are meaningfully engaged.	• Parent involvement in inclusive learning supports (such as Positive Behaviour Supports)	**ACCOUNTABILITY PILLAR SURVEY** • Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education **COMMITTEE OF SCHOOL COUNCILS AND SCHOOL COUNCIL INVOLVEMENT**

PROFESSIONAL LEARNING

With a focus on student and staff learning, in 2014-2015 numerous professional learning opportunities were supported both within EIPS and outside of the Division. The Divisional Professional Learning Committee refined professional learning beliefs and developed an associated framework (PL Framework & Plan). Foundational was the belief that effective professional learning is instrumental in improving instruction, in turn leading to improved student achievement and engagement. In a departure from the historical practice of Division-wide professional learning days offering a variety of sessions, there was a shift to Learning Hubs and school-based professional learning days allowing teachers the opportunity to determine their own learning needs. Classified staff were also provided with professional learning opportunities. They attended "It's Classified", a one day conference in which speakers, sessions, and topics were targeted exclusively to classified learning needs. Feedback from the day indicated it was very well received and plans are underway to host another classified learning day in 2016.

LITERACY SUPPORT

In 2014-2015, literacy consultants worked with a number of cohorts of beginning Division I and II teachers. Through mentoring, direct instruction, and collegiality, consultants ensured teachers were well supported as they delivered literacy instruction in their classrooms. The Divisional Literacy Committee, under the leadership of the Learning Supports team, has developed both a framework and LiveBinder for EIPS Literacy in Action (Literacy Goals & Initiatives). Collaboration with teachers and administrators in achieving school literacy education goals is on-going and supported during professional learning days.

HUMAN RESOURCES

Celebrations
- Francis Poole, principal of Strathcona Christian Academy Elementary, received one of Canada's Outstanding Principals awards. This award recognizes outstanding contributions of principals in publicly funded schools across Canada. It honours principals who demonstrate innovation, entrepreneurial spirit, and who have done something truly remarkable in public education.
- EIPS recognized 59 employees at an Employee Recognition event held in May 2015. Employees were recognized for professional growth achievements along with excellence in teaching, certifications in various occupations and leadership, and community awards. Long service employees and retirees were also honoured.

Staff Retention and Development
- Leadership for Tomorrow is a program that prepares our future leaders. 20 EIPS teachers completed the program.
- EIPS Human Resources (HR) department hosted a HR Symposium in February 2015. 120 staff representing 36 school Divisions in Alberta participated in the symposium.
- Assistant principals and assistant directors participated in two full day workshops, one on reducing workplace conflict and stress through better communication and the other on leadership strength and competencies.
- Crucial Conversation Training was facilitated by two HR directors to provide supervisors with strategies to conduct tough conversations with employees about performance, absences, etc. 73 employees completed the program.
- StrengthFinders sessions were offered to employees and facilitated by two HR directors.
- HR team members presented to one school jurisdiction who requested our services and provided information regarding best practices in HR.
- In conjunction with the United Way, EIPS hosted a Poverty Simulation for all principals, assistant principals, and central services directors and assistant directors. This program increases the awareness of the financial and community support struggles that people below the poverty line experience.
- Orientation sessions were offered for new student teachers to EIPS.

Hiring
- Competencies were identified for many of the job positions within EIPS along with generating interview question templates for various occupations.

Initiatives
- HR Medical File digitization pilot initiated - staff met with other organizations in respect to their reflections on implementing a records digitizing initiative.
- A digitized electronic file program for health recovery files was completed by August 2014. Preparation is being implemented to digitize all Human Resources files in the 2015-2016 school year.
- Employee Engagement Survey was initiated and 1,552 employees completed the survey. All results were provided to schools and departments.
- Attendance management statistics were provided to principals/supervisors and HR assisted with attendance concerns.
- HR coordinated a three-part retirement series. 23 employees attended the sessions.
- The LiveBinder toolkit was created to host general interview questions and competency-based questions to ensure supervisors have interview questions and training in behavioural-based interviewing techniques.

STUDENT SUPPORT SERVICES (GRADES 1 THROUGH 12)

Supporting Staff Collaboration

Student Support Services (SSS) continued to offer collaborative support to schools in 2014-2015. In September, school-linked team meetings were held where school-based teams from all schools met with representatives from SSS and the Regional Collaborative Service Delivery (director, consultants, assistive technology, speech and language pathologists, occupational therapists, and mental health nurse) to identify and plan for student needs. SSS takes an active role in supporting student transition, working with school staff to make decisions about programming for students with special needs whether they are served in an inclusive setting or placed in a system program. SSS worked with school staffs from system programs, Practical Learning and Community Education (PLACE) and Steps to Enhance Personal Success (STEPS) to develop handbooks for these programs. The SSS team offered and facilitated multiple professional learning sessions throughout the 2014-2015 school year. The occupational therapy team offered Zones of Regulation sessions. SSS consultants have Non-Violent Crisis Intervention (NVCI), Supporting Students with Significant Disabilities, and networking meetings for school counsellors and system special education program teachers.

Instructional Support Plans (ISPs)

With the introduction of a new format for Individual Program Plans (IPP), SSS developed and piloted Instructional Support Plans (ISP). The new ISP takes advantage of an efficient and effective technology-based solution directly linked to PowerSchool. ISPs are based on Inspiring Education and fit with the Alberta definition of inclusion. They have a strong focus on literacy and numeracy for all students and emphasise classroom-based supports. ISPs use the Program of Studies which leads to higher expectations for achievement for all students. In 2014-2015, eight schools volunteered to work with SSS to pilot the new ISP. Training was provided for a lead team of a minimum of three certificated staff members at each school, generally an administrator, counsellor, and lead teacher. Lead teams then led hands-on training sessions at their schools, with release time provided by SSS.

Healthy Schools Project

With funding support from the Alberta Healthy School Communities Wellness Fund, EIPS continued to create a shared vision of building healthy school communities using a comprehensive school health approach during the 2014-2015 school year. Alberta Health Services Health Promotion Coordinators (HPC) support our Division to build healthy school communities. Many of our schools have formed wellness teams and engaged students as leaders to develop and implement action plans to improve health outcomes for students. In 2014-2015, the Healthy Schools Project focused on professional learning to build skills and knowledge in three areas: physical activity, healthy eating, and healthy relationships. Two Division health champion meetings were held allowing teachers to network, share best practices, and explore how addressing the comprehensive school health approach builds healthier schools. Over the course of the year, several professional learning opportunities were offered to classified staff, teachers, administrators, counsellors, and consultants. EIPS continued to partner with Alberta Health Services Addictions and Mental Health to offer Expecting Respect. Select junior high students attended a two-day workshop with leadership students from Bev Facey and drama students from Salisbury. They participated in lessons on making healthy choices, bullying, healthy relationships, and responsible use of media and then returned to their schools to share these lessons with their peers. 'The Bully Project', presented by Concrete Theatre was booked by seven schools and had over 1,000 students attend the play and participate in follow-up activities to reduce school bullying and create healthy relationships. EIPS has established a partnership with AltView, a local organization which supports gay straight alliances (GSAs) in our schools and GSAs were established and/or supported in five of our schools in 2014-2015.

EARLY LEARNING

Supporting Emergent Literacy in Kindergarten

The Supporting Emergent Literacy in Kindergarten (SELIK) project provided substitute time to enhance daily literacy. Between March and May, small group activities were provided bi-weekly by the classroom teacher with support from a substitute teacher. This was the second year of implementation. For the 2014-2015 school year, 368 children received additional literacy support. This represents 27% of EIPS Kindergarten children.

Supporting Staff Collaboration

Collaboration and professional learning are on-going initiatives for the Early Learning Team. To provide collaboration in the most cost effective manner, in 2014-2015, elementary principals with half-day Kindergarten programs agreed not to schedule any Kindergarten classes on the first Wednesday of the month. This is manageable within the 475 hours of required Kindergarten programming and also resulted in Kindergarten programs finishing the last week of June. Centrally, Early Learning organized and provided several learning opportunities for Kindergarten teachers and educational assistants on the first Wednesdays of the month. Many half-day Kindergarten teachers also formed informal professional learning networks and they met bi-monthly. Funding to support opportunities for professional collaboration for full-day, alternating-day Kindergarten teachers was also provided through Early Learning. In November and May, Kindergarten school team meetings were held at all elementary schools with Kindergarten and grade 1 teachers, speech language pathologists (SLP), occupation therapists (OT), school counsellors, and Student Support Services consultants in attendance. The purpose of the team meeting is to review children's needs and plan for specific interventions, as well as plan for successful transitions, finalize equipment needs, and discuss continued supports and services for Grade 1. Substitute time was supported through Early Learning. Two retreats for Play and Learn at School (PALS) and Supporting Transitions and Readiness Team (START) program staff were held and the PALS teachers formed a professional learning network that met bi-monthly. The Early Learning Teacher Advisory Committee continued to meet regularly to review and plan early learning initiatives, including professional development and collaboration.

Integrating Technology

Early Learning continued to support the integration of technology in early learning environments. All Kindergarten teachers were given an iPad mini in August 2014 to promote a portfolio approach to reporting. The iPad was supplemented with an app, Classroom Assistant, which provides a consistent way to organize anecdotal records. This app was developed with a local software engineer for EIPS use. Each Kindergarten centre also received an iPad on which apps, recommended by SLPs and OTs, were installed. Educational assistants received training on the use of the iPad apps for supporting communication and fine-motor skills in Kindergarten. Early Learning maintains ownership of these devices and will update apps as they are recommended and approved. This initiative ensured all Kindergarten centres have access to high quality learning apps.

Additional Supports

SLPs provide direct service in PALS programs two days per week, and in 2014-2015, 125 children were enrolled in PALS programs and received speech and language services. Although each child's program in based on their IPP, generally, SLPs provide one-to-one intervention, facilitate small group centre activities, and lead whole-class activities. The vast majority of their time is spent in the classroom rather than a pull-out model of service. SLPs also provide services and supports to children in Kindergarten classrooms. SLPs are scheduled at individual schools once per week seeing both Kindergarten children and school-age students. The service model in Kindergarten is classroom-based and includes individual and small group work. OT services are based on a consultative model. They visit PALS classrooms once per month, and Kindergarten classes on a six week rotation. In addition to individual children, 66 Kindergarten classes are provided support relating to universal strategies. The OT team have developed resources in many areas, and also provided multiple professional learning opportunities in 2014-2015. Early Learning employees 1.8 FTE Early Learning Family School Liaison workers (FSLW's). The FSLW's primary role is to facilitate connections among family, school, and community to assist with positive growth. They work as part of a multidisciplinary team to enhance service delivery by helping families set goals, integrate interventions, plan strategies and arrange resources that will help children be successful in school, at home, and in their community. The FSLWs offer support services in a variety of formats (individuals, families, and groups) and in a variety of settings (school, home, community settings). Four parent groups were also offered based on the Triple P positive parenting program. The FSLWs are a primary connection with many community agencies. In 2014-2015, the FLSWs co-presented a session "Understanding Temperament: Being more attuned to the children we support" at the classified staff professional learning day.

TECHNOLOGY

A comprehensive infrastructure for learning is essential as we move forward on increasing collaborative and engaging learning environments. The Technology Services department completed many projects in 2014-2015 including the following:

- Migrating servers to a virtual environment at the Network Operating Centre.
- Evergreening of technology at multiple sites.
- Increase total number of wireless access points Division-wide.

Goals 3 and 4 Performance Indicators

ACCOUNTABILITY PILLAR SURVEY PERFORMANCE MEASURES	RESULTS (IN PERCENTAGES)					EVALUATION		
	2011	2012	2013	2014	2015	Achievement	Improvement	Overall
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	86.9	87.3	87.4	88.1	88.0	High	Maintained	Good
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	79.1	79.5	80.8	80.4	79.8	High	Maintained	Good
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	75.6	75.6	78.0	76.4	79.0	High	Improved	Good
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	76.4	77.3	77.9	76.9	77.1	Intermediate	Maintained	Acceptable
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	87.0	88.6	88.6	87.1	88.5	High	Maintained	Good
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	78.0	79.5	80.9	77.9	79.1	High	Maintained	Good

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014

ACCOUNTABILITY PILLAR SURVEY INDIVIDUAL QUESTIONS	2012/2013		2013/2014		Current Year 2014/2015	
	EIPS	Province	EIPS	Province	EIPS	Province
Students who agree that their teachers care about them	79%	84%	80%	82%	79%	83%
Students who agree that, at school, they are encouraged to get involved in activities that help people in the community	64%	73%	62%	71%	60%	71%
Parents satisfied with parental involvement in decisions about their child's education	68%	72%	67%	73%	66%	73%
Teachers satisfied with parental involvement in decisions about their child's education	88%	89%	87%	88%	88%	88%
Teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic, and contributed significantly to their on-going professional development	81%	82%	83%	81%	83%	83%

TELL THEM FROM ME SURVEY	2012/2013		2013/2014		Current Year 2014/2015	
	EIPS	Province	EIPS	Province	EIPS	Province
Advocacy at School (out of 10)	2.7	2.7	2.6	2.7	2.6	2.7
Positive Teacher-Student Relationships (out of 10	6.0	6.0	6.0	6.0	6.1	6.0
Positive Learning Climate (out of 10)	6.0	5.9	6.1	5.9	6.1	5.9
Expectations for Success (out of 10)	7.4	7.1	7.3	7.1	7.3	7.1
Students that value schooling outcomes	n/a	n/a	63%	73%	64%	73%

LOCAL SURVEY	2012/2013	2013/2014	Current Year 2014/2015
	EIPS	EIPS	EIPS
Teachers who agree that Elk Island Public Schools provided sufficient opportunities to collaborate with colleagues over the past two years	78%	75%	74%
Teachers who agree that collaboration with colleagues has contributed to their professional growth	93%	92%	92%
Teachers who agree collaboration with colleagues has improved their teaching practice	93%	93%	93%
Teachers who agree that the integration of technology enhances their teaching practice	91%	90%	90%

COMMENTS ON RESULTS

EIPS students, teachers, and parents continue to report high/very high levels of satisfaction on the Safe and Caring and Active Citizenship Accountability Pillar measures. These results are evidence that behaviour expectations, character education, citizenship initiatives, student leadership opportunities, and high quality staff continue to positively impact on the school environments.

There was a slight increase in the Tell Them From Me (TTFM) result for positive teacher-student relationships, but overall, there were not significant improvements in the student/staff relational measures. These results remain at or slightly above the Canadian norms. Given the continued strong Safe and Caring Measure, it is anticipated these results will show improvement over the long term.

In a local survey, EIPS teachers continue to report high satisfaction with Division professional learning opportunities and very strong support for the positive impact collaboration has on their professional growth and teaching practices. However, approximately 25% of teachers expressed dissatisfaction with the number of opportunities they have for collaboration. As Division professional learning practices shift to more self-directed activities, it is anticipated that this measure will improve. Teacher survey results were also positive regarding the impact of technology on their teaching practice.

In the Accountability Pillar Survey for 2014-2015, EIPS showed improvement for the program of studies, quality of education, and work preparation measures over the previous year. Of particular note, the percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school increased to 79%, a five-year high. In particular, parents have increasingly responded favourably to this measure which corresponds to overall positive perceptions of program of studies and quality of education in EIPS.

COMMUNICATION SERVICES

Communication Services works throughout the year to promote and showcase the great things happening in schools and classrooms across the Division every day. Through news releases, website articles, and social media, the Division can share good news stories and celebrate successes with EIPS families and communities. A key project within the Communication Services department in 2014-2015 was a request for proposals for website development. School and department staff came together to review proposals and provide feedback on the options. Following the selection of the successful vendor, planning began on the design, functionality, and integration of the Division and school websites. The new sites will be user friendly, both for Division staff and our stakeholders; easy to navigate; and provide opportunities for engagement and interaction between EIPS and our communities. Work continues in 2015-2016 with the official launch of the new sites scheduled for early 2016.

TECHNOLOGY SERVICES

In addition to improving infrastructure for learning, in 2014-2015 Technology Services upgraded core network infrastructure by replacing old switches at EIPS central office and multiple school sites.

FACILITY SERVICES

Facility Services supports student learning by creating, maintaining, and preserving safe, healthy, and productive environments that exceed student needs. This is realized and actualized by maintaining EIPS facility infrastructure with best practices which are sustainable, efficient, and cost effective. Facility Services is comprised of 33 staff, providing support to daily maintenance and operations, including emergent needs, with 24/7/365 availability. Facility Services is responsible for the maintenance and operation of 198,292 square meters for school space and there is additional square meters for the Central Services Building(s). In the 2014-2015 school year, Facility Services had a total of 7,117 work-order requests, not including the "one-offs" that are performed within schools on a daily basis, as well as a total of 60 maintenance projects. There were 40 projects performed by Facility Services for the annual Infrastructure Maintenance Renewal program (larger maintenance projects). Energy Management is a large factor as it pertains to managing natural gas, electricity, and water for the numerous sites.

STUDENT TRANSPORTATION

The focus for Student Transportation for the 2014-2015 school year was on educating EIPS students, parents, and bus operators on bus safety. The "Little Elk Island Adventure" program was kicked off before school start up. The intent of the program was to educate students in Kindergarten and their parents on bus safety. This included a short classroom session and a bus ride for parents and students which included a review of bus rules with students and parents, how rules keep students safe, and the safest way to board and disembark from the bus including the "safety zone". The program was designed to not only provide an education on safe bus practices but for parents and students to feel safe on an EIPS bus route. Students and schools participated in practice bus evacuations. These practices allow for students and bus operators to practice bus safety and be better prepared in the event of an emergency. Monthly newsletters for operators and contractors were started offering them tips on safe driving and making student safety a top priority. A Safety and Compliance Coordinator was recruited to ensure EIPS students are transported safely on EIPS bus routes while in compliance with Alberta Transportation regulations. Student Transportation also continually worked to ensure bus routes are run in the most efficient manner given the continued absence of fuel funding by Alberta Education. Managing bus capacities with only 150 buses delivering 9,154 students daily to schools presented challenges and required strategic and creative thinking. With completion of installation of Global Positioning System (GPS) and student tracking devices on all buses, Student Transportation was also able to provide an elevated level of security and safety to EIPS students with the use of scan cards as well as the ability to monitor the behaviours of EIPS buses using GPS.

Required Additional Performance Indicators

PERFORMANCE MEASURES	RESULTS (IN PERCENTAGES)					EVALUATION		
	2011	2012	2013	2014	2015	Achievement	Improvement	Overall
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	77.1	76.3	78.9	81.7	80.0	High	Maintained	Good
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.7	2.0	3.5	2.2	2.8	Very High	Maintained	Excellent
High school to post-secondary transition rate of students within six years of entering Grade 10.	67.9	63.7	66.8	61.3	62.6	High	Maintained	Good
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	57.3	59.5	61.7	62.2	62.0	High	Maintained	Good
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	57.8	59.2	60.0	60.3	56.7	High	Declined	Acceptable

NOTES

1. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.

2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.

3. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

4. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

COMMENTS ON RESULTS

The EIPS results for the High School Completion, Drop-Out Rate, Transition Rate, and Rutherford Scholarship Eligibility measures align with our overall improvements in diploma examination achievement levels. A continued focus on collaborative and engaging learning environments will sustain high levels of achievement.

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

EIPS students benefit from career counselling initiatives promoted in the Division including partnerships with Youth Connections; Career Cruising; Your Future: It's a Matter of Choice Career Fair; professional learning opportunities relating to career planning; staff dialogue and collaboration with post-secondary institutions; newsletters and Division websites containing career-related information; Division and schools partnerships with business, government and post-secondary communities; and clear communication with parents about available and appropriate educational programming options.

EIPS students benefit from specialized supports and services offered in the Division including instructional and assistive technologies to provide differentiated instruction; counselling support at all schooling levels; and coordinated and wrap-around services where required.
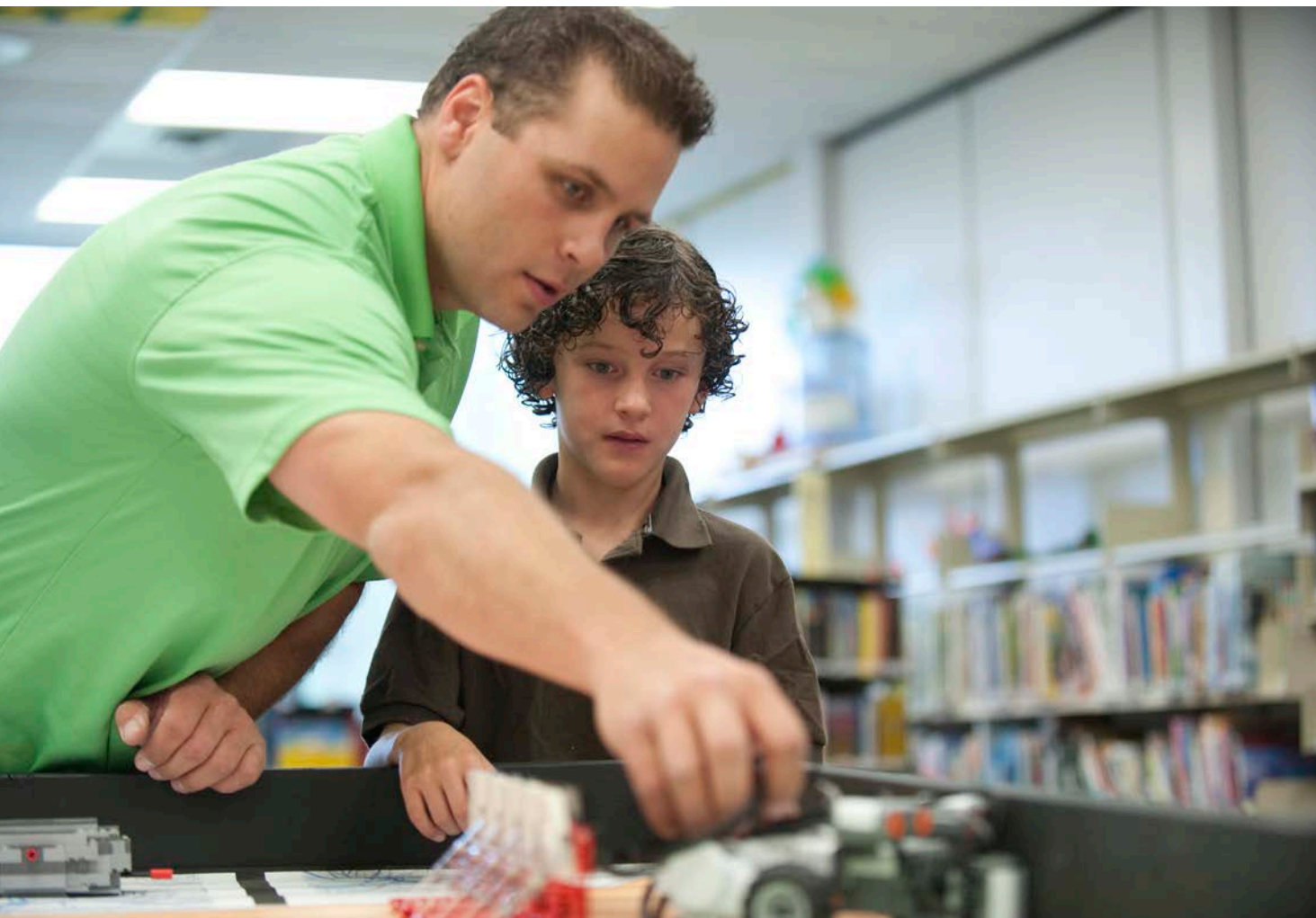
Combined 2015 Accountability Pillar FNMI Summary

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
Student Learning Opportunities	n/a	Drop Out Rate	6.7	3.3	4.6	8.0	7.8	8.4	Intermediate	Maintained	Acceptable
		High School Completion Rate (3 yr)	63.6	59.2	53.5	46.0	43.6	42.6	Intermediate	Improved	Good
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	64.6	74.7	71.8	52.1	51.4	52.2	Very Low	Declined	Concern
		PAT: Excellence	7.7	12.2	11.5	6.5	5.8	5.9	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	87.2	86.3	84.3	78.3	78.4	76.6	High	Maintained	Good
		Diploma: Excellence	12.8	14.5	10.0	9.4	10.1	9.1	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	32.8	31.9	30.2	20.2	18.9	19.9	Low	Maintained	Issue
		Rutherford Scholarship Eligibility Rate	34.0	33.3	40.2	31.5	33.0	34.2	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	36.6	55.0	54.1	30.3	32.1	31.5	Very Low	Declined	Concern

NOTES

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).

2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1,

Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.

3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.

4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

	RESULTS (IN PERCENTAGES)					EVALUATION			TARGETS		
PERFORMANCE MEASURE	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	65.7	71.5	69.2	74.7	64.6	Very Low	Declined	Concern	70.0	70.0	70.0
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	13.0	11.2	11.2	12.2	7.7	Very Low	Maintained	Concern	14.0	14.0	14.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	83.8	83.8	82.8	86.3	87.2	High	Maintained	Good	n/a	n/a	n/a
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	8.1	9.5	6.0	14.5	12.8	Low	Maintained	Issue	14.0	14.0	14.0

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)					TARGET	EVALUATION			TARGETS		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	57.8	43.1	58.2	59.2	63.6	n/a	Intermediate	Improved	Good	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	2.8	4.0	6.6	3.3	6.7	n/a	Intermediate	Maintained	Acceptable	n/a	n/a	n/a
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	58.8	50.8	56.4	55.0	36.6	61.0	Very Low	Declined	Concern	61.0	61.0	61.0
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	55.1	43.2	44.0	33.3	34.0	58.0	Very Low	Maintained	Concern	58.0	58.0	58.0
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	50.6	25.8	32.9	31.9	32.8	55.0	Low	Maintained	Issue	55.0	55.0	55.0

NOTES

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).

2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Current and historical Diploma results have been adjusted to reflect change in data source system.

3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.

4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

COMMENTS ON RESULTS

The First Nations, Métis, and Inuit (FNMI) population in EIPS represents a small percentage of the total number of students, therefore the results of statistical analysis shown above should be interpreted in context.

FNMI students benefit from high quality instructional practices promoted in the Division including reflective learning strategies; differentiated instruction (including variation of content, process, and content); project-based instructional strategies; goal setting and establishing personal learning plans; use of the inquiry process; focus on formative assessment practices; scaffolded instructional approaches; variety of programming options; Career and Technology Studies availability in all schools; alternative delivery methods; distributed learning; celebrations of learning; best practices in transition planning; and cultural awareness activities.

FNMI students benefit from career counselling initiatives promoted in the Division including partnerships with Youth Connections; Career Cruising; Your Future: It's a Matter of Choice Career Fair; professional learning opportunities relating to career planning; staff dialogue and collaboration with post-secondary institutions; newsletters and Division websites containing career-related information; Division and schools partnerships with business, government, and post-secondary communities; clear communication with parents about available and appropriate educational programming options; information about available scholarships; and Aboriginal guest speakers to discuss career paths.

FNMI students benefit from specialized supports and services offered in the Division including instructional and assistive technologies to provide differentiated instruction; counselling support at all schooling levels; and dedicated counselling and teacher time dedicated to working with FNMI students and families as needed.

Summary of Financial Results

2014-2015 KEY HIGHLIGHTS

- The Division ended the August 31, 2015 fiscal year with an operating surplus of $0.5 million

- This increases the accumulated surplus to $22.0 million. Accumulated surplus is the primary indicator of the financial resources that EIPS has available to provide future services. Accumulated surplus includes investment in board-funded tangible capital assets ($4.5 million), unrestricted surplus, operating reserves ($16.1 million), and capital reserves ($1.4 million)

- Operating reserves of $6.1 million are designated for use by schools and departments to support future years. The EIPS Division reserve of $10.0 million provides financial stability for the Division. Per the 2014-2015 fall budget assumptions, the EIPS Division reserve will be maintained at a minimum of 2.0% of the EIPS budget or approximately $4.0 million

- The balance of capital reserves at August 31, 2015 is $1.4 million and includes the transfer from operating reserves of $1.0 million. These reserves are for the purchase of future unsupported capital assets

- Operations revenue was $0.6 million higher than fall budget. This was due to greater than budgeted funding ($1.5 million) in Base Grade 1 to 12 and Workers Compensation Board surplus offset by lower than budgeted funding ($0.9 million) in teacher pensions, infrastructure maintenance and renewal, and investment income

- Operations expenses were $2.8 million lower than fall budget. The decrease in expenses was due to originally budgeted expenses not being incurred by departments ($1.9 million) and schools ($2.2 million) during the 2014-2015 year offset by the planned Division carryforward ($1.7 million). There were also additional savings achieved on standard cost conversion to actual ($1.7 million) offset by allocations to schools and departments ($1.5 million)

- 80% of the total operating budget was Instruction spending

- Board and system administration spending was 3.6% of total expenses which is equal to the spending cap imposed by Alberta Education

- Instruction expenses, excluding capital, represent $9,330 per student

- The total spending per student was $11,485; this includes instruction, plant operations and maintenance (PO&M), transportation, and board and system administration. This figure does not include external services or capital

SCHOOL GENERATED FUNDS

Unexpended school generated funds (SGF) at August 31, 2015 were $2.1 million. SGF revenues in the year were $7.1 million comprised of:

- Fees (field trips, athletics, noon hour supervision, etc.) of $3.0 million,

- Sales and services (cafeteria/food programs, graduation, etc.) of $2.6 million,

- Fundraising of $0.6 million, and

- Donations and grants of $0.9 million.

Uses of SGF during the year were $7.0 million.

Detailed information regarding the Division's audited financial statements and expenditures, including school generated funds, can be obtained from Financial Services at 780-417-8200 or on the EIPS website **eips.ca**.

2014-2015 Expenses by Program

INSTRUCTION
79.7%

PO&M
10.6%

TRANSPORTATION
5.5%

BOARD & SYSTEM
ADMIN. 3.6%

EXTERNAL
SERVICES
0.6%
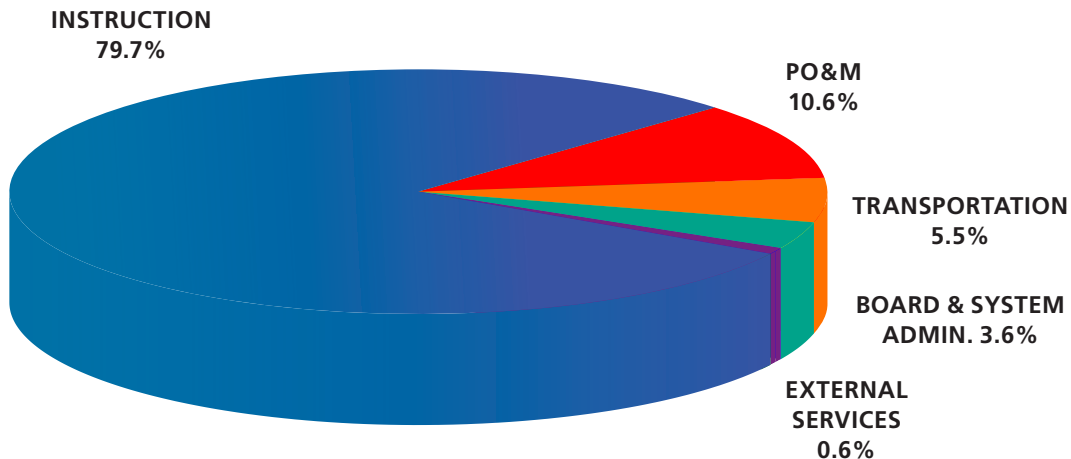
Budget Summary

The 2015-2016 EIPS budget is based on the following budget principles:

- Equitable distribution of funds and programs;
- Transparent and understandable allocations;
- Alignment with the EIPS Three-Year Education Plan priorities:
  - Promote growth and success for all students
  - Enhance high quality learning and working environments
  - Enhance public education through effective engagement, partnerships, and communication

The 2015-2016 budget has an operating deficit of $2.5 million; this is offset by operating reserves. Accumulated surplus is projected to be $19.5 million at August 31, 2016 and is comprised of:

- $13.1 million in operating reserves;
  - Schools and central services ($3.6 million)
  - EIPS Division ($9.6 million or 4.9%) (minimum level is 2.0% of the EIPS budget or approximately $4.0 million)
- $1.2 million in capital reserves;
- $5.2 million Investment in tangible capital assets

Items to be funded from capital reserves include: $0.2 million for connecting links on three modulars at Fort Saskatchewan Elementary and $0.4 million for Learning Technologies infrastructure.

Revenue increased by $4.2 million to $192.1 million while expenses increased by $3.8 million to $194.6 million.

Student enrolment at September 30, 2015 is 16,866 students. This is an increase of 178 students or 1.1% compared to September 30, 2014.

Staff increased to 1,386.41 FTE, which is an 11.93 FTE increase from the 2014-2015 budget. Certificated staffing increased 12.47 FTE and classified decreased 0.54 FTE.

COMPENSATION:
- All staff salaries, excluding the Superintendent and Board, have increased 2%;
- Certificated staff will receive a one time lump sum payment of 1% in November 2015;
- Standard Costs Schools
  - Certificated standard cost increases 1.51% to $101,000. The increase is less than the compounded 3.02% due to a prior year standard cost surplus and lower benefit costs. Grid movement and projected retirements also affect the standard cost
  - Classified standard cost increased an average of 1.71%. The salary increase and grid movement are offset by changes in benefit costs
- Actual Costs - Central Services
  - Certificated salaries increase 3.02% while the benefit rate decreases slightly;
  - Classified salaries increase 2.00% while the benefit rate decreases slightly.

Consistent with prior years, 80% of the total budget is directed to Instruction. Board system and administration expenses are at 3.4% which is under the 3.6% maximum for these expenditures imposed by Alberta Education.

2015-2016 Revenues

**GOVERNMENT OF ALBERTA
-ALBERTA EDUCATION
93.1%**

**OTHER SALES AND SERVICES
1.8%**

**FEES
3.3%**

**OTHER
1.2%**

**GOVERNMENT OF ALBERTA
-OTHER
0.6%**

2015-2016 Expenses

**INSTRUCTION
79.9%**

**BOARD & SYSTEM
ADMIN. 3.4%**

**TRANSPORTATION
5.6%**

**OPERATIONS & MAINTENANCE
10.7%**

**EXTERNAL SERVICES
0.4%**
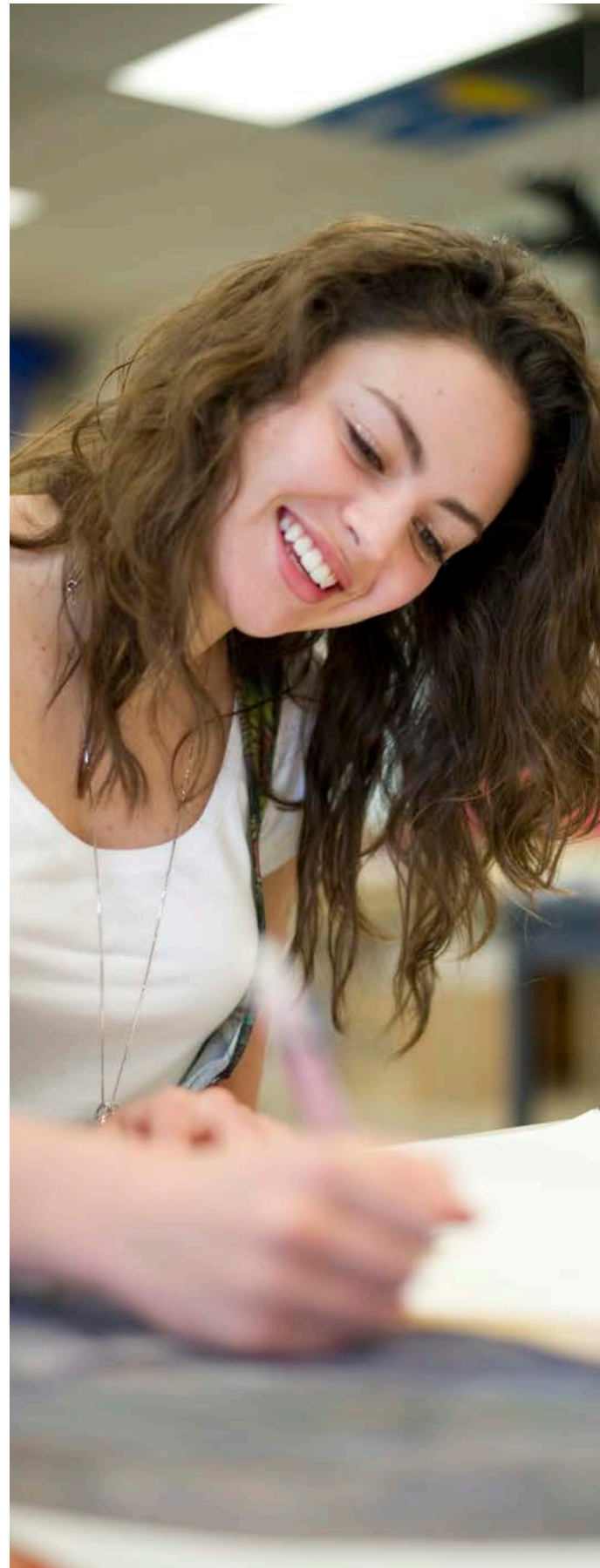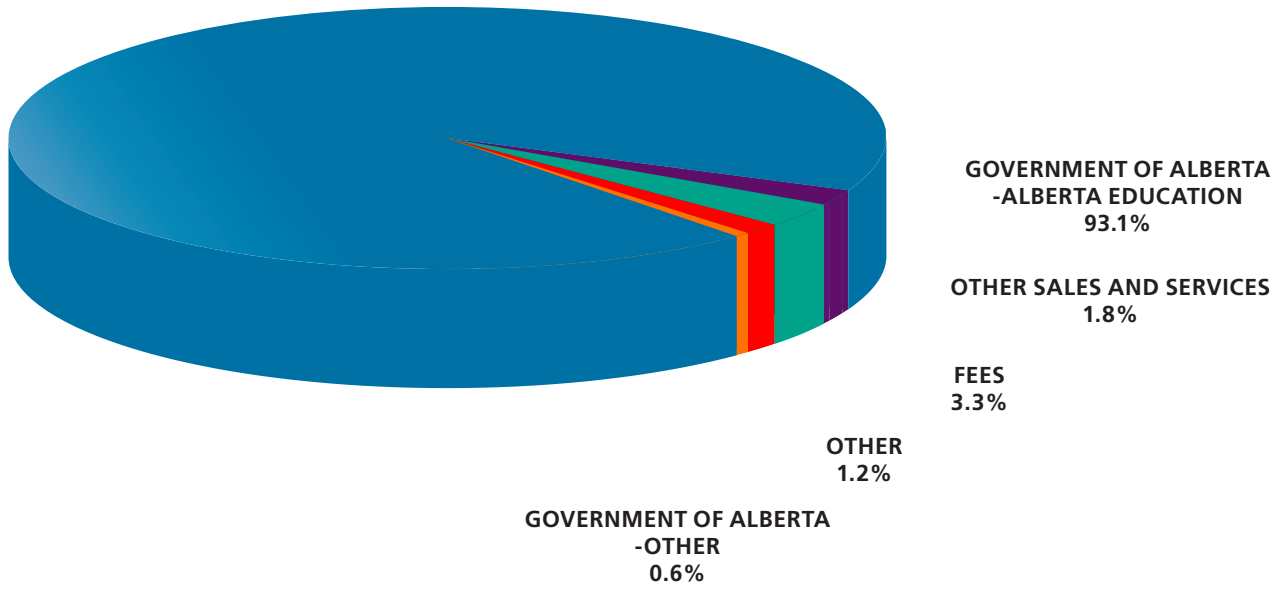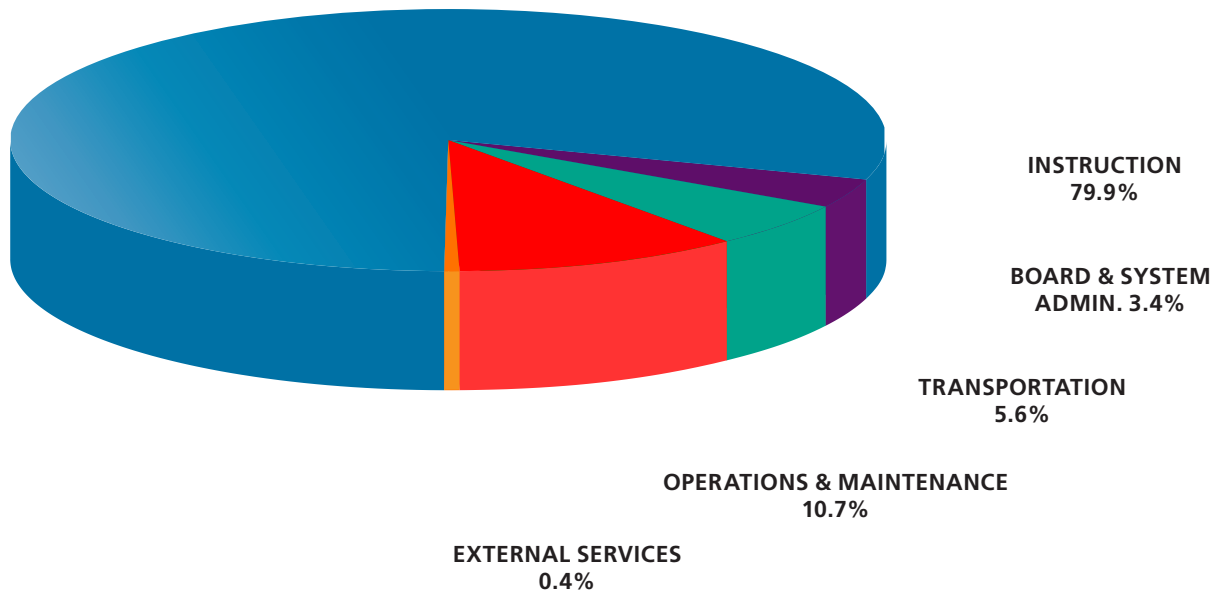
Statement of Revenues and Expenses

	2014/2015 FALL BUDGET	2015/2016 FALL BUDGET	$ CHANGE	% CHANGE
REVENUES				
Government of Alberta - Alberta Education	$174,526,926	$178,918,923	$4,391,997	2.5%
Government of Alberta - Other	1,084,785	1,011,207	(73,578)	(6.8%)
Fees	6,420,844	6,370,369	(50,475)	(0.8%)
Other Sales and Services	3,577,651	3,498,367	(79,284)	(2.2%)
Other	2,378,333	2,350,856	(27,477)	1.2%
	187,988,538	192,142,721	4,161,183	2.2%
EXPENSES				
Instruction	152,341,346	155,600,307	3,258,961	2.1%
Operations & Maintenance	20,488,229	20,834,320	346,091	1.7%
Transportation	10,489,160	10,814,928	325,768	(3.1%)
Board and System Administration	6,552,473	6,583,333	30,860	(0.5%)
External Services	983,662	804,079	(179,583)	18.3%
	190,854,870	194,636,967	3,782,097	2.0%
OPERATING SURPLUS/(DEFICIT)	(2,866,332)	(2,487,246)	379,086	(13.2%)

Detailed information regarding the Division's budget can be obtained from Financial Services at 780-417-8200 or on the EIPS website at www.eips.ca

Capital and Facilities Projects

Facility Services is actively involved in several school construction and modernization projects with over $50 million in capital projects in progress at this time:

- Mundare School modernization - school is currently occupied and the deficiency list is being addressed.
- Fultonvale Elementary/Junior High modernization is scheduled for completion by mid-2016.
- École Élémentaire Ardrossan Elementary replacement school is scheduled for completion in September 2017.
- A new K-9 school in Fort Saskatchewan is scheduled for opening in September 2017.
- A new K-6 school in Sherwood Park is scheduled for completion in 2017.

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

Parental Involvement

The 2014-2015 Annual Education Results Report, Diploma Examination, and Provincial Achievement Test results as well as five-year achievement trends will be shared with the Committee of School Councils at their January 2016 meeting.

At the school level, achievement results were shared with School Councils at their October/November 2015 meetings. School Councils were given the opportunity to provide input into the School Education Plan.

Timelines and Communication

EIPS strives to ensure easy access of this report by parents and the public. The report is available at **www.eips.ca** and from any member of the Board of Trustees or the Office of the Superintendent.

Additional supplementary information, including measure details for all performance measures is posted on the EIPS website under **Planning and Results**.

Information on the Division's 2014-2015 Average Class Size Report is posted on the EIPS website under **Planning and Results**.

Whistleblower Protection

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

For the 2014-2015 school year, there were no disclosures in EIPS.

Appendix A

Accountability Pillar Measure Evaluation Reference

ACHIEVEMENT EVALUATION

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th 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 5 achievement evaluation levels for each measure.

COURSE	Measure	Very Low	Low	Intermediate	High	Very High
English Lang 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 Lang 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 Lang 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
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

NOTES

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

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

IMPROVEMENT TABLE

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This 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 5 improvement evaluation levels based upon 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.

	ACHIEVEMENT				
IMPROVEMENT	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

Alberta Education Goals, Outcomes and Performance Measures

ACCOUNTABILITY PILLAR REQUIRED COMPONENTS

The following section contains the goals, outcomes and all performance measures required by Alberta Education, including the results of the system satisfaction survey and student achievement on provincial level examinations. A supplemental data package contains additional detail for all performance measures. Specifically, within the supplementary package, Accountability Pillar subject-specific results are presented for all provincial achievement examinations. Five years of results are presented numerically and graphically. The details are provided as part of Elk Island Public Schools' (EIPS) commitment to accountability, shared responsibility and transparency. The supplemental package may be found at http://www.eips.ca/planning-and-results.

GOAL ONE: AN EXCELLENT START TO LEARNING

Outcome: Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.

Required Performance Measures:

- There are no required measures for this outcome.

GOAL TWO: SUCCESS FOR EVERY STUDENT

Outcome: Students achieve learning outcomes.

Required Performance Measures:

- Percentage of Students who achieve the acceptable standard and the standard of excellence on diploma examinations.
- High School Completion Rate – Percentage of Students who completed high school within three years of entering Grade 10.
- Drop Out Rate – annual Drop Out rate of students aged 14 to 18.
- High School to post-secondary transition rate within six years of entering Grade 10.
- Percentage of Students meeting Rutherford Scholarship eligibility criteria.
- Percentage of Students who have written four or more diploma exams within three years of entering high school.

Outcome: Students demonstrate proficiency in literacy and numeracy.

Required Performance Measures:

- Percentage of Students who achieve the acceptable standard and the standard of excellence on Grade 3, 6 and 9 Provincial Achievement Tests (overall cohort results).

Outcome: Students demonstrate citizenship and entrepreneurship.

Required Performance Measures:

- Percentage of Teachers, Parents, and Students satisfied that students model the characteristics of active citizenship.
- Percentage of Teachers and Parents who agree that students are taught the attitudes and behaviors that will make them successful at work when they finish school.
- Percentage of Teachers and Parents who are satisfied that high school graduates demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.

Outcome: The achievement gap between First Nations, Metis, and Inuit students and all other students is eliminated.

Required Performance Measures:

- Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).
- Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).
- Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).
- Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).
- High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.
- Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18.
- High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.
- Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.
- Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.

GOAL THREE: QUALITY TEACHING AND SCHOOL LEADERSHIP

Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Required Performance Measures:

- Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

GOAL FOUR: ENGAGED AND EFFECTIVE GOVERNANCE

Outcomes: The education system demonstrates collaboration and engagement.

Required Performance Measures:

- Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- Percentage of teachers, parents, and students satisfied with the overall quality of basic education.
- Students and communities have access to safe and healthy learning environments.
- Percentage of teacher, parent, and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.
- Percentage of teachers, parents, and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

Appendix C

Diploma Examination Results Course by Course Summary with Measure Evaluation

COURSE	MEASURE	Achievement	Improvement	Overall	2015 N	2015 %	Prev 3 Yr Avg N	Prev 3 Yr Avg %	2015 N	2015 %	Prev 3 Yr Avg N	Prev 3 Yr Avg %
					ELK ISLAND PUBLIC SCHOOLS REG DIV 14				ALBERTA			
English Lang Arts 30-1	Acceptable Standard	High	Improved	Good	739	91.9	879	90.0	28,104	86.5	29,085	86.6
	Standard of Excellence	High	Maintained	Good	739	11.6	879	11.0	28,104	11.5	29,085	11.2
English Lang Arts 30-2	Acceptable Standard	High	Maintained	Good	452	95.1	403	94.3	16,324	88.7	15,323	89.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	452	13.1	403	14.0	16,324	11.3	15,323	11.6
French Lang Arts 30-1	Acceptable Standard	Very High	Maintained	Excellent	21	100.0	17	100.0	1,278	95.5	1,224	95.9
	Standard of Excellence	Low	Maintained	Issue	21	4.8	17	7.5	1,278	9.9	1,224	13.5
Mathematics 30-1	Acceptable Standard	n/a	Maintained	n/a	531	78.7	611	76.5	20,915	76.2	20,619	78.0
	Standard of Excellence	n/a	Maintained	n/a	531	28.2	611	27.2	20,915	31.7	20,619	31.9
Mathematics 30-2	Acceptable Standard	n/a	Improved Significantly	n/a	384	82.3	395	74.2	12,558	73.9	10,829	70.4
	Standard of Excellence	n/a	Improved	n/a	384	15.9	395	11.6	12,558	15.5	10,829	12.3
Social Studies 30-1	Acceptable Standard	High	Improved	Good	627	90.3	759	87.0	21,038	87.1	22,680	85.8
	Standard of Excellence	High	Improved	Good	627	16.1	759	13.9	21,038	16.2	22,680	15.4
Social Studies 30-2	Acceptable Standard	High	Maintained	Good	511	88.1	479	88.3	19,617	81.3	18,230	83.1
	Standard of Excellence	Intermediate	Declined Significantly	Issue	511	10.0	479	14.2	19,617	12.5	18,230	14.1
Biology 30	Acceptable Standard	High	Improved	Good	651	88.0	663	86.1	21,219	85.9	22,506	83.9
	Standard of Excellence	Very High	Improved Significantly	Excellent	651	35.0	663	27.9	21,219	33.0	22,506	30.7
Chemistry 30	Acceptable Standard	High	Improved	Good	498	81.1	570	78.3	19,050	82.2	18,412	79.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	498	27.3	570	26.7	19,050	34.2	18,412	31.9
Physics 30	Acceptable Standard	High	Improved	Good	292	86.3	298	81.6	10,573	83.9	10,127	81.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	292	31.5	298	31.9	10,573	35.8	10,127	31.8
Science 30	Acceptable Standard	High	Improved	Good	168	91.1	165	85.2	7,819	83.9	6,190	83.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	168	22.6	165	24.7	7,819	26.7	6,190	24.4

NOTES

Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Current and historical Diploma results have been adjusted to reflect change in data source system. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Appendix D

Provincial Achievement Test Results Course By Course Summary With Measure Evaluation

COURSE	MEASURE	Achievement	Improvement	Overall	2015 N	2015 %	Prev 3 Yr Avg N	Prev 3 Yr Avg %	2015 N	2015 %	Prev 3 Yr Avg N	Prev 3 Yr Avg %
		ELK ISLAND PUB SCHS REG DIV 14							ALBERTA			
English Language Arts 6	Acceptable Standard	High	Maintained	Good	1,229	90.9	1,174	91.3	47,446	82.8	44,338	82.4
	Standard of Excellence	Very High	Improved	Excellent	1,229	25.2	1,174	22.4	47,446	19.5	44,338	17.2
French Language Arts 6	Acceptable Standard	High	Improved	Good	97	92.8	90	86.5	2,972	87.5	2,648	88.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	97	14.4	90	13.3	2,972	13.6	2,648	16.4
Mathematics 6	Acceptable Standard	High	Maintained	Good	1,228	83.3	1,174	84.0	47,377	73.3	44,292	73.8
	Standard of Excellence	High	Declined	Acceptable	1,228	19.1	1,174	22.0	47,377	14.1	44,292	16.2
Science 6	Acceptable Standard	High	Maintained	Good	1,228	86.9	1,174	87.5	47,379	76.4	44,273	77.1
	Standard of Excellence	Very High	Declined	Good	1,228	34.4	1,174	36.9	47,379	25.3	44,273	26.3
Social Studies 6	Acceptable Standard	High	Declined	Acceptable	1,228	80.1	1,174	82.5	47,385	69.8	44,226	72.1
	Standard of Excellence	High	Maintained	Good	1,228	24.7	1,174	23.8	47,385	18.1	44,226	18.4
English Language Arts 9	Acceptable Standard	High	Maintained	Good	1,177	85.7	1,191	86.8	43,532	75.6	38,021	76.8
	Standard of Excellence	High	Maintained	Good	1,177	17.8	1,191	19.4	43,532	14.4	38,021	15.4
English Lang Arts 9 KAE	Acceptable Standard	Intermediate	Declined	Issue	28	57.1	26	79.3	1,553	62.8	1,543	62.3
	Standard of Excellence	Low	Declined	Issue	28	0.0	26	9.0	1,553	4.6	1,543	4.6
French Language Arts 9	Acceptable Standard	High	Improved	Good	59	94.9	46	87.7	2,601	85.9	2,496	87.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	59	8.5	46	6.7	2,601	10.1	2,496	12.4
Mathematics 9	Acceptable Standard	High	Maintained	Good	1,158	74.4	1,182	75.5	43,190	65.3	37,734	66.8
	Standard of Excellence	High	Declined	Acceptable	1,158	19.9	1,182	21.7	43,190	18.0	37,734	17.8
Mathematics 9 KAE	Acceptable Standard	Intermediate	Declined	Issue	46	71.7	34	85.5	1,966	60.7	1,858	63.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	46	19.6	34	22.4	1,966	14.4	1,858	14.8
Science 9	Acceptable Standard	Very High	Maintained	Excellent	1,173	84.5	1,193	83.2	43,653	74.1	38,253	73.4
	Standard of Excellence	Very High	Improved	Excellent	1,173	29.4	1,193	26.8	43,653	22.9	38,253	21.5
Science 9 KAE	Acceptable Standard	High	Maintained	Good	31	87.1	23	91.3	1,527	64.4	1,503	66.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	31	19.4	23	29.8	1,527	15.2	1,503	16.4
Social Studies 9	Acceptable Standard	High	Maintained	Good	1,173	76.1	1,190	75.2	43,451	65.1	38,360	66.7
	Standard of Excellence	Very High	Maintained	Excellent	1,173	25.5	1,190	24.2	43,451	19.8	38,360	19.3
Social Studies 9 KAE	Acceptable Standard	Intermediate	Declined	Issue	31	64.5	26	82.2	1,469	57.2	1,489	63.3
	Standard of Excellence	Intermediate	Maintained	Acceptable	31	12.9	26	18.7	1,469	11.2	1,489	12.5

Elk Island
Public Schools