



# Derek Taylor Public School

Principal: Shelly Bracko

## Annual Education Results Report

2022-2023



**Grande Prairie  
Public School  
Division**  
Every Student Succeeds



[www.gppsd.ab.ca/school/derektaylor](http://www.gppsd.ab.ca/school/derektaylor)

   **GPPSD2357**



# Derek Taylor Public School

## Fall 2023 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Derek Taylor School			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	82.5	82.7	82.7	84.4	85.1	85.1
	Citizenship	72.5	74.4	80.1	80.3	81.4	82.3
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2
	PAT: Acceptable	78.3	54.8	n/a	63.3	64.3	n/a
	PAT: Excellence	15.2	14.3	n/a	16.0	17.7	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a
	Education Quality	84.5	91.3	92.1	88.1	89.0	89.7
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.8	80.8	80.8	84.7	86.1	86.1
	Access to Supports and Services	67.3	70.9	70.9	80.6	81.6	81.6
Governance	Parental Involvement	79.5	69.0	74.0	79.1	78.8	80.3

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- 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 Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Alberta Education Assurance Measures Results		Derek Taylor Public School				
Overall Multi Year Summary		2019	2020	2021	2022	2023
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	88.0	82.7	82.5
	Citizenship	87.2	85.9	88.7	74.4	72.5
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a
	PAT: Acceptable	79.8	n/a	n/a	62.5	78.3
	PAT: Excellence	27.1	n/a	n/a	18.5	15.2
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a
	Education Quality	95.5	92.9	90.8	91.3	84.5
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	92.3	80.8	80.8
	Access to Supports and Services	n/a	n/a	73.4	70.9	67.3
Governance	Parental Involvement	79.4	79	72.4	69	79.5

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Derek Taylor School is a K-8 community school with a current population of 368 students. All our students are within walking distance of the school, except for out of boundary students attending Derek Taylor for the STEM program and the Music program. We also have one bus transporting our Kensington area students to Derek Taylor. Our numbers have increased in the 2023/2024 school year due to the addition of the STEM and Music programs which are programs of choice for the Grande Prairie Public School Division. Throughout the 2022/2023 school year, our colleagues decided to focus on the key areas of literacy and the number strand in math as we continued our journey in working towards a school wide writing approach and teachers move along a continuum of social/emotional learning and in STEM education.

## Our Education Plan is focused on:

### Priority: Teaching, Learning and Leading

**Outcome: Responsive Pedagogy which addresses the unique learning needs of students.**

**A. Daily writing instruction**

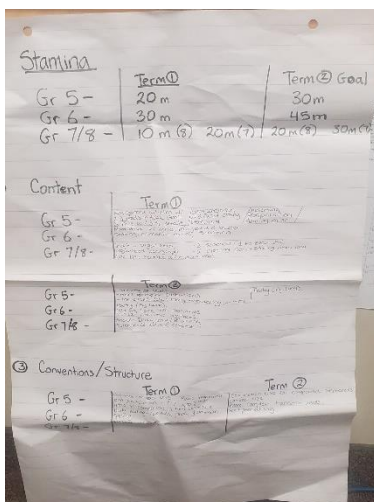
**B. Math Number Strand**

**C. Response to Social Emotional Need embedded into learning and culture**

#### Daily Writing Instruction

In our focus on daily writing, we were able to implement three areas of collaboration and support professional pedagogy between colleagues during the 2022/2023 year.

- 1) As a leadership team, we booked bi-yearly planning meetings with teachers who shared evidence of their medium range planning which included specific pedagogy to support daily writing. Teachers were also required to share examples of writing from students, from their first meeting to their second meeting to show student growth.
- 2) On professional learning Fridays, teachers compared their students' first piece of writing together, while looking at stamina, content, conventions, and structure. They spent time together reviewing their vertical alignment charts and where they wanted to focus their instruction before the first report card. This exercise was repeated before the third report card to show growth in student writing. This was done in conjunction with using their charts developed from the previous year.



GR-DC	CONVENTIONS
FIVE	Capitals (proper nouns, first words), punctuation (periods, commas, listing commas in compound sentences), question marks, exclamation marks, hyphens and some quotation marks
SIX	Capitals (proper nouns, first words), punctuation (periods, commas, listing commas in compound sentences), question marks, exclamation marks, hyphens and using quotation marks from secondary sources
SEVEN	Capitals (proper nouns, first words), punctuation (periods, commas, listing commas in compound sentences, question marks, exclamation marks), hyphens and using quotation marks from secondary sources
EIGHT	Capitals (proper nouns, first words), punctuation (periods, commas, listing commas in compound sentences), question marks, exclamation marks, hyphens and using quotation marks from secondary sources, using hyphens to make new words from two related words, parenthesis

A second area of evidence we look at are our grade 6 Provincial Achievement Exams for June of 2022/2023. Since the new curriculum had been implemented in one of our grade six classes, we had only one class of results.

	Derek Taylor Writing				Provincial Writing		
	Acceptable Standard	Standard of Excellence	Below Acceptable Standard		Acceptable Standard	Standard of Excellence	Below Acceptable Standard
2022-2023	77.3%	9.1%	22.7%		89.9%	15.3%	10.1%
2021-2022	86.7%	6.7%	13.3%		91.5%	15.7%	8.5%
2020-2021	-	-	-		-	-	-
2019-2020	-	-	-		-	-	-
2018-2019	95.1%	9.8%	4.9%		91.6%	10.8%	8.4%

Although this is a small population size of 17, from these results, we see our students have declined compared to provincial standards and our instruction in writing still needs improvement. This is why the focus will continue with specific PD provided by a writing professional, Adrienne Gear. These deficits will also improve with our focused daily writing and our collaborative practices continually shared through PL and in our planning meetings with teachers.

Although writing has been our focus, our reading intervention has also been important and will be kept at a high standard within our teacher practice. Below is our continuation of reading results from our F & P data for the school.

### Derek Taylor F & P Reading Results

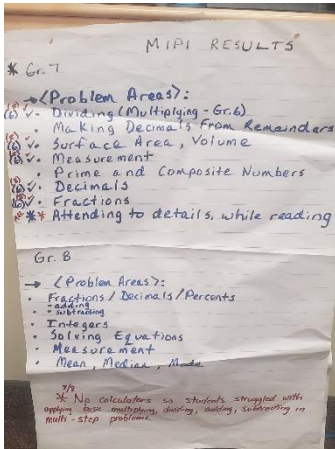
	All Students			Indigenous Students		
	Below Grade Level	At Grade Level	Above Grade Level	Below Grade Level	At Grade Level	Above Grade Level
2022-2023	21%	46%	33%	16%	42%	42%
2021-2022	26%	24%	50%	35%	38%	27%
2020-2021	28%	37%	36%	28%	28%	44%
2019-2020	17%	61%	30%	38%	36%	26%
2018-2019	14%	57%	29%	16%	51%	33%

We can see in 2022/2023, the continued focus on small group instruction and the reading intervention program, in grades one to four, our below grade level percentage once again has lowered. Our students at grade level also increased dramatically from the in class focus areas being matched with the intervention focus areas in classrooms.

### Math Number Strand

Our second area of focus is on the math number strand. This area needs to be extended and practiced throughout the year to enhance the performance of skills throughout the whole curriculum. This is our third year of administering the MIPI (Math Intervention Programming Instrument) exam, which is only for grade 8

now, and a new numeracy assessment for grades 2-8, is the EICS exam. This assessment informed us on how our overall achievement of curricular indicators was affected by the two years of focus on fluency. We took time in our professional learning to analyze these results as a team and for all teachers to determine what areas need improvement. An example of this evidence is below.



Below are the results of our MIPI exam and our new EICS which was introduced in October 2023. Our percentage of students below the threshold of having an accurate ability to meet the curricular outcomes from the year before is extremely high in the EICS. We want to see this number decrease dramatically. These numbers were consistent with numbers across the division, and it is a new assessment, so we are learning what specific information is relevant from the results to improve instruction. These results are consistent with grade 6 PAT results, which identify difficulty in all areas of math.

### EICS Math Assessment – Grades 4-7

	All Students		Indigenous Students	
	At	Below	At	Below
2023 (Oct)	10%	90%	17%	83%

### MIPI Exam – Grade 8

	All Students		Indigenous Students (5 students)	
	At	Below	At	Below
2023 (Oct)	65%	35%	80%	20%

### MIPI Exam – Grades 2-8

	All Students		Indigenous Students	
	At	Below	At	Below
2021(Oct.)	47%	53%	36%	64%
2022(Oct.)	33%	67%	33%	67%

## Provincial Achievement Test

	Derek Taylor Mathematics			Provincial Mathematics		
	Acceptable Standard	Standard of Excellence	Below Acceptable Standard	Acceptable Standard	Standard of Excellence	Below Acceptable Standard
2022-2023	54.5%	13.6%	45.5%	77.4%	18.8%	22.6%
2021-2022	90.6%	21.9%	9.4%	74.5%	14.7%	25.5%

Our math PATs decreased by 35.5% for acceptable standard and a decrease of 8.3% for standard of excellence. Math was written by only one class which reduced the population size for analysis. When looking at the exam, all the higher-level questions, were the areas students struggled with, whereas they all performed well on the knowledge questions. It is also noted that four of our students were only one point below the cut score for acceptable standard. If the cut score would have been one point lower, then our students would have been only 2-3% below the provincial average. This large movement in numbers is again due to population size. This year the focus is on multi-step problems and deeper level thinking in math.

We have been able to assess the curricular outcomes for the recall of addition, subtraction, multiplication, and division facts for the beginning of the year and results are presented below. We can see we had a slight drop this year in basic facts for students. Our assessments have been adjusted to reflect the new curriculum and this could play a part in this decrease in results. As well, we have many new students from outside our division and other provinces and we are seeing a need for intervention for some of these students.

## Basic Facts

	All Students Addition		All Students Subtraction		All Students Multiplication		All Students Division	
	At	Below	At	Below	At	Below	At	Below
2023 (Dec.)	71.5%	28.5%	42.6%	57.4%	43.1%	56.9%	45.7%	54.3%
2023 (March)	81.7%	18.3%	60.7%	39.3%	61.5%	38.5%	59.5%	40.5%
2022 (Dec.)	83.5%	16.5%	45.9%	54.1%	32.7%	67.3%	33.8%	66.2%
2022 (March)	84.4%	15.6%	40.5%	49.5%	51.6%	48.4%	53.4%	46.6%
2021 (Dec.)	74.1%	25.9%	38.6%	61.4%	24.7%	75.3%	29.8%	70.1%

## Social Emotional Learning

Our final area is Derek Taylor's commitment to Social Emotional Learning (SEL) These are teachable moments that can happen each day during social interaction and teaching which can also be planned for with Social Emotional Lessons. These pre-planned activities are achieved through a school wide plan, that implements whole school strategies and individual teacher planning which embeds SEL curriculum. From our results in the Division Assurance Survey in the spring of 2023, the following chart outlines results on specific questions. Our results are still in line with the previous year, although feeling safe at school and feeling teachers care about them did drop slightly for students. It is also interesting that the below average results all come from our grade eight class which did need extensive support with social relationships and communication. Therefore, we continue to address social emotional learning within the classroom by consistently monitoring and supporting teacher planning and lessons. More than ever, it is important to keep this planning at the forefront and give students the skills they need to manage relationships, solve problems with their peers, manage their own wellness in their lives and allow others to support them.

### Division Assurance Survey - Percentage of Derek Taylor Students who agree:

	DTPS Students		
	2021	2022	2023
I can manage my personal life and am happy	82%	88%	87%
Teachers care about me	90%	90%	81%
I feel safe at school	91%	89%	81%

### Division Assurance Survey - Percentage of Derek Taylor Parents who agree:

	DTPS Parents		
	2021	2022	2023
My child is supported at school to be active, healthy, and well	98%	95%	94%
Teachers care about my child	95%	95%	95%
My child feels safe at school	98%	95%	95%

When we examine the specific questions within the Division Assurance Survey, a high percentage of students at Derek Taylor are reporting feeling safe at school and a high percentage of parents also agree that their child feels safe at school. This does counter the lower results on the AEA (Alberta Education Assurance) survey displayed on the first page of the report, which had fewer students and parents complete, regarding a welcoming, caring, and safe learning environment. It is also noted in our Division Assurance Survey, 90% of parents with 111 responses would recommend our school to others.