

EDMONTON PUBLIC SCHOOLS

November 8, 2005

TO: Board of Trustees

FROM: E. Schmidt, Acting Superintendent of Schools

SUBJECT: Alberta Education Achievement Test Results: June 2005

ORIGINATOR: T. Parker, Executive Director

RESOURCE

STAFF: Anne Mulgrew, Jim Scott, Lorie Welk, Corrie Ziegler

INFORMATION

The purpose of this report is to provide information about the 2004-05 provincial achievement test results.

Description of the Provincial Achievement Test Program

In June 2005, all students enrolled in grades 3, 6, and 9 wrote achievement tests in language arts and mathematics. Students enrolled in grades 6 and 9 also wrote achievement tests in science and social studies. In addition to writing achievement tests in the core courses, students enrolled in grades 6 and 9 French Immersion wrote a French language arts test.

The provincial achievement tests are primarily designed to provide the province and jurisdictions with information about the status of particular aspects of curricula that can be measured by paper and pencil tests. The results do not provide information about other knowledge, skills and attitudes students are acquiring as they progress through school.

Results from provincial achievement tests are reported in terms of the percentage of students achieving the acceptable standard and the standard of excellence. Alberta Education requires that these results be reported on the basis of student cohort. Student cohort reporting includes all students enrolled in a particular grade. Students who are absent or excused from a given test are included in the data as not having demonstrated standards.

Alberta Education also provides prior level of achievement data to schools and jurisdictions each fall. Prior level is a statistical process that matches scores students obtain in grade 6 language arts and mathematics back to their grade 3 scores, and grade 9 scores in language arts and mathematics back to their grade 6 scores. Through a process called regression analysis, Alberta Education determines if, at the grade 6 and grade 9 levels, schools and jurisdictions are performing at, above, or below expectation.

Major Generalizations

The major generalizations from the 2005 administration of the provincial achievement tests are as follows:

- For the seven years that the province has provided prior level of achievement data, district students in grades 6 and 9 have consistently achieved above expectation on the language arts and mathematics achievement tests. Edmonton Public Schools is the only jurisdiction in the province that can make this claim.
- Relative to provincial results, the percentage of district students achieving the acceptable standard was higher in eight out of twelve achievement tests.
- Relative to provincial results, the percentage of district students achieving the standard of excellence was higher for nine out of twelve achievement tests.

Schools and the district use data from the provincial achievement tests to monitor student learning related to standards. School staffs work in collaborative teams to analyze results to identify strengths and areas of challenge both at the school and individual student level. Detailed district results from the 2005 administration are found in Appendix I. A five year graphic representation of results can be found in Appendix II.

Implications for Action

In order to assist schools in using their data effectively, a number of supports have been put in place.

1. **District Professional Development**
Sessions have been designed to give Instructional Leadership Teams a variety of strategies for using the results effectively:
 - to develop a deeper understanding of curriculum standards by analyzing the relationship between teacher-awarded marks and provincial achievement test results.
 - to use multiple sources of data, including provincial achievement test results to select interventions for working with at-risk students.
 - to use data to inform next steps in the school's professional development plan.
2. **Building Expertise**
Support is provided to staff in central services to better equip them to use results in their work with schools. For example, consultants use the data to support schools in implementing best practices.
3. **Communicating to Stakeholders**
Support is provided to schools to allow them to communicate knowledgeably and confidently with respect to cohort reporting, which as of this year, is a requirement for school and jurisdiction reporting.

4. Aligning Resources

Schools use information from the provincial achievement tests to inform decisions about aligning resources such as accessing professional development, acquiring additional teaching resources and accommodating student learning needs.

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APPENDIX I - Detailed Provincial Achievement Test Results June 2005

APPENDIX II - Longitudinal Achievement Test Trends

DETAILED PROVINCIAL ACHIEVEMENT TEST RESULTS JUNE 2005

Table 1 provides information on the percentage of district students meeting standards on the achievement tests compared to the province as a whole.

TABLE 1
DISTRICT AND PROVINCIAL RESULTS FOR THE
JUNE 2005 ACHIEVEMENT TESTS: COHORT DATA

Achievement Test	Percentage of Students Meeting the Acceptable Standard			Percentage of Students Meeting the Standard of Excellence		
	Prov.	EPS	Diff.	Prov.	EPS	Diff.
GRADE 3						
Language Arts	82.2	79.5	-2.7	16.2	16.2	0.0
Mathematics	80.3	79.8	-0.5	26.1	26.4	+0.3
GRADE 6						
Language Arts	77.3	76.6	-0.7	15.5	17.4	+1.6
Mathematics	78.2	79.5	+1.3	18.1	21.5	+3.4
Science	79.8	81.3	+1.5	26.0	31.8	+5.8
Social Studies	78.4	80.2	+1.8	21.5	25.8	+0.3
French Lang Arts	85.1	87.7	+2.6	8.8	8.0	-0.8
GRADE 9						
Language Arts	77.9	77.8	-0.1	14	16.4	+2.4
Mathematics	68.0	72.4	+4.4	19.7	26.2	+6.5
Science	67.5	71.8	+4.3	12.8	19.2	+6.4
Social Studies	71.3	74.5	+3.2	18.3	24.5	+6.2
French Lang Arts	85.9	91.9	+6.0	13.6	12.2	-1.4

The percentage of students meeting the *acceptable standard* was higher for the district than for the province for all of the achievement tests except grades 3, 6 and 9 language arts and grade 3 mathematics. At the grade 9 level, district results were substantially higher than provincial results for mathematics, science, social studies and French language arts.

The percentage of students meeting the *standard of excellence* was higher for the district than for the province for all achievement tests except grade 3 English language arts and grades 6 and 9 French language arts. At the grade 9 level, district results were substantially higher than provincial results for mathematics, science, and social studies.

Table 2 provides a two-year comparison of district performance on achievement tests. These results are based on the cohort of students enrolled in grades 3, 6 and 9.

TABLE 2
DISTRICT RESULTS ON PROVINCIAL
ACHIEVEMENT TESTS FOR 2004 AND 2005: COHORT DATA

Test	% Meeting Acceptable Standard			% Meeting Standard of Excellence		
	2004	2005	Diff.	2004	2005	Diff.
Grade 3						
Language Arts	79.1	79.5	+0.4	15.2	16.2	+1.0
Mathematics	79.8	79.8	0.0	26.1	26.4	+0.3
Grade 6						
Language Arts	77.6	76.6	-1.0	17.6	17.4	-0.2
Mathematics	78.9	79.5	+0.6	24.1	21.5	-2.6
Science	81.5	81.3	-0.2	32.3	31.8	-0.5
Social Studies	79.6	80.2	+0.6	23.7	25.8	+2.1
Fr. Lang. Arts	93.7	87.7	-6.0	20.6	8.0	-12.6
Grade 9						
Language Arts	77.0	77.8	+0.8	14.2	16.4	+2.2
Mathematics	71.1	72.4	+1.3	24.6	26.2	+1.6
Science	68.7	71.8	+3.1	17.0	19.2	+2.2
Social Studies	75.9	74.5	-1.4	26.2	24.5	-1.7
Fr. Lang. Arts	95.8	91.9	-3.9	23.8	12.2	-11.6

The information in Table 2 indicates that, relative to the previous year, the percentage of district students meeting the *acceptable standard* increased for six of the twelve achievement tests in 2004-2005, and decreased for five of the twelve achievement tests. The decreases observed were of a small magnitude with the exception of grade 6 and 9 French language arts where there was a substantial decrease in the percentage of students meeting the acceptable standard. In the second year of the new curriculum, grade 9 science showed substantial improvement over the previous year.

The percentage of district students meeting the *standard of excellence* increased for six of the twelve achievement tests and decreased for six tests. There were substantial decreases in the percentage of students meeting the standard of excellence for grade 6 and 9 French language arts.

Table 3 provides comparative information for the district and province with respect to participation rates for the June 2005 achievement tests. The data includes the cohort of students enrolled in grades 3, 6 and 9.

**TABLE 3
DISTRICT AND PROVINCIAL PARTICIPATION RATES
ON THE JUNE 2005 ACHIEVEMENT TESTS**

Achievement Test	Percentage of Eligible Students Writing		
	Prov.	EPS	Diff.
GRADE 3			
Language Arts	90.2	87.8	-2.4
Mathematics	90.8	88.7	-2.1
GRADE 6			
Language Arts	89.9	87.8	-2.1
Mathematics	90.9	89.0	-1.9
Science	90.6	88.7	-1.9
Social Studies	90.0	88.2	-1.8
French Lang. Arts	96.1	97.5	+1.4
GRADE 9			
Language Arts	87.4	86.5	-0.9
Mathematics	87.6	88.7	+1.1
Science	88.2	88.4	+0.2
Social Studies	87.8	87.8	0.0
French Lang. Arts	97.1	100.0	+2.9

The percentage of eligible students writing the achievement tests was lower for the district than for the province for all achievement tests with the exception of grade 6 and 9 French language arts and grade 9 mathematics, science, and social studies. Students who did not participate were either excused from writing or were absent when the achievement tests were administered. At grades 3 and 6, the district tends to have a higher percentage of students excused from writing than is true for the province, and a lower percentage who are absent from the tests than is true for the province. At grade 9, the percentage of district students who are absent or excused from the achievement tests are very similar to the provincial percentage.

APPENDIX II

LONGITUDATION ACHIEVEMENT TEST TRENDS

Appendix II provides a five-year history of the percentage of students meeting standards on Alberta Education achievement tests based on the cohort population. The following trends can be noted:

- for six of the 10 achievement tests (grade 3 language arts, grade 6 science and social studies, and grade 9 language arts, mathematics, and science) the percentages of students meeting the *standard of excellence* shows an increasing trend.
- at the grade 9 level, the percentage of students meeting the *acceptable standard* shows an increasing trend for all tests except social studies.
- at the grade 6 level, the percentage of students meeting the *acceptable standard* shows a decreasing trend for language arts, mathematics, and science.

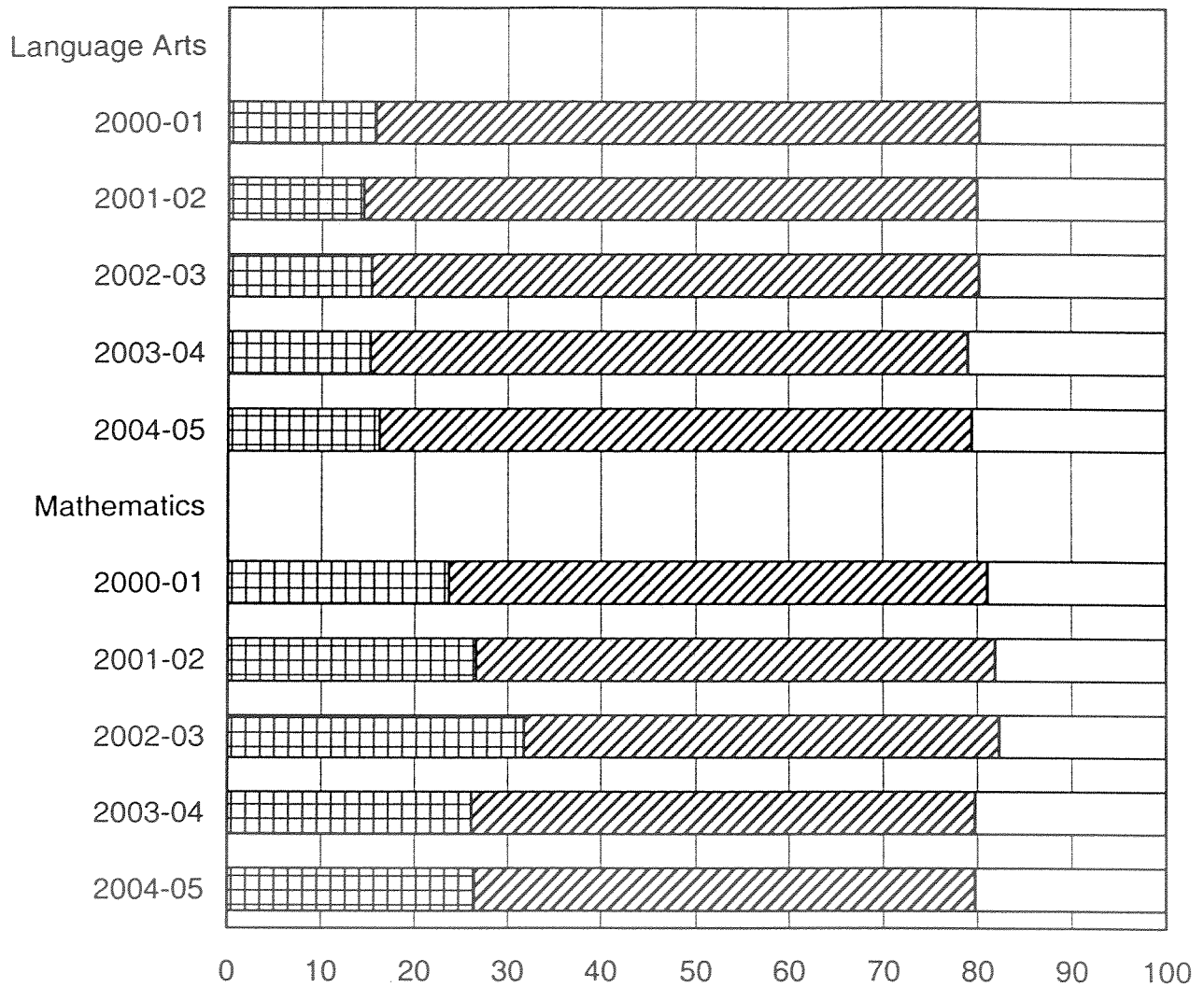
The district is involved in a number of initiatives which are expected to lead to increasing percentages of students meeting standards on the achievement tests.

The identification of “at risk” students each fall for whom schools develop intervention plans is aimed at assisting students who require additional supports in order to demonstrate the acceptable standard.

- An English Language Learning centre has been established at John A. McDougall School to offer assessment of English proficiency to new E.S.L. students, and to provide assistance to parents, schools and students for successful school entry and academic achievement.
- A focus group is being established to investigate strategies that support success for aboriginal students, particularly in the area of literacy support.

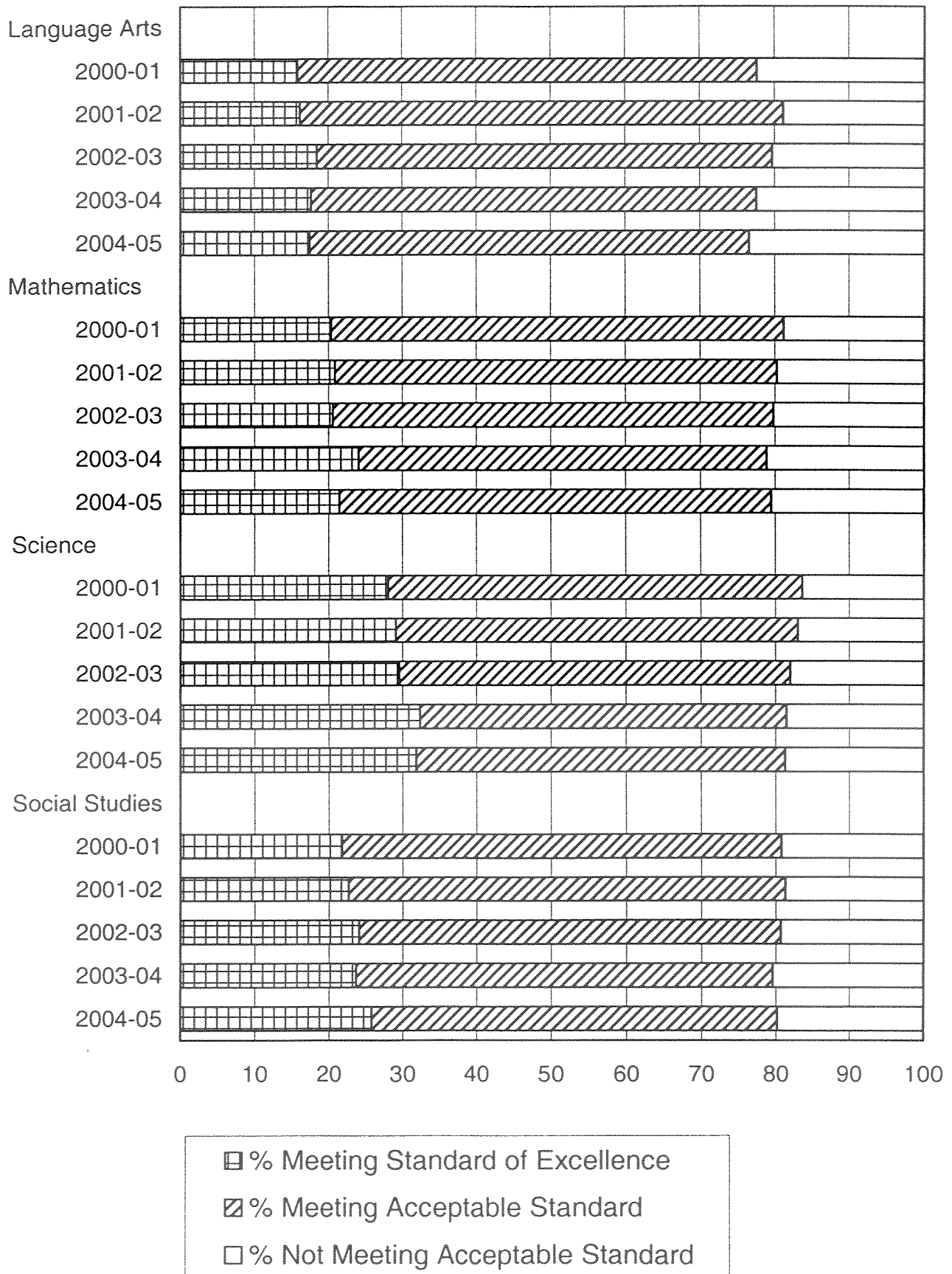
Through initiatives such as these, the district continues to focus on superb results for all students.

GRADE 3 ALBERTA EDUCATION RESULTS JUNE 2005 BASED ON COHORT POPULATION



% Meeting Standard of Excellence
 % Meeting Acceptable Standard
 % Not Meeting Acceptable Standard

GRADE 6 ALBERTA EDUCATION RESULTS JUNE 2005 BASED ON COHORT POPULATION



GRADE 9 ALBERTA EDUCATION RESULTS JUNE 2005 BASED ON COHORT POPULATION

