



## MEMORANDUM

January 10, 2023  
Regular Board Meeting

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<b>TO</b>	Board of Trustees
<b>FROM</b>	Shauna Boyce, Superintendent
<b>ORIGINATOR</b>	Scott Johnston, Associate Superintendent
<b>RESOURCE</b>	Sheryl Bridgeman, Division Principal, Literacy and Lifelong Learning
<b>GOVERNANCE POLICY</b>	Board Policy 1: Division Foundational Statements Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
<b>ADDITIONAL REFERENCE</b>	BP 1: Vision, Foundational Statements BP 2: Education Planning and Programming <i>Education Act: 19-23, 33, 196-197</i>
<b>SUBJECT</b>	<b>LITERACY REPORT</b>

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### PURPOSE

For information. No recommendation required.

### BACKGROUND

The Board is charged with the responsibility of providing, for its students and their parents, an education system organized and operated in the students' best interests. It exercises this responsibility through setting of local educational policy and the wise use of resources. An ongoing focus on literacy education and intervention aligns to the Provincial Government's grant for unfinished learning (learning loss) and supports our students' success and well-being.

### REPORT SUMMARY

This Literacy Report provides an overview of the literacy intervention processes currently in place across the Division. The report includes current literacy results reporting to support an understanding of the requirement for intervention.

Administration would be pleased to respond to any questions.

SJ:kz



## Instructional Services: Literacy Report

January, 2023

Presented to the Board of Trustees, January 10, 2023

Scott Johnston, Associate Superintendent, Education and System Services  
Resources: Sheryl Bridgeman, Division Principal, Literacy and Lifelong Learning

*Our Students Possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.*

### BACKGROUND

In alignment with our literacy goals, Parkland School Division's Mission and Values state:

*We assure supportive learning environments, meaningful experiences and healthy relationships that create opportunities to develop resilience, to gain diversity in perspectives and to achieve enduring success.*

*We value excellence in achievement.*

For 2021-2022, Instructional Services continued to focus on the enduring academic success of our students. With specific respect for literacy, Parkland School Division provides a Division Principal and two facilitators to lead literacy learning in all schools. Instructional Services focused on the following areas for implementation and improvement:

- We continued to increase the instructional-leadership skills of our school administration to lead their buildings, with research-based guidance for literacy screens/assessments, lesson development and delivery;
- We supported the system-wide implementation of English Language Arts and Literature K-3 Curriculum Guide;
- We supported the prudent utilization of the Learning Loss Grant (Grades 1-3) and supported schools with identification and programming of interventions in a responsive, targeted manner;
- We supported schools with a Divisional focus on areas of comprehensive literacy that included the utilization of:
  - writing,
  - small group and whole group reading instruction, and
  - phonological awareness and word study.

### THE CURRENT STATE OF LITERACY IN PARKLAND SCHOOL DIVISION

#### Utilizing Data to Improve Understanding

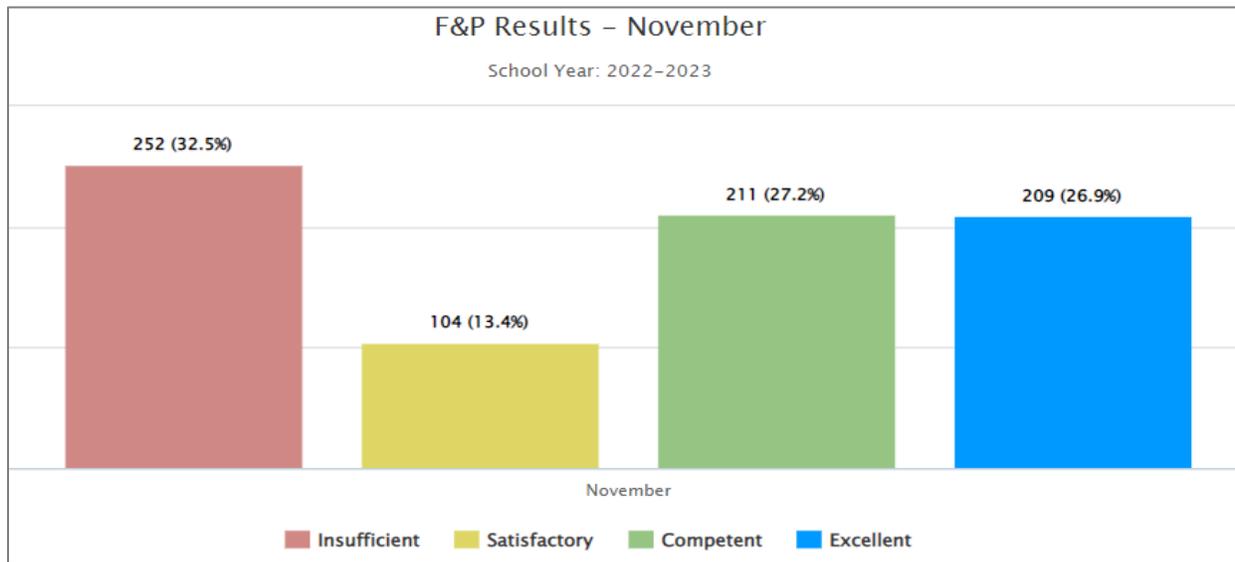
During the 2021-2022 school year, and including the first four months of the 2022-2023 school year, Instructional Services coordinated with Parkland School Division schools to complete the following literacy assessments:

- Fountas & Pinnell Benchmark for Reading Assessment Grades 1-6
- Words Their Way Spelling Inventory Assessment for Grade 1-9
- RCAT (Reading Comprehension Assessment Tool) for Grades 7-9 (Piloted in 4 schools);
- Writing Assessment Grades K-9 (2022-2023)
- Provincially Required Assessments, including:
  - LeNS (letter, sound recognition), and
  - CC3 (decoding and word recognition assessment) Grades 1-4 (2022-2023)

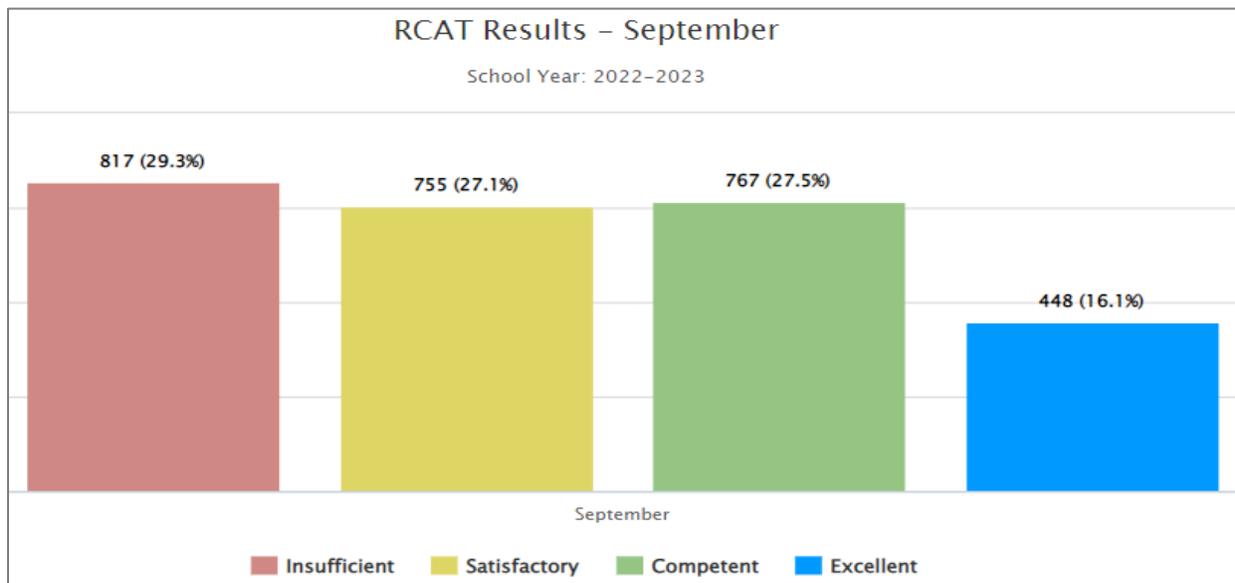


Formative Evaluations to Guide Programming

Reading Fountas & Pinnell Benchmarking (All Schools)			
	Fall (2020-2021) Grades 1-9	Fall (2021-2022) Grades 1-9	Fall (2022-2023) Grades 1-6 <sup>1</sup>
At and/or above the grade level expectation for reading:	51%	56%	67%
Below the grade level expectation for reading:	49%	44%	33%



The Reading Comprehension Assessment Tool (RCAT)



<sup>1</sup> Note: the 2022-2023 results do not include Grade 1-9 students (as they have in previous years). The RCAT (Reading Comprehension Assessment Tool) is currently used to assess Grade 6-9 Reading.

Fall 2022: Reading Comprehension Assessment Tool (RCAT) - All Schools Grades 6-9	
At and Above the grade level expectation for reading:	71%
Below the grade level expectation for reading:	29%

French Language Arts Reading GB+ Benchmarking – French Immersion Schools Grades 1-6		
	Fall 2020-2021	Fall 2021-2022
Supérieur (Superior performance):	16%	18%
À Niveau (At the standard level):	16%	10%
Inférieur (Inferior performance):	68%	71%

### LITERACY INTERVENTION RESULTS – GRADES 1-3 LEARNING LOSS GRANT

Parkland School Division had 48% of their Grade 1-3 students require literacy Intervention for 2020-2021. The Division received \$649,427.61 from Alberta Education to support interventions for identified students. We celebrated the results from the Grade 1-3 Literacy Learning Loss Intervention programs. As our results indicate, students on average made significant gains, however despite the gains, there is still growth required to achieve grade level standards.

Summary of Literacy Intervention Results (Grade 1-3 Alberta Education Grant Learning Loss) 2021-2022			
	Grade 1	Grade 2	Grade 3
Average months behind prior to intervention:	17	16	17
Average months of growth during intervention:	8 months growth in 2 months' time	7 months growth in 4 months' time	9 months growth in 4 months' time
Average months behind post-intervention:	9.0	9.0	8.7

### TEACHING AND LEADING: STRATEGIC PLANNING FOR IMPROVED LITERACY RESULTS

Intentional Intervention to improve results (September, 2021 to December, 2022)

- We ensure that continual collaboration exists between school administration and Instructional Services:
  - We review literacy results with each school and determine a professional development plan.
- We support the implementation of the new Learn Alberta Curriculum;
- Our Literacy Facilitators provide professional development in English Language Arts and Literature for K-3 teachers:
  - Three (3) sessions occurred for each grade to date; and
  - Survey feedback from teachers on the survey indicated 82% found the sessions to be “Excellent.”
- We continued with the development and utilization of school-based Literacy leads:
  - Our designated Literacy Leads in schools began in the 2021-2022 school year; and

- Literacy leads continue to meet as a cohort to discuss focused literacy topics and are charged with the responsibility of sharing with their staff on P.D. days.
- We developed a lead French Immersion working group:
  - The working group created a French phonological awareness screen, GB+ reading targets, and a French Immersion reading behavior checklist guide for teachers; and
  - We continue to support a French Immersion working group focused on creating a continuum of Reading Behaviours in French Immersion;
- We continue to attend to *Comprehensive Literacy PD*:
  - We intentionally focus on small group reading, vocabulary, writing.
- We promote literacy benchmarking and inter-rater reliability through professional development;
- We collaborate to develop *Division Writing Rubrics* and *Writing Scope & Sequence* (Grades K-9);
- We collaborate with administration and literacy leads to create a centralized literacy area within each school:
  - Our intent is to share school-wide literacy resources to support easy access for staff (Grades K-9);
- We continue to store supportive staff resources and links on the PSD *Compass*;
- We are currently implementing a high school “transitions” program to address the literacy needs of high school students (2022-2023);
- We implemented the Reading Comprehension Assessment Tool (RCAT) in Grades 7-9 (2022-2023);
  - The RCAT is a reading assessment that is sourced based and similar to the structure of a Language Arts Reading (Part B) PAT or Diploma Exam.;
  - The RCAT can be administered with paper and pencil or digitally;
  - Teachers are provided with specific feedback on the strengths and weaknesses of their class on the reading areas; and
  - RCATS are administered September, March and June, and this enables teachers to focus instructionally on gap areas and test taking strategies.
- We continue to increase transparency and timeliness of reporting K-9 academic achievement through the online gradebook;
- We continue to focus on consistencies with administration and interpretations of reading and writing assessments with clear, agreed-upon learning -targets and paths forward to support all learners;
- We reworked the report card to align with the new English Language Arts and Literature Curriculum Guide;
- We established clear criteria for making judgments about levels of achievement in Kindergarten for reporting.

## LOOKING FORWARD: 2023-2024

- We will continue the work of K-12 Literacy Leads in each school to coordinate and support ongoing attention to literacy improvement and interventions;
- We will continue the French Immersion working group to develop FI writing rubrics and consistencies with administering GB+ reading assessments;
- We will continue to implement universal screeners to detect and identify specific areas to focus literacy instruction on in whole group and small group settings;
- We will review and implement effective structures for ongoing Division-level mentoring for new teachers;
- We will further explore Gifted Education programming; and
- We will collaborate with Principals to explore opportunities within literacy programming to address anti-racism and anti-oppression with students and staff.

## PROVINCIAL EXAMINATION RESULTS AND DIPLOMA EXAMINATIONS

ENGLISH LANGUAGE ARTS 6											
		PARKLAND SCHOOL DIVISION					ALBERTA				
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Participation	Student Enrolled	815	887	NA	NA	908	51,540	54,820	NA	NA	56,095
	Students Writing	772	854	NA	NA	822	46,678	49,639	NA	NA	47,534
	Students Writing (%)	94.7	96.3	NA	NA	90.5	90.6	90.5	NA	NA	84.7
Results Based on Number Enrolled	Acceptable Standard (%)	84.9	84.8	NA	NA	78.5	83.5	83.2	NA	NA	76.1
	Standard of Excellence (%)	13.1	13.0	NA	NA	14.6	17.9	17.8	NA	NA	18.9
	Below Standard (%)	9.8	11.5	NA	NA	12.0	7.1	7.3	NA	NA	8.7
Results Based on Number Writing	Acceptable Standard (%)	89.6	88.1	NA	NA	86.7	92.2	91.9	NA	NA	89.8
	Standard of Excellence (%)	13.9	13.5	NA	NA	16.2	19.7	19.6	NA	NA	22.3
	Below Standard (%)	10.4	11.9	NA	NA	13.3	7.8	8.1	NA	NA	10.2
<b>Based on Students ENROLLED:</b>							<b>PSD</b>		<b>ALBERTA</b>		
Acceptable Standard: Improvement (+) or Decline (-) from pre-pandemic (2018)							-6.4%		-7.4%		
Standard of Excellence: Improvement (+) or Decline (-) from pre-pandemic (2018)							+1.5%		+1.0%		
<b>Based on Students WRITING:</b>											
Acceptable Standard: Improvement (+) or Decline (-) from pre-pandemic (2018)							-2.9%		-2.4%		
Standard of Excellence: Improvement (+) or Decline (-) from pre-pandemic (2018)							+2.3%		+2.6%		

FRENCH LANGUAGE ARTS 6 ANNÉE											
		PARKLAND SCHOOL DIVISION					ALBERTA				
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Participation	Student Enrolled	91	87	n/a	n/a	106	3,326	3,559	n/a	n/a	3,496
	Students Writing	90	86	n/a	n/a	93	3,189	3,479	n/a	n/a	3,312
	Students Writing (%)	98.9	98.9	n/a	n/a	87.7	95.9	97.8	n/a	n/a	94.7
Results Based on Number Enrolled	Acceptable Standard (%)	75.8	60.9	n/a	n/a	55.7	85.2	87.7	n/a	n/a	76.9
	Standard of Excellence (%)	2.2	3.4	n/a	n/a	1.9	12.3	15.7	n/a	n/a	10.6
	Below Standard (%)	23.1	37.9	n/a	n/a	32.1	10.6	10.1	n/a	n/a	17.9
Results Based on Number Writing	Acceptable Standard (%)	76.7	61.6	n/a	n/a	63.4	88.9	89.7	n/a	n/a	81.1
	Standard of Excellence (%)	2.2	3.5	n/a	n/a	2.2	12.9	16.1	n/a	n/a	11.1
	Below Standard (%)	23.3	38.4	n/a	n/a	36.6	11.1	10.3	n/a	n/a	18.9
<b>Based on Students ENROLLED:</b>							<b>PSD</b>		<b>ALBERTA</b>		
Acceptable Standard: Improvement (+) or Decline (-) from pre-pandemic (2018)							-20.1%		-10.8%		
Standard of Excellence: Improvement (+) or Decline (-) from pre-pandemic (2018)							-0.3%		-5.1%		
<b>Based on Students WRITING:</b>											
Acceptable Standard: Improvement (+) or Decline (-) from pre-pandemic (2018)							-13.3%		-8.1%		
Standard of Excellence: Improvement (+) or Decline (-) from pre-pandemic (2018)							Even		-5.0%		

ENGLISH LANGUAGE ARTS 9											
		PARKLAND SCHOOL DIVISION					ALBERTA				
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Participation	Student Enrolled	773	672	n/a	n/a	847	46,822	47,465	n/a	n/a	35,521
	Students Writing	726	614	n/a	n/a	742	41,631	42,002	n/a	n/a	28,956
	Students Writing (%)	93.9	91.4	n/a	n/a	87.6	88.9	88.5	n/a	n/a	81.5
Results Based on Number Enrolled	Acceptable Standard (%)	78.0	76.8	n/a	n/a	74.4	76.1	75.1	n/a	n/a	69.6
	Standard of Excellence (%)	9.6	12.4	n/a	n/a	8.9	14.7	14.7	n/a	n/a	12.9
	Below Standard (%)	15.9	14.6	n/a	n/a	13.2	12.8	13.3	n/a	n/a	11.9
Results Based on Number Writing	Acceptable Standard (%)	83.1	84.0	n/a	n/a	84.9	85.6	84.9	n/a	n/a	85.4
	Standard of Excellence (%)	10.2	13.5	n/a	n/a	10.1	16.5	16.7	n/a	n/a	15.8
	Below Standard (%)	16.9	16.0	n/a	n/a	15.1	14.4	15.1	n/a	n/a	14.6
<b>Based on Students ENROLLED:</b>							<b>PSD</b>		<b>ALBERTA</b>		
Acceptable Standard: Improvement (+) or Decline (-) from pre-pandemic (2018)							-3.6%		-6.5%		
Standard of Excellence: Improvement (+) or Decline (-) from pre-pandemic (2018)							-0.7%		-1.8%		
<b>Based on Students WRITING:</b>											
Acceptable Standard: Improvement (+) or Decline (-) from pre-pandemic (2018)							+1.8%		-0.2%		
Standard of Excellence: Improvement (+) or Decline (-) from pre-pandemic (2018)							-0.1%		-0.7%		

FRENCH LANGUAGE ARTS 9 ANNÉE											
		PARKLAND SCHOOL DIVISION					ALBERTA				
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Participation	Student Enrolled	56	60	n/a	n/a	75	2,899	2,811	n/a	n/a	3,228
	Students Writing	56	59	n/a	n/a	69	2,780	2,720	n/a	n/a	2,990
	Students Writing (%)	100.0	98.3	n/a	n/a	92.0	95.9	96.8	n/a	n/a	92.6
Results Based on Number Enrolled	Acceptable Standard (%)	78.6	91.7	n/a	n/a	61.3	81.4	82.9	n/a	n/a	73.5
	Standard of Excellence (%)	5.4	15.0	n/a	n/a	10.7	9.8	12.3	n/a	n/a	9.9
	Below Standard (%)	21.4	6.7	n/a	n/a	30.7	14.5	13.9	n/a	n/a	19.1
Results Based on Number Writing	Acceptable Standard (%)	78.6	93.2	n/a	n/a	66.7	84.9	85.6	n/a	n/a	79.4
	Standard of Excellence (%)	5.4	15.3	n/a	n/a	11.6	10.2	12.8	n/a	n/a	10.7
	Below Standard (%)	21.4	6.8	n/a	n/a	33.3	15.1	14.4	n/a	n/a	20.6
<b>Based on Students ENROLLED:</b>							<b>PSD</b>		<b>ALBERTA</b>		
Acceptable Standard: Improvement (+) or Decline (-) from pre-pandemic (2018)							-17.3%		-7.9%		
Standard of Excellence: Improvement (+) or Decline (-) from pre-pandemic (2018)							+5.3%		+0.1%		
<b>Based on Students WRITING:</b>											
Acceptable Standard: Improvement (+) or Decline (-) from pre-pandemic (2018)							-11.9%		-5.5%		
Standard of Excellence: Improvement (+) or Decline (-) from pre-pandemic (2018)							+6.2%		+5.5%		

ENGLISH LANGUAGE ARTS 30-1										
	PARKLAND SCHOOL DIVISION					ALBERTA				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Students Writing	366	325	NA	NA	291	30,393	29,832	NA	NA	17,372
<b>Diploma Examination Acceptable Standard (%)</b>	94.8	92.3	NA	NA	<b>82.8</b>	87.5	86.8	NA	NA	<b>78.8</b>
<b>Diploma Examination Standard of Excellence (%)</b>	12.6	12.6	NA	NA	<b>7.9</b>	13.2	12.3	NA	NA	<b>9.4</b>
School Awarded Acceptable Standard (%)	99.5	99.7	NA	NA	99.3	97.9	98.0	NA	NA	98.2
School Awarded Standard of Excellence (%)	32.8	28.9	NA	NA	38.8	34.5	35.1	NA	NA	44.6
<b>JUNE WRITING:</b>						<b>Compared to Province</b>		<b>Change from 2018</b>		
Acceptable Standard:						+4.0%		-12.0		
Standard of Excellence:						-1.5%		-4.7		

ENGLISH LANGUAGE ARTS 30-2										
	PARKLAND SCHOOL DIVISION					ALBERTA				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Students Writing	319	317	NA	NA	225	16,184	16,640	NA	NA	8,903
<b>Diploma Examination Acceptable Standard (%)</b>	90.9	89.9	NA	NA	<b>90.7</b>	88.0	87.1	NA	NA	<b>80.8</b>
<b>Diploma Examination Standard of Excellence (%)</b>	16.0	12.9	NA	NA	<b>15.1</b>	13.1	12.1	NA	NA	<b>12.3</b>
School Awarded Acceptable Standard (%)	98.7	97.2	NA	NA	100	95.9	96.1	NA	NA	96.6
School Awarded Standard of Excellence (%)	18.2	16.4	NA	NA	21.3	15.2	15.4	NA	NA	19.9
<b>JUNE WRITING:</b>						<b>Compared to Province</b>		<b>Change from 2018</b>		
Acceptable Standard:						+9.9%		-0.2%		
Standard of Excellence:						+2.8%		-0.9%		

FRENCH LANGUAGE ARTS 30-1										
	PARKLAND SCHOOL DIVISION					ALBERTA				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Students Writing	21	38	NA	NA	35	1,230	1,215	NA	NA	666
<b>Diploma Examination Acceptable Standard (%)</b>	95.2	81.6	NA	NA	<b>88.6</b>	93.8	91.5	NA	NA	<b>91.9</b>
<b>Diploma Examination Standard of Excellence (%)</b>	4.8	0.0	NA	NA	<b>2.9</b>	11.0	10.1	NA	NA	<b>6.8</b>
School Awarded Acceptable Standard (%)	100	100	NA	NA	100	99.8	99.7	NA	NA	99.8
School Awarded Standard of Excellence (%)	71.4	76.3	NA	NA	68.6	60.0	56.7	NA	NA	65.8
<b>JUNE WRITING:</b>						<b>Compared to Province</b>		<b>Change from 2018</b>		
Acceptable Standard:						-3.3%		-6.6%		
Standard of Excellence:						-2.8%		--1.9%		

**Note:** Provincial Multi-Year Reports are utilized to review the full-year spectrum of Diploma Examination results. Typically, we consider the full year, and not simply the June writing, however provincial Multi-Year results are not available at this time, due to the absence of previous years' results.