



Your Future in MIND ●

Progress Report

June 2014



Section 1 - Introduction

School divisions, as accountable organizations, are required to establish a system of accountability. At the request of the Board of Trustees an interim report, *Elk Island Public Schools: A Progress Report*, is completed annually as one of the local accountability mechanisms.

Elk Island Public Schools: A Progress Report June 2014 is based on the Board's primary strategic planning document, the Three Year Education Plan. The work focused on progressing toward our 3-yr Education Plan goals is both extensive and impressive. In order to demonstrate how broad goals are strategically operationalized, each year the *June Progress Report* focuses on one area. This year, Section Two of our *Progress Report* highlights initiatives that support literacy as our 3-yr plan recognizes literacy as foundational to student learning. In addition, the final section of this report contains detailed Accountability Pillar May 2014 results.

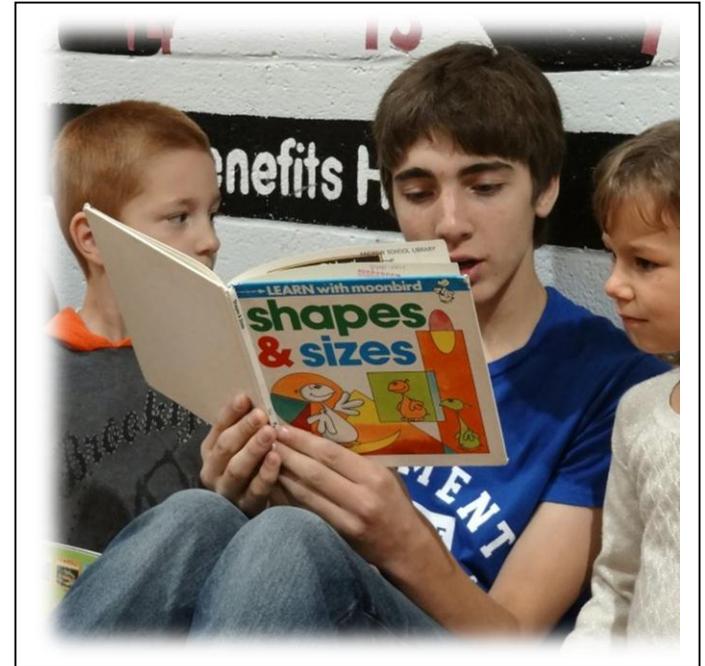
Section 2 - Supporting Literacy in Elk Island Public Schools

Elk Island Public Schools Literacy Committee

The Elk Island Public Schools (EIPS) Literacy Committee was formed in June 2013 and is taking a lead role in ensuring a strategic approach to literacy support.

Fourteen teachers, school administrators and Instructional Services personnel met multiple times in the 2013/2014 school year. Their work included:

- Finalizing belief statements relating to literacy and literacy support
- Developing online resources
- Focusing on key areas: Reading/Writing/Word Work, Literacy & Technology, and, Professional and Reading Resources
- Completing a division-wide survey which will result in a tiered resource list for elementary schools. The list will recommend classroom reading resources and professional texts (essentials, reference texts, etc.)





Supporting Emergent Literacy

Elk Island Public Schools (EIPS) Early Learning launched the *Supporting Emergent Literacy in Kindergarten (SELIK)* project in October 2014. The SELIK project supports on-going classroom literacy activities by assisting young children in both the acquisition of skills and the development of attributes necessary to be successful readers and writers. A primary goal of the project is to help children see themselves as readers whether they are reading conventionally or not. Between March and May, small group activities were provided bi-weekly by the kindergarten teacher with support from a substitute teacher. Teachers had the opportunity to work more directly with children who were experiencing challenges in key concept areas. Concept areas include: print awareness (inclusive of concepts about print, book and alphabet recognition); story comprehension; and, phonological awareness. Fountas & Pinnell Levelled Literacy kits were purchased and teachers worked collaboratively to develop lessons to support the project. SELIK was developed by our kindergarten teachers and early feedback has been very positive.

Literacy Support in Division 1

Beginning in September 2013, 40 teachers (new & new to Division 1) joined a Literacy Professional Learning Cohort. During the course of the year, these teachers participated in a series of seven professional learning days. The learning days were supplemented with in-school coaching from our literacy consultant. Reading resources, *Comprehension From the Ground Up* and *The Daily 5*, were distributed to provide a common theoretical approach. Finally, a wiki was created for teachers to access further resources and share ideas with one another. This cohort will continue working together during the 2015-2016 school year. Furthermore, plans are underway to expand the project to include Division 2 teachers.





Read In Week

Each year, Elk Island Public Schools (EIPS) celebrates Read-In Week. The goal of Read-In Week is to encourage a life-long love of reading and enhance literacy awareness. This year's theme, *Books with Bite*, captured the ability a good book has to “bite” and pull you into reading. Schools celebrated the theme during *Drop Everything and Read* (DEAR) time and by setting aside time throughout the week for students to pair-up and take a bite out of their favourite books. Read-In week is a wonderful opportunity where different schools come together to share their love of reading and special guests participate in school activities. This year, news personality, Carrie Doll, and author/illustrator, Darcy Polny, were among the invited guests.

Young Authors' Conference

More than 360 young artists and writers had the opportunity to explore the influence of prose and illustration during the 25th annual Young Authors' Conference in February. This long-standing collaborative event welcomed participants from both Elk Island Public Schools (EIPS') and Elk Island Catholic Schools (EICS) for a full day of sessions. Students were grouped into two streams based on grade level (grades 4-6 and 7-9) and attended sessions hosted by local and international authors and illustrators.

The 2014 Young Authors' Conference featured a number of returning authors, artists, and celebrities and well as sessions hosted by new presenters. Noted authors returning to the conference include Judy Andrekson, Sigmund Brouwer, Marty Chan, Judith Graves, Jacqueline Guest, Colleen Heffernan, David A. Poulsen, Gail Sidonie Sobat, Gord Steinke and Lyle Weis. Renowned artists included Mike Boldt, Gary Delainey and Gerry Rasmussen.



Comprehensive Literacy for Students with Significant Disabilities Workshop

In February 2014, teachers from our G.O.A.L.S., L.I.N.K.S., S.T.E.P.S. and P.L.A.C.E. classes attended a workshop facilitated by Dr. Karen Erickson. The workshop offered an instructional framework and practical approaches to address the literacy learning needs of students with significant disabilities. The emphasis was on comprehensive approaches to emergent and early conventional literacy that move beyond skill acquisition to skill application in meaningful reading and writing contexts.

Pragmatic Organization Dynamic Display (P.O.D.D.)



Pragmatic Organization Dynamic Display (P.O.D.D.) was launched in October 2014 and led by a Student Support Services Consultant and our Coordinator of Speech and Language Services. P.O.D.D. introduces a language system to students with complex communication needs by providing a way to respond to the student's communication intents in a natural way (such as having a conversation with them and taking turns). The P.O.D.D project began with a group of eight teachers who are teaching students with complex communication needs. Teachers were introduced to the language system and cameras were provided.

There have been many successes in the first year of this project, including:

- Increased interaction between staff and students with complex communication needs.
- Increased interaction between students with complex communication needs and their peers.

Generally, students have shown that they are able to use the P.O.D.D. system to convey what they want, when they want, and to whom they want.

Project-Based Learning

Elk Island Public Schools (EIPS) teachers are embracing Project-Based Learning (PBL) as an instructional tool in their teaching toolbox. Over 100 teachers have participated in a three day workshop, *Project Based Learning (PBL) 101 for the 21st Century*, offered through the Edmonton Regional Learning Consortium (ERLC). This workshop engaged teachers in learning the principles for designing, assessing and managing standards-focused projects as well as using performance assessments to judge students' work. Through a combination of direct instruction, video analysis and hands-on collaborative work, teachers had the opportunity to plan, design and receive peer feedback on an engaging and rigorous project using the Buck Institute for Education (BIE) model and tools. All participants received a copy of the PBL 101 Workbook, which includes rubrics, planning forms, protocols, activities, readings and sample projects and they continue to receive support through the BIE forums and biweekly webinars.





Incorporating PBL into instructional practice aligns with a competency and cross-curricular approach to education. When designing for PBL, teachers focus on key learning outcomes and key competencies that they want their students to understand and develop as they move through the project. Throughout the various components of the project students have opportunities to inquire and discover the intended learning outcomes. Teachers are using the Instructional Services website to share their PBL successes. Check out these links to read more about PBL in action [PBL at Wes Hosford](#), [PBL at James Mowat](#), and [PBL at F.R. Haythorne](#).

Student Blogs

Elk Island Public Schools (EIPS) hosted our 3rd Annual *My Voice My Future* Student Conference in February 2014. One of our student leaders from Vegreville Composite High School volunteered to write a blog about the experience. [Braiden Landsman's Blog](#) was the first student blog post to our Instructional Services website. Students from other schools took the initiative and wrote newsletter articles about the experience. Fultonvale Elementary/Junior High school students emailed their school principal the following message which was subsequently posted in the school's newsletter:



EIPS My Voice, My Future Student Conference Reflection

The My Voice My Future Conference 2014 was a student gathering with EIPS kids ranging from grades 9-12. While attending this conference, we discussed the pros and cons of our current school system, and how to improve it for the future.

While at this event, we were given the opportunity to meet new people, make new friends and contribute our ideas to better our school systems in Elk Island Public Schools.

One of the many things that students did was analyze data from student's surveys taken this past November, to see why the results turned out the way they did. They then discussed on how to improve certain elements of school life, such as relationships, school structure, calendar, scheduling, and food and wellness policies in school.



initiatives are commitments to staff engagement, providing the required resources (including time), collaboration, and, project evaluation.



Section 3 *Accountability Pillar May 2014 Results*

Alberta Education has a system of accountability to ensure that we provide the best possible education system for all of our students. The Accountability Pillar provides us with a wide range of data that paints a picture of how we are performing.

Accountability Pillar Survey Measures

Alberta Education conducts surveys of teachers, students and their parents to gather information on the quality of education provided by Alberta school authorities and their schools. The teacher and student surveys are conducted online and parents are surveyed by mail. For the May 2014 report, the following groups had the opportunity to complete the satisfaction survey: students in grades 4; students in grades 7 through 12; all teachers; and, parents of students in grades 4, 7 and 10.

For the May 2014 Accountability Pillar Report, the following represents the total number of surveys completed.

	# of surveys completed
Students	6995
Teachers	732
Parents	802

** The number of surveys responses for each measures may vary slightly (+ or - 25) as not all respondents complete all questions

Survey measures include the following:

- **Safe & Caring** (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.)
- **Program of Studies** (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.)

- **Education Quality** (Percentage of teachers, parents and students satisfied with the overall quality of basic education.)
- **Work Preparation** (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.)
- **Citizenship** (Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.)
- **Parent Involvement** (Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.)
- **School Improvement** (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.)

Additional performances measures in May 2014 Accountability Pillar Report include:

High School Completion Rate (3-year) (the percentage of students in the grade 10 cohort¹ who have completed high school by the end of their third year, adjusted for attrition².)

High school completion is defined as: receiving an Alberta high school diploma, an IOP certificate or high school equivalency (GED); entering a post-secondary level program at an Alberta postsecondary institution; registering in an Alberta apprenticeship program; or earning credit in five grade 12 level courses, including four diploma examination courses.

¹ Grade 10 Cohort: Students are included in the grade 10 cohort the first school year in which they have a grade 10 registration at a public, separate, francophone, charter or private school. The following categories of students are excluded from the grade 10 cohort: students who have a concurrent grade 9 registration in the same school year; students who register after September 30th of the school year; adult students (older than 18 when they start grade 10); students who are registered in schools under provincial and federal authorities; students who are identified as having a moderate/severe cognitive disability or a severe multiple disability; students attending Hutterite Colony schools; and, visiting or exchange students.

² Attrition: The loss of students due to out-migration and mortality, referred to as “attrition”, is estimated from department and Statistics Canada data.

Post-Secondary Transition Rate (6-year) (the percentage of students in the grade 10 cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within six years of entering grade 10, adjusted for attrition.)

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

Diploma Exam Participation Rate (4+ Exams) (the percentage of students in the grade 10 cohort who have written four or more diploma exams by the end of their third year in high school, adjusted for attrition.)

Students are not considered a diploma examination participant if they do not have an examination mark.

Drop Out Rate (the percentage of students aged 14-18 registered in the K-12 system who drop out the following year, adjusted for attrition.)

An initial age specific cohort of students aged 14 to 18 is established for a given school year, excluding the following groups of students: students who registered after September 30, students with severe cognitive/multiple disabilities, students attending Hutterite colony schools, visiting/exchange students, students under other authorities (e.g. federal, Lloydminster).

A student who was in Alberta's education system is considered to have dropped out if: There is no evidence of their participation in the education system the following school year (including post-secondary and apprenticeship programs) or they did not complete high school (see high school completion measure for details).

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

Students must have completed at least one grade 12 course. Students in the following categories are excluded: students who are not registered on September 30th of the school year; students registered in schools under provincial and federal authorities; students who are 20 years of age or older on September 1 of the school year; identified in the grade 12 school year as having a moderate/severe cognitive disability or severe multiple disability; identified in the grade 12 school year as exchange or visiting students; and students in Lloydminster school authorities.

In addition to the overall summary, this report includes details for each measure:

- Five years of results for each measure
- Disaggregated responses for students, parents and teachers
- A graphical representation for each measure

Elk Island Public Schools 2014 Accountability Pillar Overall Summary (May 2014)

Measure Category	Measure Category Evaluation	Measure	Elk Island Public Schools			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	88.1	87.4	87.2	89.1	89.0	88.6	Very High	Improved	Excellent
Student Learning Opportunities	Good	Program of Studies	82.0	82.1	82.0	81.3	81.5	81.1	Very High	Maintained	Excellent
		Education Quality	87.1	88.6	88.1	89.2	89.8	89.5	Intermediate	Declined	Issue
		Drop Out Rate	2.2	3.5	2.7	3.3	3.5	3.6	Very High	Improved	Excellent
		High School Completion Rate (3 yr)	81.7	78.9	77.5	74.9	74.8	73.8	High	Improved Significantly	Good
Student Learning Achievement (Grades 10-12)	Good	Diploma Exam Participation Rate (4+ Exams)	60.3	60.0	59.0	50.5	56.6	55.9	High	Maintained	Good
		Rutherford Scholarship Eligibility Rate (Revised)	62.2	61.7	59.5	60.9	61.3	60.8	High	Improved	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Transition Rate (6 yr)	61.3	66.8	66.1	59.2	59.5	59.1	High	Declined Significantly	Issue
		Work Preparation	76.4	78.0	76.4	81.2	80.3	80.0	Intermediate	Maintained	Acceptable
		Citizenship	80.4	80.8	79.8	83.4	83.4	82.6	High	Maintained	Good
Parental Involvement	Acceptable	Parental Involvement	76.9	77.9	77.2	80.6	80.3	80.0	Intermediate	Maintained	Acceptable
Continuous Improvement	Issue	School Improvement	77.9	80.9	79.5	79.8	80.6	80.2	High	Declined Significantly	Issue

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 3 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.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

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

Celebrations:

- Very high on the achievement evaluation for the Safe & Caring and Programs of Studies measures
- Very high on the achievement evaluation for the Drop Out Rate measure
- Improved or improved significantly evaluations for Safe & Caring, Drop Out Rate, High School Completion Rate, and, the Rutherford Eligibility Rate measures

Areas requiring attention:

- Declining performance on the Education Quality, Transition Rate, and School Improvement measures
- Continued intermediate achievement evaluation for Parent Involvement measure

Five Years of Results

Performance Measure	Results (in percentages)					Evaluation			
	2010	2011	2012	2013	2014	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.	88.1	87.4	87.2	89.1	89.0	88.6	Very High	Improved	Excellent
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.	80.3	81.5	82.2	82.1	82.0	82.0	Very High	Maintained	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	87.6	87.0	88.6	88.6	87.1	87.1	Intermediate	Declined	Issue
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	78.6	77.1	76.3	78.9	81.7	81.7	High	Improved Significantly	Good
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.6	2.7	2.0	3.5	2.2	2.2	Very High	Improved	Excellent

High school to post-secondary transition rate of students within six years of entering Grade 10.	64.8	67.9	63.7	66.8	61.3	High	Declined Significantly	Issue
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	57.8	57.3	59.5	61.7	62.2	High	Improved	Good
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	59.0	57.8	59.2	60.0	60.3	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.	76.4	75.6	75.6	78.0	76.4	Intermediate	Maintained	Acceptable
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	79.1	79.1	79.5	80.8	80.4	High	Maintained	Good
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	77.8	76.4	77.3	77.9	76.9	Intermediate	Maintained	Acceptable

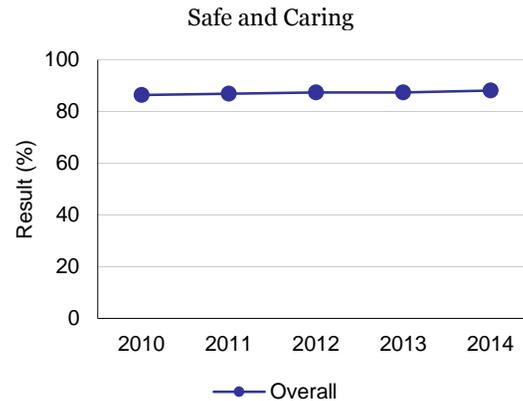
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	77.9	78.0	79.5	80.9	77.9	High	Declined Significantly	Issue
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Measure Details and Graphic Representations

Safe and Caring

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.

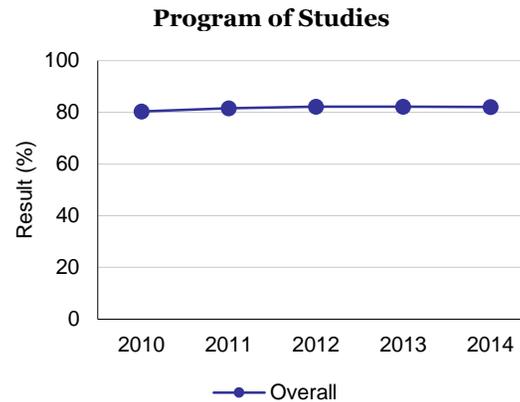
	EIPS					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	86.4	86.9	87.3	87.4	88.1	87.6	88.1	88.6	89.0	89.1
Teacher	93.9	93.8	94.4	93.9	95.9	94.4	94.5	94.8	95.0	95.3
Parent	85.1	85.9	85.4	87.5	87.2	86.1	86.6	87.4	87.8	88.9
Student	80.3	81.1	82.1	80.8	81.1	82.2	83.3	83.7	84.2	83.1



Program of Studies

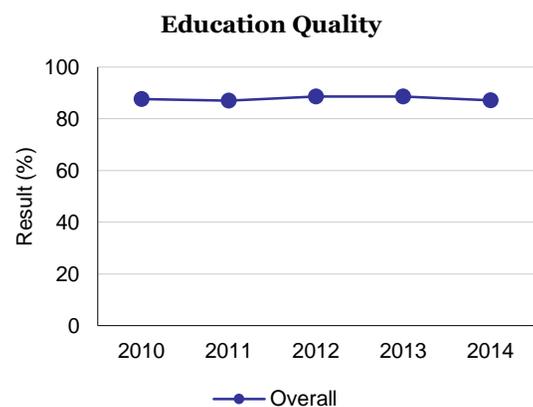
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	EIPS					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	80.3	81.5	82.2	82.1	82.0	80.5	80.9	80.7	81.5	81.3
Teacher	88.7	89.6	90.3	89.3	90.5	87.7	87.6	87.3	87.9	87.5
Parent	78.3	79.7	80.7	81.3	79.9	78.0	78.3	78.1	78.9	79.9
Student	73.9	75.3	75.7	75.8	75.7	75.9	76.9	76.9	77.8	76.6



Education Quality

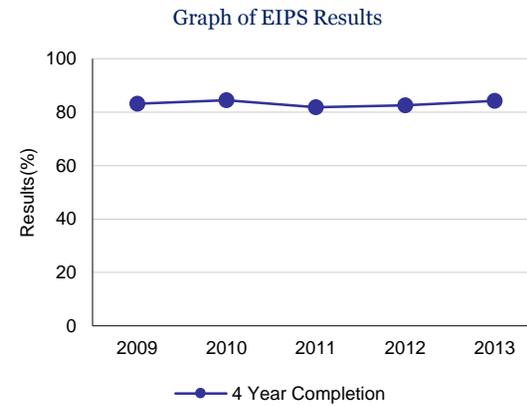
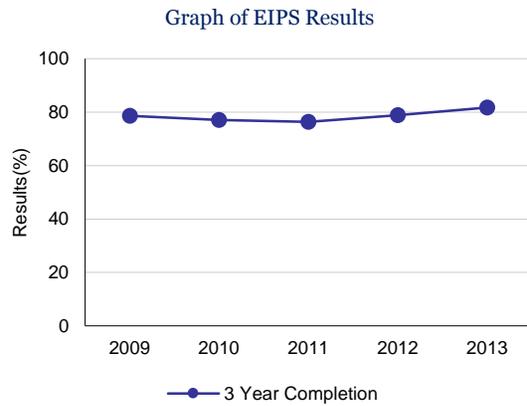
Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	EIPS					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	87.6	87.0	88.6	88.6	87.1	89.2	89.4	89.4	89.8	89.2
Teacher	95.3	95.0	95.3	94.6	95.5	95.6	95.5	95.4	95.7	95.5
Parent	81.5	79.9	83.4	85.3	81.6	83.9	84.2	84.2	84.9	84.7
Student	86.0	86.1	87.1	85.9	84.3	88.2	88.5	88.6	88.7	87.3

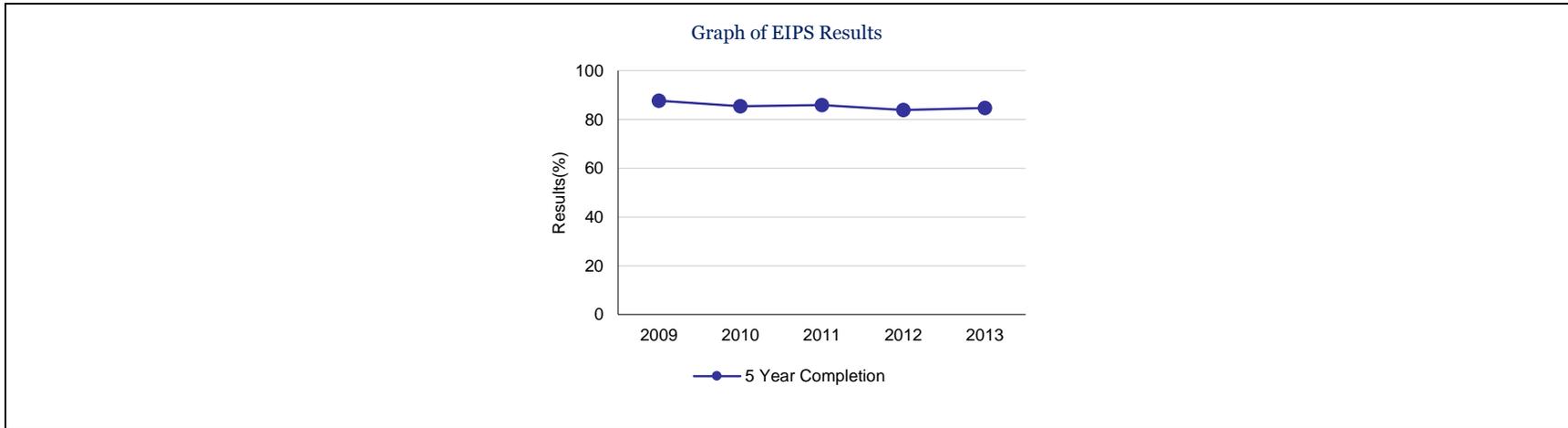


High School Completion Rate

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

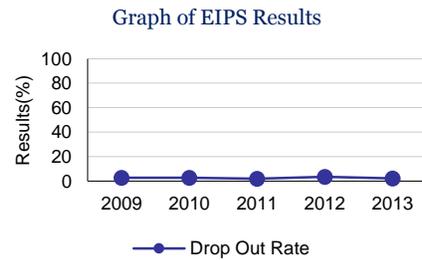
	EIPS					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
3 Year Completion	78.6	77.1	76.3	78.9	81.7	71.5	72.6	74.1	74.8	74.9
4 Year Completion	83.1	84.4	81.8	82.5	84.2	76.1	76.9	78.1	79.4	79.6
5 Year Completion	87.7	85.4	85.9	83.9	84.7	79.0	79.0	79.6	80.8	81.7





Drop Out Rate

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	EIPS					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Drop Out Rate	2.6	2.7	2.0	3.5	2.2	4.3	4.2	3.2	3.5	3.3
Returning Rate	41.6	43.8	17.4	21.2	32.4	23.5	27.9	23.4	23.0	21.1

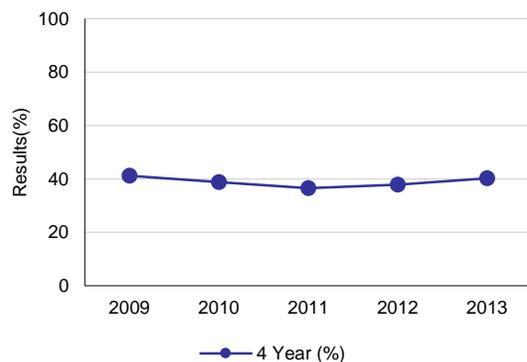


High School to Post-secondary Transition Rate

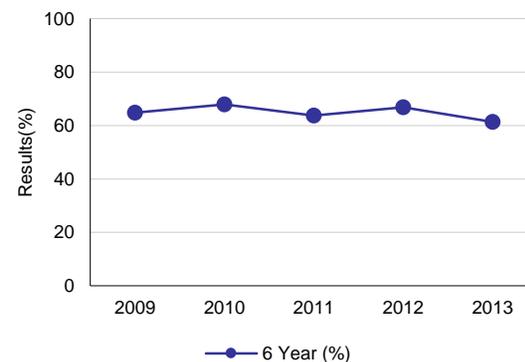
High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	EIPS					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
4 Year Rate	41.2	38.8	36.6	37.8	40.2	37.5	37.8	38.2	39.6	40.0
6 Year Rate	64.8	67.9	63.7	66.8	61.3	59.8	59.3	58.4	59.5	59.2

Graph of EIPS Results



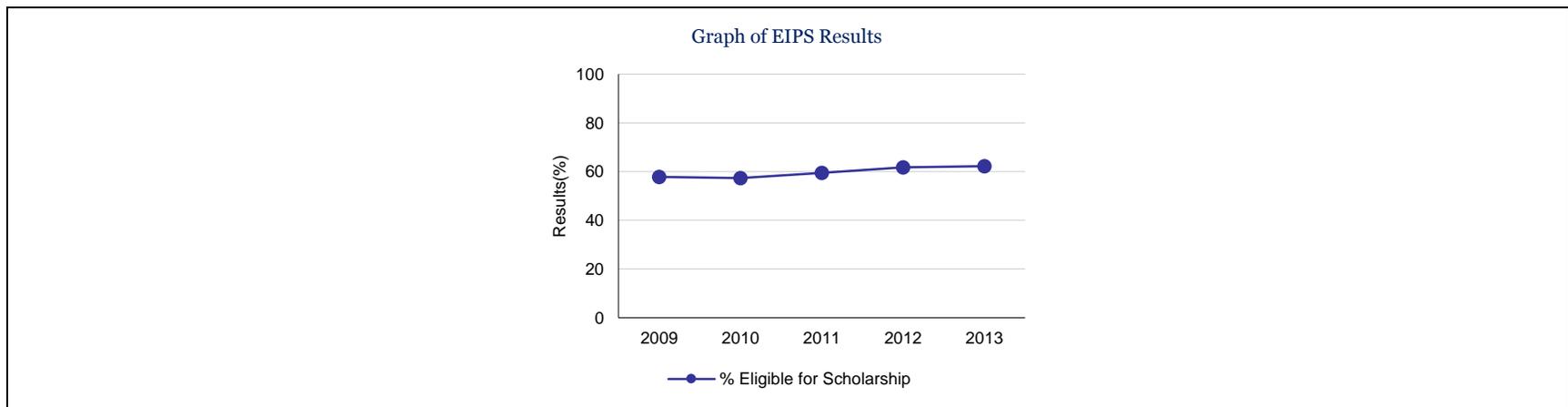
Graph of EIPS Results



Rutherford Eligibility Rate

Percentage of Grade 12 students eligible for a Rutherford Scholarship.													
				EIPS					Province				
				2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Rutherford Scholarship Eligibility Rate (Revised)				57.8	57.3	59.5	61.7	62.2	56.9	59.6	61.5	61.3	60.9

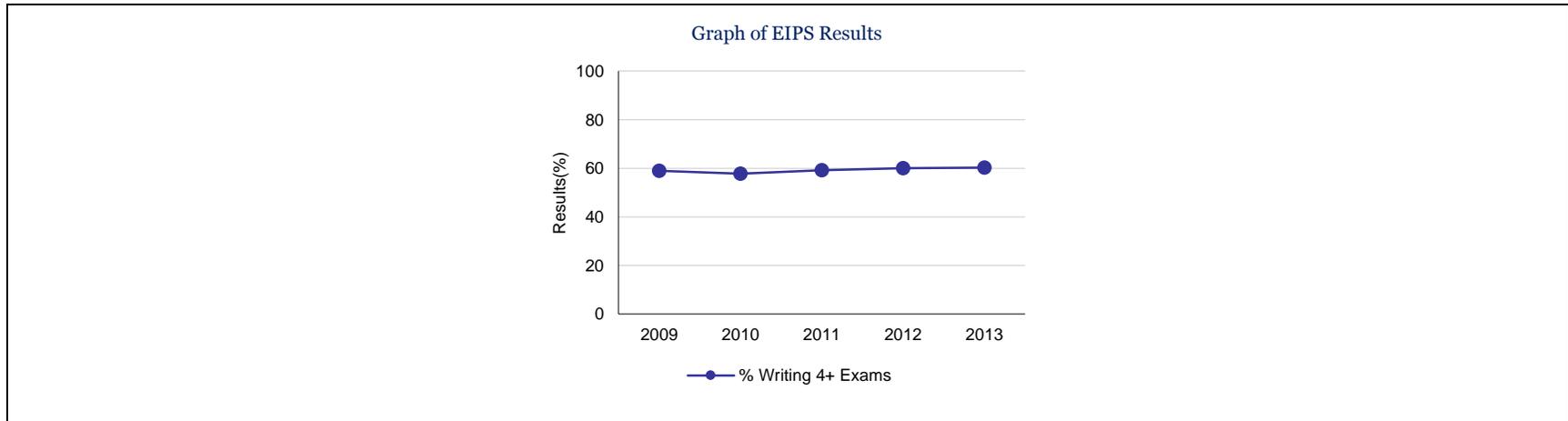
Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2009	1553	817	52.6	731	47.1	407	26.2	897	57.8
2010	1610	818	50.8	732	45.5	446	27.7	922	57.3
2011	1565	833	53.2	713	45.6	437	27.9	931	59.5
2012	1539	831	54.0	729	47.4	452	29.4	950	61.7
2013	1583	869	54.9	782	49.4	535	33.8	984	62.2



Diploma Examination Participation Rate

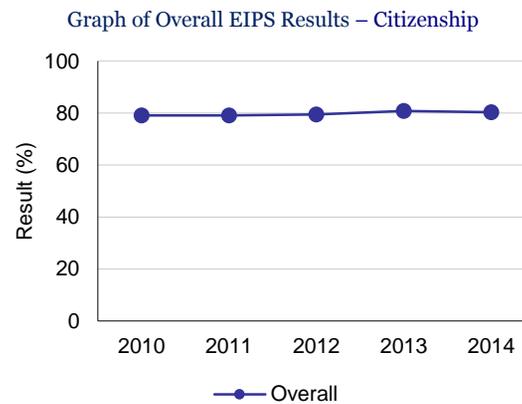
Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	EIPS					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
% Writing 0 Exams	11.0	13.5	13.0	10.8	10.7	18.0	17.2	16.1	15.9	16.1
% Writing 1+ Exams	89.0	86.5	87.0	89.2	89.3	82.0	82.8	83.9	84.1	83.9
% Writing 2+ Exams	85.6	83.1	84.6	86.3	87.2	78.7	79.6	80.8	81.2	80.8
% Writing 3+ Exams	71.8	69.5	70.9	73.8	72.2	65.2	66.0	67.4	67.5	63.8
% Writing 4+ Exams	59.0	57.8	59.2	60.0	60.3	53.5	54.9	56.2	56.6	50.5
% Writing 5+ Exams	37.6	38.7	37.6	39.8	40.9	34.7	36.1	37.2	38.0	31.8
% Writing 6+ Exams	12.7	12.3	13.3	13.0	11.8	12.9	13.4	14.1	14.6	11.5



Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	EIPS					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	79.1	79.1	79.5	80.8	80.4	81.4	81.9	82.5	83.4	83.4
Teacher	92.6	91.8	93.0	93.0	94.2	93.0	92.7	93.1	93.6	93.8
Parent	74.7	74.4	75.1	77.7	76.9	78.5	78.6	79.4	80.3	81.9
Student	69.9	71.3	70.4	71.6	70.0	72.7	74.5	75.0	76.2	74.5

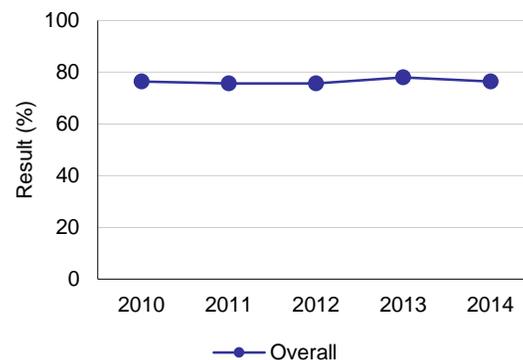


Work Preparation

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.

	EIPS					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	76.4	75.6	75.6	78.0	76.4	79.9	80.1	79.7	80.3	81.2
Teacher	89.9	89.3	89.2	89.4	86.3	90.0	89.6	89.5	89.4	89.3
Parent	62.9	61.8	62.0	66.7	66.4	69.8	70.6	69.9	71.1	73.1

Graph of Overall EIPS Results – Work Preparation

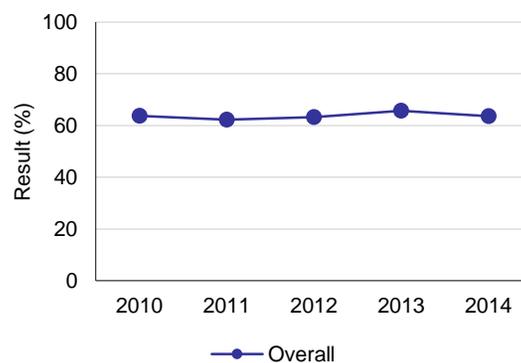


Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	EIPS					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	63.7	62.3	63.2	65.7	63.6	67.6	67.9	68.0	68.5	69.5
Teacher	74.0	71.8	73.5	73.7	71.5	75.4	75.3	75.8	75.7	76.0
Parent	53.3	52.9	52.9	57.7	55.6	59.8	60.6	60.2	61.2	63.0

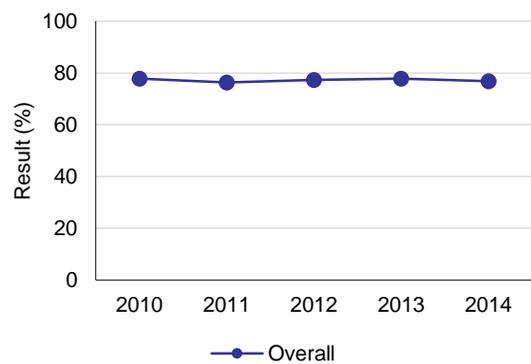
Graph of Overall EIPS Results – Lifelong Learning



Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	EIPS					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	77.8	76.4	77.3	77.9	76.9	80.0	79.9	79.7	80.3	80.6
Teacher	88.1	88.1	88.3	87.7	87.2	88.6	88.1	88.0	88.5	88.0
Parent	67.4	64.7	66.3	68.0	66.5	71.3	71.7	71.4	72.2	73.1

Graph of Overall EIPS Results – Parent Involvement

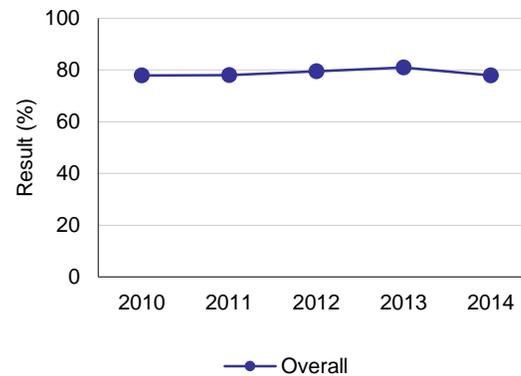


School Improvement

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.

	EIPS					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	77.9	78.0	79.5	80.9	77.9	79.9	80.1	80.0	80.6	79.8
Teacher	79.2	80.0	80.3	83.4	80.6	80.8	80.1	81.1	80.9	81.3
Parent	72.4	72.3	74.7	77.6	73.7	77.0	77.3	76.2	77.9	77.0
Student	82.1	81.9	83.4	81.8	79.4	81.8	82.9	82.7	82.9	81.2

Graph of Overall EIPS Results – School Improvement



Appendix 1 – 2013 Accountability Pillar Results

Combined 2013 Accountability Pillar Overall Summary (May 2013)

Measure Category	Measure Category Evaluation	Measure	Elk Island Pub Schs Reg Div 14			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	87.4	87.3	86.9	89.0	88.6	88.1	High	Maintained	Good
Student Learning Opportunities	Good	Program of Studies	82.1	82.2	81.3	81.5	80.7	80.7	Very High	Maintained	Excellent
		Education Quality	88.6	88.6	87.7	89.8	89.4	89.3	High	Improved	Good
		Drop Out Rate	3.5	2.0	2.4	3.5	3.2	3.9	High	Declined Significantly	Issue
		High School Completion Rate (3 yr)	78.9	76.3	77.4	74.8	74.1	72.7	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Good	Diploma Exam Participation Rate (4+ Exams)	60.0	59.2	58.6	56.6	56.2	54.9	High	Maintained	Good
		Rutherford Scholarship Eligibility Rate (Revised)	61.7	59.5	58.2	61.3	61.5	59.4	High	Improved Significantly	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	66.8	63.7	65.5	59.5	58.4	59.2	High	Maintained	Good
		Work Preparation	78.0	75.6	75.9	80.3	79.7	79.9	High	Improved	Good
		Citizenship	80.8	79.5	79.2	83.4	82.5	82.0	High	Improved	Good
Parental Involvement	Acceptable	Parental Involvement	77.9	77.3	77.2	80.3	79.7	79.8	Intermediate	Maintained	Acceptable
Continuous Improvement	Excellent	School Improvement	80.9	79.5	78.5	80.6	80.0	80.0	Very High	Improved Significantly	Excellent