

DATE: November 25, 2014

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Edmonton Public Schools' Combined Three Year Education Plan and Annual Education Results Report November 2014

ORIGINATOR: Dr. Sandra Stoddard, Executive Director Governance and Strategic Support Services

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REFERENCE: [Policy and Requirements for School Board Planning and Results Reporting, April 2014](#)

ISSUE

On a yearly basis, Alberta Education requires school jurisdictions to submit a Three-Year Education Plan (3YEP) and an Annual Education Results Report (AERR) to Alberta Education by November 30.

RECOMMENDATION

That the Edmonton Public Schools' Combined Three-Year Education Plan and Annual Education Results Report (Attachment I), and the Summary of the AERR (Attachment II) be approved for submission to Alberta Education.

BACKGROUND

In September 2014, Governance and Strategic Support Services was tasked, for the first time, with completing the 3YEP/AERR. The team began this work by reviewing Alberta Education's *Policy and Requirements for School Board Planning and Results Reporting* (Attachment III) document. This document contains the Minister's requirements for school board three-year education plans and annual education results reports to ensure that they are aligned with the Ministry of Education's vision, mission, goals, outcomes and performance measures for Alberta's basic education system.

To support Governance and Strategic Support Services staff in the creation of the report this year, the following activities were undertaken:

- Feedback gathered from Trustees during last year's 3YEP/AERR presentation was reviewed and comments made in relationship to future planning and reporting during last year were considered in the creation of the report.
- Managing Directors, Directors and Supervisors of various Decision Units were invited to contribute reporting content relevant to their area of responsibility.
- Annual Reports submitted in the spring of 2014 were reviewed and relevant content was extracted.

- Communications staff were engaged early on to contribute to the conceptualization of the report and to ensure that the Superintendent’s presentation to public board, the two-page AERR Summary and the 3YEP/AERR were aligned and reflected consistency in their content.
- Governance and Strategic Support Services staff consulted with Alberta Education staff in an effort to ensure compliance with reporting requirements and to gather feedback on the document.
- Other Alberta jurisdiction’s 3YEP/AERR reports were examined as exemplars of good reporting.
- The District Support Team reviewed the document to ensure that the content reflects the work being done in schools and the District as a whole.

Based on the information gathered from the activities outlined above, Governance and Strategic Support Services staff wrote the 3YEP/AERR. This year’s report has been strategically written in a narrative manner to tell the supporting story behind the activities and results for the 2013-2014 school year. This is the first time the report will be presented in this style and format, which has been developed to ensure the following:

- demonstrating alignment of the District’s Strategic Plan to the Ministry of Education;
- shifting from reporting style that restates what the data is already telling, to a style of reporting that provides contextual explanation of the data;
- highlighting and building upon strengths, celebrating successes and deliberately responding to areas of improvement; and
- aligning our own strategies, as identified in the District’s Strategic Plan, as supporting strategies to the AERR outcomes.

RELATED FACTS

The 3YEP/AERR report has been written to reflect the following requirements from Alberta Education as they are outlined in *Policy and Requirements for School Board Planning and Results Reporting* document:

- School boards must finalize their 3YEPs in the fall, considering the Provincial Achievement Test and Diploma Examination results and Accountability Pillar evaluations provided in October 2014.
- 3YEPs must be approved by the Board of Trustees and posted on the jurisdiction’s website by November 30 of each year.
- Jurisdictions may combine their 3YEP and AERR into one document if they wish. The District has chosen to take this approach in the writing of this year’s report.
- The 2013-2014 AERR reports on the jurisdiction’s 3YEP for 2013-2014 to 2015-2016 and includes some optional components and the following required components:
 - an Accountability Statement signed by the Board Chair;
 - the Accountability Pillar Overall Summary in colour;
 - a report of the jurisdiction’s Performance Measure Results for 2013-2014 in relation to the goals, outcomes and targets for 2013-2014 set in the jurisdiction’s education plan;
 - a Summary of Financial Results;
 - a Summary of Capital and Facilities Projects;
 - a Summary of Parental Involvement Strategies; and
 - an overview of Timelines and Communication.

- An optional template for reporting a combined 3YEP/AERR was provided to the District in October 2014. In considering the audience for the report, this year, the District exercised its flexibility to format and lay out the document in a manner that allows for greater readability and alignment to district visual identity standards.
- The District is required to set targets for each year of the plan for measures with an overall evaluation of “Issue” or “Concern”.
- Jurisdictions are required to produce a two-page summary of the AERR that provides parents and community members with easy to understand information about the District’s progress. The intent of this document is to improve communications, transparency and accountability to local stakeholders. The District’s AERR Summary will be featured on the District’s website.
- The AERR must also include:
 - a web link to the jurisdiction AERR in both print and posted versions; and
 - a web link to the jurisdiction’s 2013-2014 average class size report (or include the average class size report in an appendix to the AERR).
- Beginning in 2012-2013, the 3YEP/AERR has included a joint message from both the Superintendent and the Board Chair, signifying a shared responsibility and accountability for district results.

OPTIONS

The following options are selected for consideration as they are deemed the most admissible:

1. Approve the 3YEP/AERR document.
2. Provide input and direction into the 3YEP/AERR document. Changes required will be incorporated into the final document for submission on November 30, 2014.

CONSIDERATIONS & ANALYSIS

The attached report meets the Alberta Education requirements as set out in the *Policy and Requirements for School Board Planning and Results Reporting*. The Alberta Education deadline for submission is November 30, 2014.

NEXT STEPS

- Following the board meeting, Governance and Strategic Support Services will incorporate all necessary changes and finalize the document and requirements.
- Governance and Strategic Support Services will continue to work with Communications to ensure that the 3YEP/AERR and the two-page AERR Summary are posted on the district website on November 30, 2014.
- In addition, Governance and Strategic Support Services will also ensure that the documents have been submitted to Alberta Education by November 30, 2014.

ATTACHMENTS & APPENDICES

- ATTACHMENT I Combined Three-Year Education Plan (3YEP) 2014-2017 and Annual Education Results Report (AERR) 2013-2104
- ATTACHMENT II Summary of the Annual Education Results Report 2013-2014
- ATTACHMENT III *Policy and Requirements for School Board Planning and Results Reporting*

SB: sb



Three-Year Education Plan (3YEP) 2014-2017

Annual Education Results Report (AERR) 2013-2014

**3020 Edmonton Public School District No. 7
Submitted to Alberta Education
November 30, 2014**

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Joint Message from the Board Chair and Superintendent

The 2013-2014 school year was one marked with new beginnings. Together, the newly hired Superintendent of Schools and the newly elected Board of Trustees envisioned a future for Edmonton Public Schools that focused on bringing our District together as one, strengthening our relationships with communities and stakeholders, and solidifying our commitment to ensuring every student finds success and fulfillment through public education.

In early 2014, the Board of Trustees approved the District's new Vision, Mission, Values and Priorities for the 2014-2018 term. Together, these formed the foundation for the development of our District Strategic Plan which will support us in making decisions that reflect the most effective use of our efforts and resources. Within our Strategic Plan we have identified strategic goals for each of the three priorities that respond to students' needs and community expectations, while also laying a strong foundation for ongoing educational and organizational success. Our cornerstone values of equity, collaboration, integrity, and accountability will serve as our guiding principles for how we do our work. These values are becoming embedded in our District culture.

Over the past year, the District pursued key initiatives that aligned to the Strategic Plan, including managing space for our students in new and mature neighborhoods as well as supporting the increasingly diverse and complex needs of students in our classrooms. The Strategic Plan also guided us as we developed our new administrative regulation on student assessment, created the District's Equity Fund, and Career Pathways Model and supported excellent teaching.

Our Accountability Pillar results show this work continues to make a significant impact. The District maintained its rating of 'excellent' in creating safe and caring learning environments, achieved an overall rating of 'acceptable' on our three-year high school completion rate, which continues to rise; and a rating of 'good' on our drop-out rate, which continues to decrease. On average, and in most areas, we're keeping pace or slightly ahead of the Province, but 'on average' is simply not good enough. As such, we are determined to put strategies in place to target areas where we need to improve. We are also committed to making gains in areas where we're strong.

Moving forward, we will continue to advance our efforts to make progress in each priority, by providing district leaders with access to relevant and accurate data for decision-making. For this reason, the District will be creating an online dashboard to report progress on our Strategic Plan. This dashboard will identify key performance measures related to each priority and will support us in fostering a culture of continuous improvement.

We're pleased to have this opportunity to celebrate and share our annual education results report. This document reflects the tireless efforts of our staff, parents and community partners to help our students maximize their gifts, overcome their challenges and travel the most rewarding educational journey possible.



Sarah Hoffman
Board Chair



Darrel Robertson
Superintendent of Schools

Accountability Statement

The Annual Education Results Report (AERR) for the 2013-2014 school year and the Education Plan for the three years commencing September 1, 2014 for Edmonton Public School Board were prepared under the direction of the Board in accordance with its responsibilities under the *School Act and the Fiscal Management Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2013-2014 school year and the Three-Year Education Plan for 2014-2017 on Tuesday, November 25, 2014.



Our District Profile

Edmonton Public Schools has been in existence for over 130 years. In 1882, the first school opened, welcoming 28 pupils: 25 boys and three girls. The District was legally constituted on February 3, 1885. Today, Edmonton Public Schools has grown to be the second largest public school district in Alberta and the sixth largest school district in Canada.

Edmonton Public Schools operates 202 schools with an operating budget of over \$1 billion. There is a total of 125 elementary schools, 28 elementary/junior high schools, five elementary/junior/senior high schools, 27 junior high schools, three junior/senior highs, and 14 senior high schools. Over 89,660 students currently attend Edmonton Public Schools and there are over 7,500 full-time staff equivalencies.

A group of nine elected trustees sit on the Board of Trustees (Board) – each representing one ward in the city. They are elected every four years, in the regular municipal election.

Edmonton Public Schools is known for ground-breaking approaches to education, including site-based decision-making. The District pioneered this concept in Canada. Site-based decision-making gives principals, who are ultimately responsible for everything that goes on in their schools, the authority, the financial resources and the flexibility to make decisions based on the individual needs of their schools. In 1976, the District initiated a pilot project in seven of its schools and in 1980 had expanded the concept to all of its schools. Today, site-based decision-making is functioning successfully in our District and other educational jurisdictions across Canada.

The District is committed to meeting the diverse needs of its students and offers educational programming to students aged 2 ½ to 20, and to people of all ages through Metro Continuing Education. The District offers more than 30 alternative programs including visual and performing arts, athletics, faith-based, language, and cultural philosophies. Alternative programs are offered in schools where there is sufficient demand for program sustainability, and where there is adequate space to accommodate the programming requirements.

District staff promote awareness and build capacity in inclusive practices. Edmonton Public Schools continues to support community schools as the first guaranteed point of entry for all students. Embedded in the concept of choice, the District also offers 18 other specialized educational programs to serve students in need of specialized supports and services.

The District does not do this work alone! Edmonton Public Schools strategically engages with key educational stakeholders such as parents/guardians, community, businesses, service providers, not-for-profit organizations, Alberta Education, and post-secondary institutions. Collectively, with its partners, the District is committed to helping each of our students succeed, and is passionate, dedicated and prepared to help transform the learners of today into the leaders of tomorrow.

Trends and Issues

There are several trends and issues that influence the landscape of Edmonton Public Schools, including pressures on our infrastructure, a need for early years programming, growing diversity in our classrooms, preparing students beyond high school and pending changes to the *Education Act*. At the heart of these issues is working collaboratively and engaging meaningfully with parents, staff, students, and community.

Infrastructure

As a school district, we are committed to ensuring all students benefit from quality learning environments and programming, no matter where they live and attend school. This commitment brings significant challenges when it comes to serving the needs of students in new and mature areas of the city alike.

Several areas of the city are experiencing rapid growth, accompanied by excessive school enrolment at several district schools. Today, Edmonton Public Schools serves 46 more neighborhoods than it did in 2005. More than 11,000 district students live in these new areas of the city. As a result, many District schools in newer neighborhoods are filled to capacity.

To deal with the influx of students, schools have taken unusual steps like increasing class sizes and using gyms, stages and libraries as learning spaces. However, these measures are not realistic long-term solutions for a quality learning environment. The pressures are creating organizational and program delivery challenges. Consequently, a comprehensive plan to manage student growth has been developed to meet the demand for student learning space as a result of a projected increase in enrolment at these schools.

In mature neighborhoods, our major issue is aging infrastructure coupled, in some cases, with declining enrolment. We estimate the cost to maintain our older schools will be more than \$1 billion by 2025. As we strive to make the best use of taxpayer dollars and the extra space in older buildings, we are committed to working with communities to understand their hopes and aspirations for schools in their neighborhoods. By collecting valuable insight from the community, we hope to find creative solutions to our infrastructure challenges and support community development.

In response to these challenges, the District has engaged in the development of a District Infrastructure Plan. This plan will be guided by the Board approved Infrastructure Planning Principles and will have far reaching implications for the District. The District Infrastructure Plan will be a comprehensive strategy that includes all district operations that touch infrastructure (educational programming, finance, transportation, maintenance, human resources, etc.). The plan will be developed over a three year period (2014-2017) with the first round of implementation beginning in 2016. All departments and decision units will have a role to play in the development and implementation of the District Infrastructure Plan.

Increased Need for Early Years Programming

The District is also seeing an increase in the number of children who would benefit from early years programming. In 2013-2014, data from the *Early Years Evaluation -Teacher Assessment (EYE-TA)* tool indicated that approximately 40 per cent of our students entering Grade 1 were not meeting developmental milestones. Finding ways in which more children are able to access foundational supports and services for a successful start to Grade 1 will be important.

Moving forward, the results from our Early Years pilot project and learnings from the provincial Early Childhood Development Mapping initiative will be used to inform the development of a District Early Childhood Strategy that addresses the challenges and needs of a growing pre-school population.

Increasingly Diverse Student Population

Alberta is seeing the fastest growth in Canada. Edmonton in particular, is growing faster than Calgary and the province. Recent Census data highlights that in the last two years Edmonton's population has increased by 60,000 people, 26 per cent of which were international migrants.

Not surprising, our district enrolment continues to rise. This year alone we have seen an increase of approximately 3,000 students. Currently our student enrolment is 89,660 – supporting over 11,000 students in need of specialized supports and services, 7,905 self-identified First Nations Métis, and Inuit students and 20,680 English Language Learners. Our classrooms now, more than ever, are comprised of a rich diversity of students and trends suggest that this will continue to be the case in the future.

Being responsive to the diverse needs of our students is vital; it's a moral imperative. The District strives to be a place where everyone is truly included by supporting, guiding,

encouraging and empowering every student, regardless of their ethnic or socio-economic background, sexual orientation, faith, needs or abilities.

More and more teachers are responding to complex situations including students with severe mental health needs, behavioural concerns, cognitive delays and complex learning needs. Supports to enable them to respond appropriately to these learning needs will be paramount. The District recognizes teachers are the heart of student success, and will continue to focus its efforts on providing opportunities to enhance professional capacity and leadership in inclusive practices through professional learning days and work within catchments where elementary, junior high and high schools work together with support from central to meet student needs.

An equitable and inclusive education system is fundamental to achieving high levels of student success. It is also recognized by the province as the foundation for building a cohesive society and a strong economy. In an effort to strive to provide an equitable environment for all of its students, the District has created an Equity Fund—targeting additional dollars to school catchments that require further supports to address student learning needs. The fund was established with a recognition that some students and schools may need more or different supports than others to experience success. This is foundational to our cornerstone value of equity where every student has the right to a fantastic teacher in an amazing learning environment.

Embracing a culture of collaboration, the District brings schools together with community partners to better support the needs of its students. Expertise, resources, and ideas are maximized when we collectively work together to bring different perspectives and supports to create responsive and effective solutions. Helping our diverse

learners be successful continues to be a responsibility we meet in partnership with parents/guardians and a wide range of dedicated community organizations.

Success Beyond High School

Alberta's future prosperity rests in part on our ability to generate a well-educated workforce that is responsive to change. Among the key priorities of our District is to ensure that students are supported in their learning throughout high school and beyond.

When thinking about jobs and careers, high school students face a challenging future. Employers also face challenges in their search for qualified employees. As the world of work and economic activity changes, the District has a critical role to play in providing the foundational skills and competencies that employers depend on to make our workforce innovative and productive. In these and many other ways, education is connected to the overall economic future of the province.

Navigating through a changing world is a challenging task and more than ever, young people are facing increasingly complex decisions as they build their awareness, understanding and commitment to potential career pathways. Research identifies

significant positive outcomes when clearly articulated education and career/life planning programs are implemented across an education system.

Changes in Legislation

As Alberta prepares to proclaim a new *Education Act*, the Government launched three key policy consultations: a review of the education regulations; a task force to explore teaching excellence; and an alternate model for collective bargaining with teachers. Many actions will need to be taken to support implementation of the *Education Act* prior to its coming into force, including alignment of our school board's policies with legislated requirements. In addition, the roles and responsibilities of the Board will shift to a heightened expectation for engagement, transparency and accountability to the communities it serves. Developing tools, strategies, and processes that will enable us to enhance public confidence in our education system will be critical.



The Power of Social Capital: Engagement and Partnerships

Society benefits when students, families, community, schools, and teachers work together to educate children. For schools and districts across Alberta, partnerships are becoming an integral part of the education system as we integrate real life learning experiences beyond the four walls of a classroom. Educators, parents/guardians, and the community can be a source of leadership, teaching and support through their participation as experts, mentors, and Elders.

In an increasingly complex environment, an investment in building and maintaining relationships based on trust and mutual understanding with stakeholders is what makes cooperative action possible. The entire community has a role to play in supporting student success. Tapping into the collective expertise and wisdom of our colleagues, parents and community will help us improve results for all students.

Today, building strong internal and external relationships with staff, parents and community partners are essential. Within a context of expanding diverse needs and limited resources, the importance of multiple, innovative and supportive roles is necessary if we are to best meet the goals and outcomes articulated in Alberta Education's Business Plan and our District Strategic Plan.

In 2013-2014, the District was faced with numerous initiatives that created opportunities to bring community voice to shape and inform decision making. Given the valuable perspectives received, the District will continue to provide parents and community with opportunities to participate and engage in matters important to them. This approach supports the upcoming *Education Act*, which emphasizes the role of parents as the key influence on a child's education. The *Act* also calls for the enhanced role of parents and community in making

educational policy and delivering programming.

To respond to the emerging trends, issues and changes in the education landscape, the District Strategic Plan was built to support our actions now and into the future. Through a common understanding of the District's Vision, Mission, Values, and Priorities, the District Strategic Plan has set the direction for the District, guiding its efforts and investments from 2014 to 2018. Included in Appendix 1 are those Board Policies related to the District Strategic Plan.

Foundation Statements



VISION

Transforming the learners of today into the leaders of tomorrow

MISSION

We inspire student success through high quality learning opportunities, supported by meaningfully engaged students, parents, staff and community.

VALUES

Supporting the Vision, Mission and Priorities are the District's cornerstone values of accountability, collaboration, equity and integrity.

DISTRICT PRIORITIES

2014-2018

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.



Our Strategic Goals

The District has identified strategic goals for each of the three priorities that respond to students’ needs and community expectations, while also laying a strong foundation for ongoing educational and organizational success.

Priority 1

Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

**Goal One
An Excellent Start to Learning**

Outcome: More children enter Grade One reaching emotional, social, intellectual and physical developmental milestones.

**Goal Two
Success for Every Student**

Outcome: More students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy.

**Goal Three
Success Beyond Schooling**

Outcome: More students complete high school and are connected to career pathways that support their transition to post-secondary studies or the world of work.

Priority 2

Provide welcoming, high quality learning and working environments.

**Goal One
A Focus on Well-being and Student Citizenship**

Outcome: Our learning and working environments are welcoming, inclusive, safe and healthy.

**Goal Two
Quality Infrastructure for All**

Outcome: Students and staff benefit from high quality learning and working environments that facilitate quality program delivery through effective planning, managing and investing in district infrastructure.

**Goal Three
Building Capacity through a Culture of Collaboration and Distributed Leadership**

Outcome: Throughout their careers, all staff are provided opportunities to enhance their professional capacity and leadership within a culture of collaboration.

**Goal Four
A Culture of Excellence and Accountability**

Outcome: The District is grounded in effective, efficient, equitable and evidence-based practices.

Priority 3

Enhance public education through communication, engagement and partnerships.

**Goal One
Parents as Partners**

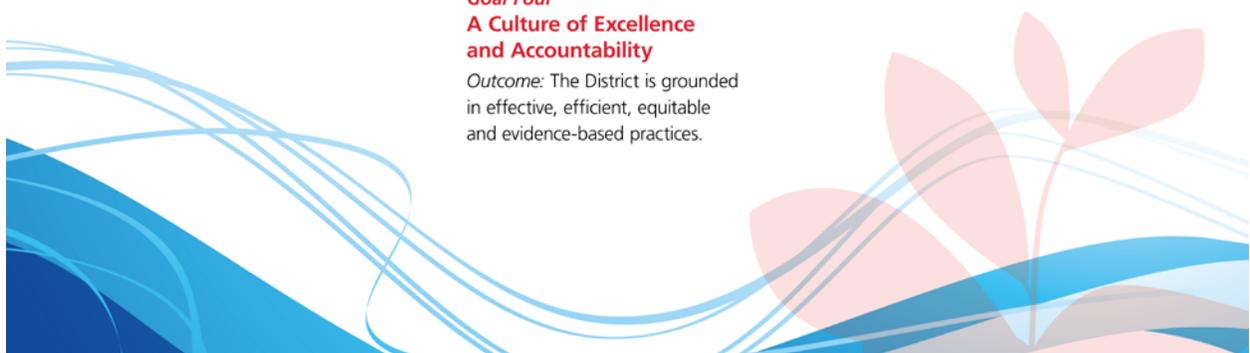
Outcome: Parents are provided opportunities to be involved in their child’s education.

**Goal Two
Supports for the Whole Child**

Outcome: Community partnerships are established to provide supports and services to foster growth and success of students and families.

**Goal Three
Engaged and Effective Governance**

Outcome: The District is committed to ongoing communication, participation and engagement that enhances public education.



Summary of Accomplishments

In 2013-2014, the Board approved the District's new Vision, Mission, Values, and Priorities for 2014-2018, which formed the foundation of the District's Strategic Plan. The plan identifies strategic goals for each of the three priorities that respond to students' needs and community expectations, while also laying a strong foundation for ongoing educational and organizational success.

Priority 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

- Consulted with parents, teachers, principals, and administrative staff to create the District's Standards for Evaluation for a common approach for evaluating students. Professional learning to support implementation was provided to all schools.
- Established an Equity Fund, targeting funds to school catchments that require further supports to address student learning needs.
- Designed a new K-12 Career Pathways Concept Model to help lead students to a career that brings them dignity and fulfillment.
- Supported over 11,000 students in need of specialized supports and services and created a new series called *Insights into Inclusive Learning* to shine a spotlight on school efforts to create inclusive environments.
- Created a new guiding document called *An Educational Strengths-based Approach*, which focuses on students' strength rather than on their challenges or limitations.
- Opened three new full-day Kindergarten programs in high socially vulnerable areas through the Edmonton Public Schools Foundation.
- Under contract to Alberta Education, developed initial drafts of materials for the Curriculum Development Prototyping project which included the development of initial draft Kindergarten to Grade 12 scope and sequences and graphic organizers; Kindergarten to Grade 3 learning outcomes, classroom based assessments and teaching resources.
- Administered the *Early Years Evaluation – Teacher Assessment (EYE-TA)* in all Kindergarten classrooms to assess readiness for Grade 1 and to identify areas for targeted supports.
- Provided first language support to help new English Language Learners students and their families transition smoothly into the school environment.
- Developed a First Nation, Métis, and Inuit School Plan Resource tool to support administrators in targeting student achievement and high school completion.
- Developed the *First Nations, Métis, and Inuit Guiding Document* and developed a Culturally Sensitive Assessment online resource.
- Continued to support early learners through the Aboriginal Head Start programs.

Priority 2: Provide welcoming, high quality learning and working environments.

- Built teacher capacity through school catchment professional learning days and capitalized on Communities of Practice to identify common student needs, and share best practices.
- Addressed high enrolment issues in 11 schools in newer neighborhoods through the District's Space for our Students project.
- Changed attendance boundaries and directed \$5.8 million in capital reserve funds to purchase six freestanding portables and 10 modular classrooms for five schools.
- As part of the Province's new replacement school initiative, consulted with numerous stakeholders through meetings and online surveys on replacing three older schools with one modernized school in the Greater Lawton, Greater Highlands, and Greater Westmount communities. Greater Lawton community was chosen and will serve as a school campus offering resources, supports, and services to benefit all residents.

Priority 3: Enhance public education through communications, engagement and partnerships.

- Consulted with various stakeholders through surveys, focus groups, conversations, and public meetings on the establishment of the District's Priorities and Strategic Plan; the implementation of Revised School Year Calendar pilot project for 2014-2015; the identification of a replacement school in a mature neighborhood; and changing attendance boundaries for schools facing high enrolment issues.
- Engaged with parents and the community through parent conferences, parent council meetings, parent-driven initiatives and SchoolZone.
- Redesigned the District's public website to provide parents and community with information that is easy to navigate.
- Partnered with several community partners such as In-School Settlement Support Program, Bamboo Shield Program, Edmonton Mennonite Centre for Newcomers, Multicultural Health Brokers and REACH; and offered afterschool programming, family events, coaching and mentorship, and early learning classes to support new immigrant families.
- Developed a quarterly newsletter called *Honouring Our Voices* to showcase the achievement of FNMI students, District supports, services and programs, and practices for FNMI students.
- Implemented a Superintendent Community of Practice in Education (SCOPE) comprised of school principals and district leaders to engage and obtain feedback to support district-wide decision making.
- Established a plan, under the direction of the Board, to elect Alberta's first ever Student Trustee to bring student voice to support decision-making.
- Sought stakeholder feedback on three policies: EA.BP - Infrastructure Planning Principles, AE.BB.BP - Wellness of Students and Staff and CO.BP - Fiscal Oversight and Accountability.

Accountability Pillar Highlights

Where the District has improved

- Overall results for diploma examinations for both the Standard of Excellence and the Acceptable Standard
- Decreased Drop-Out Rate
- Characteristics of active citizenship

Category Evaluation

Safe and Caring Schools	🍏🍏🍏🍏🍏	Excellent
Student Learning Opportunities	🍏🍏🍏🍏	Good
Student Learning Achievement (Gr. 10-12)	🍏🍏🍏🍏	Good
Preparation for Lifelong Learning	🍏🍏🍏🍏	Good
World of Work	🍏🍏🍏🍏	Good
Citizenship	🍏🍏🍏🍏	Good
Parental Involvement	🍏🍏🍏🍏	Good
Student Learning Achievement (K-9)	🍏🍏🍏	Acceptable
Continuous Improvement	🍏🍏	Issue
First Nations, Métis, & Inuit Student Learning Achievement (K-12)	🍏	Concern

Areas of Focus: Moving Forward

Enabling an Excellent Start to Learning

- Develop, implement, and evaluate the impact of an Early Years pilot project to inform Early Childhood programming district-wide.

Ensuring Success for All Students

- Working in catchment groupings, district staff will collaboratively examine achievement data related to various performance measures to look for trends, identify areas of strength, target areas for growth and determine evidence-based strategies for improvement.
- Support schools in aligning the *First Nations, Métis, and Inuit School Plan Resource* tool and *First Nations, Métis, and Inuit Guiding Document* to their individual School Plans.

Promoting Connections to Career Pathways

- Begin to implement a Career Pathways Model through the identification of key

deliverables, timelines, resources, and the creation of an evaluation framework.

Building Social Capital: Engagement and Partnerships

- The District will focus on continuing to foster quality teaching by engaging school staff in common, data and needs-driven collaborative professional learning opportunities through leadership and catchment groups.
- Enhance generative governance by providing opportunities for the District to gain feedback and input from stakeholders around key decisions.

Providing Quality Infrastructure of All

- Develop and implement Phase One of an Infrastructure Strategy to guide capital funding, building and maintenance of school buildings.



2014 Accountability Pillar Summary

2014 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Edmonton School District No. 7			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	88.7	89.3	88.6	89.1	89.0	88.6	Very High	Maintained	Excellent
Student Learning Opportunities	Good	Program of Studies	82.4	83.1	82.4	81.3	81.5	81.1	Very High	Maintained	Excellent
		Education Quality	89.8	91.2	90.8	89.2	89.8	89.5	Very High	Declined Significantly	Acceptable
		Drop Out Rate	3.2	3.6	4.3	3.3	3.5	3.6	High	Improved Significantly	Good
		High School Completion Rate (3 yr)	68.8	69.8	68.4	74.9	74.8	73.8	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	77.2	78.3	77.9	74.0	75.3	75.5	Intermediate	Declined	Issue
		PAT: Excellence	23.9	24.1	24.2	19.0	19.1	19.6	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	83.0	81.9	81.2	85.4	84.2	83.4	Intermediate	Improved Significantly	Good
		Diploma: Excellence	22.0	21.7	20.2	21.0	19.5	19.1	High	Improved Significantly	Good
		Diploma Exam Participation Rate (4+ Exams)	59.4	61.4	59.5	50.5	56.6	55.9	High	Maintained	Good
		Rutherford Scholarship Eligibility Rate (Revised)	60.2	60.7	60.8	60.9	61.3	60.8	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	61.0	61.5	60.1	59.2	59.5	59.1	High	Maintained	Good
		Work Preparation	82.3	82.1	81.2	81.2	80.3	80.0	High	Improved	Good
		Citizenship	83.6	84.4	83.3	83.4	83.4	82.6	Very High	Improved	Excellent
Parental Involvement	Good	Parental Involvement	78.9	78.7	78.4	80.6	80.3	80.0	High	Maintained	Good
Continuous Improvement	Issue	School Improvement	78.0	80.8	79.7	79.8	80.6	80.2	High	Declined Significantly	Issue

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 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
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.
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.
6. Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

2014 Accountability Pillar FNMI Summary

Measure Category	Measure Category Evaluation	Measure	Edmonton School District No. 7			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	9.7	9.4	10.5	7.8	8.5	9.3	Very Low	Maintained	Concern
		High School Completion Rate (3 yr)	27.0	30.3	29.1	43.6	43.9	40.8	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	54.9	57.4	53.9	53.4	56.2	53.6	Very Low	Maintained	Concern
		PAT: Excellence	6.8	7.0	7.0	6.3	6.3	6.4	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Concern	Diploma: Acceptable	76.2	73.9	74.8	78.2	75.2	75.7	Low	Maintained	Issue
		Diploma: Excellence	9.5	7.9	7.9	10.4	8.4	8.0	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	16.4	19.9	17.1	18.9	21.2	20.0	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate (Revised)	33.0	32.6	33.2	33.0	35.1	33.9	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	24.0	23.7	23.6	32.1	32.2	31.2	Very Low	Maintained	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 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
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.
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.

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 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 five 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
PAT: Acceptable	0.00 - 66.22	66.22 - 72.00	72.00 - 81.95	81.95 - 85.72	85.72 - 100.00
PAT: Excellence	0.00 - 10.93	10.93 - 14.38	14.38 - 20.26	20.26 - 26.17	26.17 - 100.00
Diploma: Acceptable	0.00 - 72.08	72.08 - 78.77	78.77 - 85.43	85.43 - 89.96	89.96 - 100.00
Diploma: Excellence	0.00 - 7.77	7.77 - 11.90	11.90 - 18.63	18.63 - 22.99	22.99 - 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

Notes:

- For all measures except Drop Out Rate: 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 per cent.
- Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0 per cent to less than or equal to the higher value.

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.

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

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Goal One: An excellent start to learning

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

Edmonton Public Schools uses the *Early Years Evaluation -Teacher Assessment (EYE-TA)* tool in Kindergarten to provide information about children's early development skills and support a positive transition to readiness for Grade 1. This tool assesses children in five domains closely associated with children's readiness to learn at school. The domains are awareness of self and environment, social skills and approaches to learning, cognitive skills, physical development, and language and communication.

The tool is administered at the start of the Kindergarten year to inform instructional decisions, and again at the end of the Kindergarten school year to measure student progress. In addition, the District uses the Early Development Instrument (EDI) data to provide a baseline for research-based, evidence-informed support and strategies for Early Years programming.

Results

The early years are an important time in children's lives. Children are growing up and discovering the world around them. Creating positive learning experiences during the early years can help children become lifelong learners and set the stage for future success.

A priority for the District is to foster the growth and success for every student by supporting their journey from early learning through high school completion and beyond. With a goal to support an excellent start to learning, the District is committed to more children entering Grade 1 reaching emotional, social, intellectual, and physical development milestones through Early Years programming that supports inclusive, play-based environments.

In 2013-2014, 7,896 children enrolled in Early Childhood Services with 6,829 children registered in Kindergarten. In 2013-2014 the District served 2,294 children meeting Mild/Moderate (M/M) and Program Unit Funding (PUF) criteria in pre-kindergarten and Kindergarten programs. The District provided pre-kindergarten programming for 155 English Language Learners and supported 1,481 English Language Learners enrolled in Kindergarten.

In 2013-2014, the EYE-TA demonstrated 61 per cent of the Kindergarten cohort, or 4,178 students, who entered Grade 1 met developmental educational milestones. Approximately 40 per cent of students are entering Grade 1 with developmental delays. It is anticipated that providing targeted supports and services as early as possible will enable more students to be ready for school and able to achieve learning outcomes. This reinforces the District's need to put emphasis on early intervention.

Recognizing that supporting all children to be ready for Grade 1 is a collective responsibility, within each high school catchment, multidisciplinary teams work with teachers to provide appropriate wrap around supports and services to target the needs of a child. This may include supports such as speech and language services, physical therapy, occupational therapy, behavioural consultants, school family liaison services, and health supports.

The District provides several opportunities for teachers, staff, and district partners to build capacity in an inclusive environment and to receive further professional training in early childhood development. For example, in 2013-2014, the District provided training for 228 kindergarten teachers on the administration of the EYE-TA; currently over 95 per cent of teachers have formal training. As well, professional learning was provided to 116 kindergarten teachers on the use of the EYE-TA data for planning a play based program, and to 180 kindergarten teachers on developmentally appropriate literacy practices. Over 500 staff members and district partners also attended a session on “Brain Development in the Early Years”. The District also produced *Everyone’s In*, an Inclusive Learning document that focuses on an Educational Strength-Based Approach to meeting diverse needs of students.

In support of early learning, the Edmonton Public Schools Foundation was launched in 2010 to raise friends and funds to support full-day Kindergarten programming. In 2013-2014, the District expanded its full-day Kindergarten to a total of seven schools, which have been established in socially vulnerable neighborhoods.

Strategies

District enrolment trends continue to increase, and Alberta’s EDI data indicate certain sections of the city need increased support, availability and access to early childhood services (ECS) programming. In support of the 2014-2018 District Strategic Plan, the following strategies over the next three years directly relate to the achievement of this outcome:

Priority Strategy:

Develop, implement, and evaluate the impact of an Early Years pilot project. The outcomes from this pilot project will explore the sustainability and viability of an Early Years model by:

- Describing the structures and processes established in the Early Years pilot.
- Collecting qualitative and quantitative data throughout the Early Years pilot.
- Evaluating the effectiveness and impact of the Early Years pilot on:
 - Children & Families
 - Service Delivery.
- Identifying successes and challenges of the Early Years pilot.

The project will provide research, data, and a prototype to continue to provide appropriate supports and/or services for children eligible for M/M, PUF or English Language Learners to support their transition from Early Childhood Services to Grade 1 classrooms. The District will track the types of supports and services provided and their impact, as measured by the EYE-TA.

Additional Strategies:

- Continue to advocate for full-day Kindergarten classrooms in socially vulnerable areas.
- Continue to provide training sessions for teachers new to using the EYE-TA and use the data to support identification of strategies for Early Years programming and literacy intervention in the primary grades.
- Enhance the delivery of services from ECS to Grade 1 for children through the integration of Alberta Health Services staff into the District's multi-disciplinary teams (Edmonton Regional Collaborative Services Delivery (ERCSD)).



Goal Two: Success for every student

Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	81.5	80.4	81.4	81.9	83.0	n/a	Intermediate	Improved Significantly	Good	n/a	n/a	n/a
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	19.5	19.4	19.6	21.7	22.0	n/a	High	Improved Significantly	Good	n/a	n/a	n/a

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2014	Achievement	Improvement	Overall	2015	2016	2017
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	67.1	67.3	68.0	69.8	68.8	n/a	Intermediate	Maintained	Acceptable	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.6	4.9	4.3	3.6	3.2	n/a	High	Improved Significantly	Good	n/a	n/a	n/a
High school to post-secondary transition rate of students within six years of entering Grade 10.	61.1	59.9	58.9	61.5	61.0	n/a	High	Maintained	Good	n/a	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	57.1	59.7	62.1	60.7	60.2	n/a	High	Maintained	Good	n/a	n/a	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	57.6	58.4	58.8	61.4	59.4	n/a	High	Maintained	Good	n/a	n/a	n/a

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.
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.

Results

Education prepares children and youth for a lifelong journey – and provides the foundation for a successful career and participation in the broader community. Committed to the success of every student, the District is dedicated to seeing that more students complete high school and are supported in their transition to post-secondary studies or the world of work.

The Accountability Pillar results report how the District is doing relative to students achieving learning outcomes, and demonstrates that the District is maintaining positive trends in a number of important areas for high school students. More students are completing high school, with four and five-year high school completion rates increasing to 75.0 per cent and 77.3 per cent respectively. As well, the dropout rate of students aged 14 to 18 has decreased 2.4 per cent from 2008-2009.

District students continued to do well on diploma examinations, with acceptable standard results increasing from 81.9 per cent to 83.0 per cent, and standard of excellence increasing from 21.7 per cent to 22.0 per cent. Students performed better than the Province at both the acceptable and standard of excellence in all science subjects. A high percentage of students qualified for the Government of Alberta Rutherford Scholarship, which recognizes and rewards the academic achievements of students at the senior high school level, and encourages them to pursue post-secondary studies.

Recognizing that high quality teaching is at the heart of student success and plays a significant role in supporting student learning in schools, the District supported professional learning opportunities for teachers and staff, developed standards to evaluate and communicate student progress and achievement, and continued to build and use Communities of Practice as an avenue to bring together diverse talents and ideas to improve results for students.

Since 2010, the District has intentionally organized school groupings based on high school catchment areas (feeder schools). This structure has supported and enabled the continuity of addressing student needs between elementary, junior high, and senior high; resource sharing among schools around student/school needs; the sharing and spreading of knowledge, talents and innovations among school staff; and the provision of consistent central support for students from K to 12.

The District also provides a range of programming and instructional models/services through an inclusive education system to increase student engagement and to accommodate diverse learning needs. In 2013-2014, the District provided targeted supports and services to 5,945 students meeting M/M criteria and to 3,101 students with severe special needs.

Over the last number of years, the District has also seen a growing number of students who speak a first language or additional languages other than English. In 2013-2014, the District provided supports to 18,257 English Language Learner students in order to enhance their success. Students who are English Language Learners and their families have access to intercultural consultants to provide first language support and help new students and families transition into the public education system. As well, an increasing number of English Language Learner students are being accommodated in regular school classrooms. Professional learning was provided to support teachers in meeting the needs of English Language Learners.

Strategies

Between 2012 and 2014, Edmonton's population grew by 60,000 people. Current statistics show that over 131,270 children between ages 5-14 years reside in Edmonton. The majority of these children are Edmonton Public School students. With the increasing numbers comes an increasing range of supports needed for students to reach their full potential. In support of the 2014-2018 District Strategic Plan, the following strategies, over the next three years, directly relate to the achievement of this outcome:

Priority Strategy:

Working in catchment groupings, district staff will collaboratively examine achievement data related to various performance measures to look for trends, identify areas of strength, target areas for growth and determine evidence-based strategies for improvement. Projects and initiatives that address the targeted areas will be supported through the Equity Fund. Enhanced supports and services will be evaluated as to their impact on more students achieving learning outcomes. Upon completion of Equity Fund projects, action research results will be shared across catchment groups to capitalize on knowledge transfer. Evidence-based decision making will inform the integration of successful strategies, supports, and services across more schools.

Additional Strategies:

- Continue to provide specialized programming and support to students in need of specialized supports and services, on a continuum from general classroom consultation, individual student consultation, and specialized assessments.
- Provide ongoing support in the implementation of GKB.AR - Standards for Evaluation to ensure understanding of the responsibilities for student evaluation as outlined in the *School Act* and in Board Policy GK.BP - Student Assessment, Achievement and Growth.
- Provide professional learning focused on current curricula and components of future provincial curricula.
- Services from Student Health Initiative Partnership, Children and Youth with Complex Needs, and Regional Educational Consulting Services will be coordinated by Edmonton Regional Collaborative Service Delivery (ERCSD).



Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	77.4	77.7	77.9	78.3	77.2		Intermediate	Declined	Issue	77.6	77.8	78.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	22.7	24.4	24.0	24.1	23.9	n/a	High	Maintained	Good	n/a	n/a	n/a

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 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially 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

Literacy and numeracy are foundational to successful learning and living, and enable individuals to reach their full potential and achieve a better quality of life. These skills are essential to the workplace. To discover and make meaning of the world, students need the ability to acquire, create, connect, and communicate information in a variety of contexts going beyond basics of reading, writing, and solving simple arithmetic problems. To support success for every student, the District is committed to more students demonstrating growth and achieving student learning outcomes with a focus on literacy and numeracy.

In 2013-2014, while the percentage of district students meeting the acceptable standard and the standard of excellence on Provincial Achievement Tests (PATs) in English Language Arts has consistently been higher than the Province, results slightly decreased from the previous year in all areas except for Grade 6 standard of excellence which increased slightly. While the percentage of district students meeting the acceptable standard on PATs in Math has consistently been higher than the Province, district results decreased slightly from the previous year at the Grade 9 level and increased at the Grade 6 level.

Teachers play an active role in supporting literacy through designing authentic learning tasks to engage each student and support growth in literacy competencies. As such, the District provides several opportunities for teachers to receive training, coaching, professional learning opportunities, and to attend literacy Best Practice Days. For example, in 2013-2014, 75 literacy intervention teachers received professional learning sessions and coaching and 511 participants attended three Literacy Best Practice Days.

As well, through a new model for literacy support, literacy consultants have been assigned to support schools and catchments. Through this model, in 2013-2014, 722 teachers received 124 inservice sessions and 408 coaching sessions. The District also provides resources and guidelines, and introduced *Quality Literacy Programming: A Reflective Tool*, to support literacy programming in school, and introduced two leadership development modules: *Leading Through Quality Literacy Programming* and *Literacy Coaching: The Way to Literacy Excellence*.

In 2013-2014, 64 schools provided formal literacy interventions to 681 students. This included the Middle Years Literacy Intervention program designed for Grades 3 to 9 students struggling with literacy. As well, the District delivered the Leveled Literacy Intervention, which provides an intensive, systematic approach for small groups of children, and the Reading Recovery preventative intervention to bring the lowest achieving first graders within the average band of their peers. Additional informal interventions were provided at the school level to students who required additional supports to achieve outcomes in literacy and numeracy.

The District's *Annual Report - Literacy (Reading and Writing)* provides detailed information about supports and services provided to support literacy during the 2013-2014 school year.

To support numeracy, in 2013-2014, the District developed the Math Intervention Programming Instrument (MIPI) to provide teachers with information on which to guide the development of individualized math intervention plans.

Strategies

With literacy and numeracy foundational for successful learning, the District has a number of strategies to enable more students to demonstrate growth and achieve learning outcomes with a specific focus on literacy and numeracy. In support of the 2014-2018 District Strategic Plan, the following strategies, over the next three years directly, relate to the achievement of this outcome:

Priority Strategy:

While the PATs, Student Learning Assessments, and diploma exams measure student achievement in Grades 3, 6, 9 and 12, interim measures that can identify students who are at risk of meeting learning outcomes in literacy and numeracy is required.

- The MIPI is a tool that has been developed that will be implemented to students in Grades 2 to 9 to help teachers assess where each student is at in relation to their math knowledge and skills. Students in need of specific intervention in mathematics will be identified and an intervention plan put in place. The District will track the efficacy of numeracy interventions for students requiring an intervention plan.
- Additionally, the District will explore options for a reading assessment tool that can be administered to students in Grades 2 to 9, to support schools in identifying students in need of specific reading interventions.

Additional Strategies:

- Support high school catchment groups in the review and analysis of their numeracy and literacy achievement data for the purpose of identifying specific areas for growth and strategies that would impact teaching and learning.
- Driven by school needs, provide ongoing professional learning and resources to enhance the identification and application of literacy and numeracy interventions for improving student achievement.
- Support the implementation of curriculum that is student centered, competency based, with a foundation in literacy and numeracy.
- Implement the Equity Fund for leadership groups to enhance supports and services that support student success.
- Identify and/or develop a Numeracy Guiding Document and other numeracy support resources.
- Continue to provide specialized programming and support to students with special education needs, on a continuum from general classroom consultation, individual student consultation, and specialized assessments.
- Evaluate the Whole School High School Literacy Professional Learning Pilot Project and explore expansion to other district schools.
- Implement Administrative Regulation GKB.AR- Standards for Evaluation to ensure understanding of the responsibilities for student evaluation as outlined in the School Act and in Board Policy GK.BP - Student Assessment, Achievement and Growth.



Outcome: Students demonstrate citizenship and entrepreneurship.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	82.2	82.4	83.2	84.4	83.6	n/a	Very High	Improved	Excellent	n/a	n/a	n/a
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.	80.6	81.0	80.6	82.1	82.3	n/a	High	Improved	Good	n/a	n/a	n/a

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

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

Results

The District is focused on preparing students for the future – in addition to ensuring students are successful academically in a way that supports their successful transition into the world of work, the District also has a strong focus on citizenship and social responsibility to help students become contributing members of their own and the broader global, community. Demonstrating this focus, the District has developed goals to create learning and working environments that focus on well-being and student citizenship, and support the student success beyond schooling.

District students model very high characteristics of active citizenship, and continued to raise their performance over last year. This active citizenship is demonstrated through students volunteering over 53,800 hours, and raising over \$114,000 to support causes such as education, hunger, and health. As well, over 2,500 students in 53 sites took courses about citizenship.

Another example of student citizenship is demonstrated through a partnership with Free the Children. As part of the *We Act* program, district students had opportunities to shape their leadership and peer to peer skills and abilities, as well as problem solving, critical thinking, and the ability to work and communicate effectively on diverse teams. As part of the program, 37 schools and over 9,500 students took action on local and global action through the year. As well, 581 students from 28 district schools participated in *We Day Alberta*, a youth empowerment event that promotes active citizenship and awareness of local and global issues.

Additionally, programs such as *Leader in Me* enables students to be active leaders and learn leadership principles to empower students to reach their full potential. In 2013-2014, 62 schools had *Leader in Me* programs. As well, high school students in the Student Advisory Committee demonstrated leadership traits during two meetings with the Board, and helped shape the District's Strategic Plan by providing input. In addition, over 2,500 students in 53 sites took locally developed courses that support student citizenship, knowledge, and/or skills.

In 2013-2014, 236 district students from 13 schools received on-the-job training in the Registered Apprentice Program (RAP). These students took 968 courses and received 4,795 credit enrollments for the school year and including summer school.

By developing positive attitudes and behaviours, students can be successful at work when they finish school. This preparation can begin early through attention to regular attendance in school; being on time; completing work in an orderly and timely manner; using critical thinking and problem solving; and developing a willingness and risk-taking approach when facing new challenges.

In 2013-2014, the District set the stage for a Career Pathways Model that will support students in building awareness, understanding and readiness for a career pathway that will give them dignity and fulfillment in life.

Strategies

The District will continue to provide opportunities and create an enabling environment for students to continue to develop and demonstrate active citizenship and entrepreneurship. In support of the 2014-2018 District Strategic Plan, the following strategies over the next three years directly relate to the achievement of this outcome:

Priority Strategy:

A detailed project plan that identifies key deliverables, timelines, resources, and an evaluation framework that supports implementation of the Career Pathways Model will be developed.

Strategies to achieve this goal include:

- Hosting a Career Pathways Symposium for approximately 300 students, parents, teachers, school/central leaders, and external stakeholders to discuss the conceptual model and acquire feedback and input to inform next steps.
- Facilitating discussions within high school catchments to identify current practices that align with areas of the model.
- Establishing an overarching Career Pathways Advisory Council to the Superintendent.
- Creating pilots to begin the implementation of the key activities outlined in the project plan.
- Enhance support for First Nations, Métis, and Inuit students.
- Review the delivery of the Knowledge and Employability (K & E) curriculum and continue to link students with off-campus education opportunities.

Additional Strategies:

- Continue to implement and support the recommendations outlined by Alberta Education to support a safe, welcoming, respectful, caring, and inclusive learning environment for all.
- Develop accompanying administrative regulations for Board Policy AE.BB.BP - Wellness of Students and Staff.
- Continue to enhance training and resource support in the area of mental health to sustain positive social learning environments.
- Continue to implement and support bullying prevention and citizenship development strategies.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	53.6	51.4	52.9	57.4	54.9	n/a	Very Low	Maintained	Concern	56.6	57.6	58.4
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).	5.9	7.5	6.5	7.0	6.8	See Note 6	Very Low	Maintained	Concern	7.1	7.3	7.4
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	74.6	78.0	72.4	73.9	76.2	77	Low	Maintained	Issue	76.2	76.4	76.6
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	7.9	8.9	6.8	7.9	9.5	9.1	Low	Maintained	Issue	8.8	9.1	9.3

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2014	Achievement	Improvement	Overall	2015	2016	2017
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	21.7	26.6	30.3	30.3	27.0	33.2	Very Low	Maintained	Concern	31.4	33.0	34.1
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	13.5	11.3	10.7	9.4	9.7	n/a	Very Low	Maintained	Concern	8.1	7.1	6.1
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	26.4	21.3	25.9	23.7	24.0	25.8	Very Low	Maintained	Concern	24.0	24.2	24.4
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	27.6	31.6	35.4	32.6	33.0	36.2	Very Low	Maintained	Concern	35.5	36.7	38.0
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	13.1	16.9	14.3	19.9	16.4	n/a	Very Low	Maintained	Concern	19.0	20.0	20.9

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 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
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.
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.
6. As Grade 3 students in the District did not participate in the PATs, the District is not able to compare the targets set for the 2013-2014 school year.

Results

In 2013-2014, the District saw over 7,600 self-identified First Nations, Métis, and Inuit students, an increase of almost 1,300 over the past five years. Out of our 202 schools, over 10 per cent of the district schools (23) have 25 per cent or more of their students self-identifying as First Nations, Métis, or Inuit, and 47 per cent of our schools (95 schools) have 10 per cent or more of their students self-identifying as First Nations, Métis, or Inuit. Of those registered in September 2013, 12 per cent of the original cohort had left the District by early June, indicating significant mobility.

The District is working hard to increase the achievement of First Nations, Métis, and Inuit students and took significant efforts to strengthen and create strategies to enhance literacy skills and support student retention in school. Recognizing literacy and numeracy are foundational to successful learning and living, district staff developed literacy resources and initiatives that support student engagement, achievement, and high school completion. For example, to support early learners, the District collaborated with the Aboriginal Head Start programs to provide literacy and numeracy supports. As well, to assist administrators in developing First Nations, Métis, and Inuit school plans to support student achievement and high school completion, the First Nations, Métis, and Inuit School Plan Resource tool was created.

The District celebrates the rich cultural diversity of First Nations, Métis, and Inuit students and supports Cree language and cultural arts based programming at amiskwaciy Academy for students in Grades 9-12 and Prince Charles School in the Awasis program for students in Grades K-6. Aboriginal Head Start preschool programs provide culturally based programming that support kindergarten readiness at four district sites.

To support First Nations, Métis, and Inuit students, the District collaborated with First Nations communities, Métis and Inuit organizations, and other stakeholders to provide programs, resources, and strategies, including the development of initiatives that support personal growth, high school completion, and Career Pathways into post-secondary studies or the world of work.

To support high quality teaching and student success, the District developed Culturally Sensitive Assessment online resource, a First Nations, Métis, and Inuit Universal Design for Learning online resource and the comprehensive foundational First Nations, Métis, and Inuit Guiding Document to provide culturally responsive supports, resources, strategic direction and guidance for stakeholders, district staff, parents and guardians, Elders, Knowledge Keepers, Cultural Advisors, community agencies and organizations. As well, to showcase First Nations, Métis, and Inuit students' achievement, share best practices across the District and highlight supports, services, and programs, the District developed a quarterly newsletter called *Honouring Our Voices*. To further share best practices, the First Nations, Métis, and Inuit Community of Practice provided opportunities for participants to explore First nations, Métis, and Inuit literature, culturally responsive practices, cultural arts, share innovative supports, resources and ideas on creating positive and welcoming school environments.

More information about the District's supports and services can be found in the *Annual Report – First Nations, Métis and Inuit Education*.

Strategies

Looking ahead, our results indicate a need to increase the achievement of First Nations, Métis, and Inuit students and decrease the achievement gap on multiple fronts. To support high school completion of First Nations, Métis, and Inuit students, the District will be focusing on improving literacy and numeracy skills, student retention and transitions between grades. In support of the 2014-2018 District Strategic Plan, the following strategies over the next three years directly relate to the achievement of this outcome:

Priority Strategy:

Support schools in aligning the *First Nations, Métis, and Inuit School Plan Resource* tool and *First Nations, Métis, and Inuit Guiding Document* to their individual School Plans by:

- Providing professional learning for school administrators focused on First Nations, Métis, and Inuit Accountability Pillar Results to inform and influence practice.
- Tracking and monitoring factors that impact student achievement, and supporting the implementation of best practices outlined in *First Nations, Metis, and Inuit Guiding Document*.
- Supporting schools in strength-based asset mapping to identify gaps in supports, services, and initiatives.
- Providing evidence-based supports, services and resources, including professional learning that address the identified student achievement needs.

Additional Strategies:

- Supporting the implementation of curriculum inclusive of First Nations, Métis, and Inuit cultures, histories, and current contexts through initiatives and development of resources that support literacy and numeracy engagement and achievement.
- Supporting school communities with cultural engagement opportunities as well as providing resources and professional learning in First Nations, Métis, and Inuit education and culture.
- Developing a First Nations, Métis, and Inuit Early Learning Literacy and Numeracy Edukit to support kindergarten readiness.



- Continuing to work with First Nations communities, Métis and Inuit organizations, and post-secondary institutions to enhance mentorship opportunities including post-secondary summer transition programs for First Nations, Métis, and Inuit students.
- Collaborating with Edmonton Regional Learning Consortium (ERLC) and Alberta Education, facilitate parent/guardian engagement sessions that provide information on governance, participation on school councils, benefits of self-identifying their child as First Nations, Métis, or Inuit, career pathways and scholarships, including supports and resources to enhance their child's learning journey.
- Collaborating with Comprehensive School Health and Inclusive Learning, to provide professional learning in Mental Health First Aid for district staff to support student wellness.
- Collaborating with the City of Edmonton, Alberta Education, Edmonton Catholic Schools, post-secondary institutions, and other stakeholders, to co-host a Year of Reconciliation Student Leadership Conference.

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.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
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.	82.0	82.1	81.9	83.1	82.4	n/a	Very High	Maintained	Excellent	n/a	n/a	n/a

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

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

Results

High quality teaching is at the heart of student success. Providing quality education to students begins with teaching staff who are caring, understand the needs of learners, and are able to provide the necessary supports and services that enable students to succeed. The classrooms of today are filled with a broad spectrum of learners with differing needs who require differentiated teaching approaches to maximize their learning. The District is dedicated to building staff capacity through a culture of collaboration and distributed leadership, and is committed to seeing that all staff are provided opportunities throughout their careers to enhance their professional capacity and leadership.

The District created the Leadership Development Framework (LDF) in 2012, which provides support, assistance, and guidance to emerging and aspiring leaders as well as experienced leaders within a four quadrant competency model. Formal learning opportunities, quality mentorship and coaching, peer to peer learning, and experiential, job-embedded learning form the foundation for developing leaders from all staff groups. In 2013-2014, 255 emerging and aspiring leaders were involved in the Framework. The District delivered 39 modules to over 573 participants and initiated opportunities to connect with peers through social learning communities.

Also in support of leadership development, the District hosted 96 participants at a Leadership Saturday in partnership with the University of Alberta. As well, 43 teachers completed the District's Leadership and Excellence in Assessment Program (LEAP) and received course credit from the University of Alberta. In addition, the Superintendent hosted monthly Superintendent's Community of Practice in Education (SCOPE) to build leadership capacity and gather input into district-level decision-making, and Assistant Superintendents provided first and second year principal training.

The organization of school groupings into catchment areas continues to be an effective strategy to support quality teaching and school leadership. This structure supports the ability to address student needs between elementary, junior high and senior high; identify common professional learning to support student learning; share resources, knowledge, talents and innovations among school staff; and provide consistent central support for students from K to 12. Communities of Practice is another structure that provides opportunities for educators to share diverse talents and ideas to improve results for students.

To help first and second year teachers successfully transition into their careers, the District offered a New Teacher Induction Program (NTIP) which provides mentoring, support and job-embedded coaching on Teaching Quality Standards. In the 2013-2014 school year, 271 new teachers were supported through NTIP with over 1,480 job-embedded mentoring visits and professional learning seminars hosted throughout the year.

Strategies

In support of the 2014-2018 District Strategic Plan the following strategies over the next three years directly relate to the achievement of this outcome:

Priority Strategy:

The District will focus on continuing to foster quality teaching by engaging school staff in common data and needs-driven collaborative professional learning opportunities through leadership and catchment groups. The District will implement common professional learning days for all teachers and support staff to support quality teaching and learning for all students in areas such as:

- student assessment;
- assistive technology;
- curriculum re-design;
- supporting at-risk students;
- leveraging technology in the classroom;
- assessing students within the Universal Design for Learning (UDL) model; and
- building capacity of school leadership teams.

In addition, two Programming for Student Differences consultants, two Instructional Process consultants, two Literacy consultants and a Technology consultant will be assigned to each Assistant Superintendent leadership group to support catchment work.



Additional Strategies:

- Develop and begin implementation of a talent management strategy to facilitate recruitment, retention, engagement, and career development of staff required to support the needs of the District.
- Continue to offer the NTIP and New Staff Orientation sessions.
- Enhance and continue to implement the district Leadership Development Framework, offering ongoing competency-based professional learning using a variety of modules and formats for all staff groups.
- Continue offering professional development for First and Second Year Principals.
- Continue offering enhanced leadership opportunities through involvement in Superintendent's Community of Practice in Education (SCOPE).



Goal Four: Engaged and effective governance

Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	78.4	78.9	77.8	78.7	78.9	n/a	High	Maintained	Good	n/a	n/a	n/a
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.1	90.6	90.6	91.2	89.8	n/a	Very High	Declined Significantly	Acceptable	n/a	n/a	n/a

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
 Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Results

When schools, parents, and community partners work together, the needs of children, youth, and their families are met the most effectively. It is through working together where mutual understanding is promoted, and innovative solutions are created. One of the District's priorities is to enhance public education through communication, engagement, and partnerships. The District strives to make this priority a reality by partnering with parents, working with community partners to provide supports for the whole child, and ensuring engaged and effective governance supports decision making.

Knowing that success at school begins at home, parents play an important role in the education of their children. Parents have several opportunities throughout the year to engage in their child's education, through parent conferences and the use of the online portal - SchoolZone. As well, at the beginning of each school year, the District provides parents the opportunity to engage in school council training. In 2013-2014, 78.9 per cent of parents indicated they are satisfied with their involvement in making decisions about their child's education. As well, 89.6 per cent of students, parents, and teachers indicated they were satisfied with the overall quality of basic education delivered by the District. While this percentage is high, it has decreased over the past four years, indicating further strategies to support improvements in this area are required.

In 2013-2014, the District provided opportunities for the broader community and a range of stakeholders to share their perspectives on a number of key initiatives. The Board and district administration asked parents, staff, and stakeholders about the District's strategic direction for the next four years. Stakeholders participated in a number of consultation sessions, and over 2,000 individuals responded to an online survey. This feedback informed the development of the District's Vision, Mission, Priorities, and Strategic Plan. As well, the District consulted with the community on three policies under development: EA.BP - Infrastructure Planning Principles, AEBB.BP - Wellness of Students and Staff, and CO.BP - Fiscal Oversight and Accountability; 401 stakeholders shared their insights and provided input.

The city of Edmonton is growing and dynamic – and so are District schools. In response to the growing population, the District asked parents and the community about their perspectives on how to Manage Space for Students in Edmonton’s growing neighbourhoods. Between November 2013 and January 2014, over 1,000 people attended public meetings, and more than 3,700 people provided feedback through an online survey. As part of the Province’s new replacement school initiative, the District consulted with numerous stakeholders. Over 1,000 people attended public meetings and over 9,000 responded to an online survey on replacing three older schools with one modernized school in the Greater Lawton, Greater Highlands, and Greater Westmount communities. Greater Lawton community was chosen and will serve as a school campus offering resources, supports and services to benefit all residents, with the new school replacing Lawton, R.J. Scott, and Rundle schools.

Internally, the District consulted with educators on a number of topics such as: Career Pathways; a District Equity Fund to create equitable opportunities for all students; leadership development needs; teacher workload; and evaluation of student learning and the development of GKB.AR - Standards for Evaluation.

Strategies

Recognizing we are stronger by working together, the District believes in collaboration – bringing together the right people to find the right answers to the right questions. Diversity in thought and perspective is valued. This involves tapping into the expertise and wisdom of our parents/guardians, colleagues and community. In support of the 2014-2018 District Strategic Plan, the following strategies over the next three years directly relate to the achievement of this outcome:

Priority Strategy:

Enhance generative governance by providing opportunities for the District to gain feedback and input from stakeholders around key decisions. In particular, two priority areas of focus will be:

- engaging internal and external stakeholders in order to operationalize the Career Pathways Model;
- enhancing student voice through the continuation of a Student Advisory Council and leverage student voice by implementing and evaluating a pilot project that will result in electing a student representative to the Board for the 2014-2015 school year.

Additional Strategies:

- Work with school councils to support meaningful parent engagement through school catchments.
- Develop tools and resources that engage with parents as partners to support student learning and career planning. Engage key community stakeholders in the development of a district framework to support career pathways.
- Utilize and enhance the District website, the SchoolZone web portal, and social media as communication tools with parents.
- Continue to provide opportunities for stakeholders to share feedback on draft board policies through an online stakeholder survey.
- Develop and implement policies and regulations to support the *Education Act*; specifically as it relates to generative governance and increased accountability to the public.
- Develop a process for using data and the District Strategic Plan to explore potential community partnerships that will enhance the District's ability to support student success.
- Implement and support the Regional Collaborative Service Delivery Model.



Outcome: Students and communities have access to safe and healthy learning environments.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
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.	87.3	87.9	88.5	89.3	88.7	n/a	Very High	Maintained	Excellent	n/a	n/a	n/a
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.	80.3	78.5	79.7	80.8	78.0	n/a	High	Declined Significantly	Issue	78.2	79.2	80.0

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

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

Results

For children and youth to be successful in school, the learning environment must support the learner in feeling safe and supported. Environments that enhance student learning require attention to the health and safety needs of all school community members. Safe and healthy learning environments require attention to the physical condition of the settings as well as the assurance of frequent, consistent, and positive teacher-student and student-student interaction. The classroom and school environment must create a sense of belonging, acceptance, and emotional, psychological, and physical safety.

A priority for the District is to provide welcoming, high quality learning and working environments. With a focus on well-being and student citizenship and quality infrastructure for all, the District is committed to learning and working environments that are welcoming, inclusive, and healthy. The District is dedicated to ensuring that students and staff benefit from environments that facilitate quality program delivery through effective planning, managing, and investing of district infrastructure.

In 2013-2014, the Board approved Board Policy AEBB.BP - Wellness of Students and Staff and allocated \$750,000 to install security cameras at 64 elementary schools, four elementary-junior high schools, and eight junior high schools. Furthermore, the Board appointed three Trustees as members of the District Infrastructure Committee, to assist the Board in further understanding issues, impacts and next steps related to effective stewardship of District Infrastructure. Board representatives and district administration participated in a Capital Plan sharing meeting hosted by the Edmonton Community Sustainability Coalition and ELEVATE. Senior representatives from the City, the Province, Edmonton Catholic Schools, and the francophone school district also participated, and collectively, partners committed to continue exploring and participating in initiatives supporting the sustainability of communities.

In addition, the District pursued a number of initiatives in support of this outcome. In 2013-2014, the District completed the pilot of the Healthy Living Program with the Alberta School Employee Benefit Plan (ASEBP). To increase district capacity to support Mental Health First Aid (MHFA), the number of MHFA trainers increased from 1 to 17. As well, the District continued to offer a comprehensive school health model through aligning the work of the School Health Services and Human Resources teams. The District also enhanced partnerships to support student and staff wellness, including collaborating with APPLE Schools, Ever Active Schools, Alberta Health Services, and the Centre for Addiction and Mental Health (CAMH). In collaboration with community partners a district wellness professional learning day was offered in February 2014 for staff and secondary student leaders (Grades 9 -12) and featured sessions focused on physical activity, healthy eating and emotional wellbeing. The *Annual Report – Wellness of Students and Staff* provides more information about District supports and services in this area.

Aging infrastructure is a significant challenge the District continues to grapple with. In 2013-2014, in response to the challenges, the District approved a plan for addressing infrastructure issues. Infrastructure Planning Principles guided the development of the District Infrastructure Plan. Discussions at multiple levels of Alberta Education and Alberta Infrastructure led to provincial funding being received to conduct an options analysis and value scoping study of schools located in mature areas of the city.

The District recognizes that safe schools are not just places with advanced security procedures and that they are also places that help students develop skills that allow them to succeed even in difficult circumstances. With the understanding that prevention is key to healthy students and safe schools, the District is committed to encouraging healthy behaviours that help students learn about fitness, nutrition, and healthy choices and that continued professional learning in this area is available for all staff. Furthermore, the District will continue to expand its approach to create safe and healthy learning environments by continuing to incorporate teaching respect for self and others, healthy behaviours, integrity, citizenship, a sense of commitment, and contribution to the school and society.

Strategies

The District is committed to ensuring that every student has access to a fantastic teacher in a quality learning environment. Critical to this is the creation of learning environments that are truly welcoming to all students. In support of the 2014-2018 District Strategic Plan, the following strategies over the next three years directly relate to the achievement of this outcome:

Priority Strategy:

The District is committed to increasing strategic support in the area of student and staff mental health through the following activities:

- Build greater internal capacity to train staff in MHFA by increasing the number of district staff certified as MHFA trainers.
- Offer a district wellness professional learning day that focuses on positive mental health and creating positive learning environments.

- Through a partnership with RCSD, increase staff knowledge and capacity in the area of mental health by expanding on the professional learning offerings to include a mental health series for educators.
- In collaboration with First Nations, Métis, and Inuit Education, provide professional learning in MHFA for district staff to support student wellness.

Additional Strategies:

- District staff will collaborate to develop accompanying Administrative Regulations for AEBC.BP - Wellness of Students and Staff.
 - District staff will continue to collaborate internally and with partners to develop, promote, and update resources and training for school-based positive mental and physical health promotion.
 - Each school will identify a Comprehensive School Health (CSH) contact to facilitate and streamline communications about wellness resources and learning opportunities.
 - The District will continue to implement and support bullying prevention and citizenship development strategies.
 - The District will implement Administrative Regulation - FBEB.AR Workplace Violence to minimize the potential for workplace violence and ensure a consistent approach for addressing incidents.
- The District will continue to implement the recommendations outlined by Alberta Education to support an inclusive learning environment for all.
- The District is focusing on revitalization, the importance of planning for the future and having parents and community be strong partners on this journey. An Infrastructure Strategy will be developed that will outline a series of actions that will guide the Superintendent and Board when allocating financial resources, creating priorities for capital funding, maintaining and building new school buildings, and creating a place for safe caring, healthy, and equitable learning.
- By June 2015, a project plan that outlines Phase 1 of the Infrastructure Strategy will be developed and implemented. Strategies to achieve this goal are outlined below and include, but are not limited to:
 - Developing a project plan that outlines a series of administrative actions which include an analysis of all district functions that influence infrastructure, population trend analysis, realignment of district functions where required, and value management studies on all aging infrastructures.
 - Implementing Phase 1 of the strategy which will occur during the 2014-2015 school year. Representatives from the City of Edmonton and the Province have been invited to serve as ad hoc members of an advisory committee.

Summary of Financial Results/Budget Summary

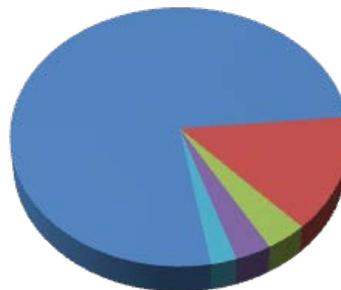
Summary of 2013-2014 Financial Results

Student achievement continues to be the primary focus in every one of the district's schools. The district's priorities, budgeting process and results review reflect this focus.

Actual Operating Expenses by block For the Year ended August 31, 2014

(all dollar amounts are expressed in thousands)

	2013-2014	
	\$	%
ECS - Grade 12 Instruction	723,308	76.3%
Plant Operations and Maintenance	136,307	14.4%
Transportation	34,992	3.7%
Board and System Administration	30,904	3.3%
External Services	22,034	2.3%
	<u>947,545</u>	<u>100.0%</u>



Operational Results

- The District's total operational expenses for 2013-2014 were \$947.5 million as compared to \$951.3 million in 2012-2013.
- Operational expenses do not include capital expenditures either financed out of operating or with capital funding.
- Annual operating revenues exceeded expenses by \$38.2 million resulting in an operating surplus.
- Total increase in 2013-2014 accumulated surplus of \$38.2 million.
 - Transfer to internally restricted operating reserves of \$29.6 million.
 - Net increase of \$7.3 million to capital reserves.
 - Investment in capital assets increased by \$1.3 million.
- The capital reserve was increased by \$7.3 million.
 - Proceeds of \$.4 million on the sale of capital assets were realized and these proceeds are restricted for future capital purchases.
 - \$11.9 million was transferred from unrestricted surplus to capital reserves.
 - \$5.0 million was used to fund additional modular classrooms at schools to support the growth accommodation plan.
- Average per student spending for 2013-2014 was \$11,086 which includes instruction for students in ECS to Grade 12, operations and maintenance of schools, transportation and board and system administration. This figure does not include School Generated Funds or the cost for External Services.
- Instructional spending represents 76.3 per cent of total expenses (excluding school generated funds and external services).
- Board and system administration spending was 3.3 per cent of total expenses and falls under the 3.6 per cent Provincial spending cap.

School Generated Funds (SGF)

- Unexpended SGF at August 31, 2014 was \$4.8 million compared to \$4.9 million at the beginning of the school year. \$1.5 million of the current year unexpended funds is included in Deferred Revenue and \$3.3 million is included in Accumulated Surplus.
- Gross receipts in SGF during the year were \$25.0 million comprised of \$12.8 million in fees, \$1.8 million in fundraising, \$4.9 million in gifts and donations, \$0.1 million in grants to schools, and \$5.4 million in other sales and services.
- Uses of SGF totaled \$18.5 million and related primarily to extra-curricular activities and field trips.
- Additional SGF expenses of \$6.5 million related to direct costs of other sales and services and fundraising.

Detailed information regarding the district's audited financial statements can be obtained from Financial Services at 780-970-5243 or can be viewed at the District's website at:

<http://www.epsb.ca/publications>

The provincial roll up of jurisdictions' Audited Financial Statements is provided at:

<http://education.alberta.ca/admin/funding/audited.aspx>

2014-2015 Budget Summary

Fall 2014 Update to the 2014-2015 Budget

On November 25, 2014, the Board formally received the Fall 2014 Update to the 2014-2015 Budget.

Background on the Fall Budget process

Each school and central decision unit prepared a revised budget in the fall of 2014 based on updated September 30 enrolment, current staffing FTEs, as well as the planned use of surplus funds.

Budget Highlights

The fall budget is based on total expenses of \$1.047 billion. Alberta Education requires boards to report the government contributions to the Alberta Teachers' Retirement Fund (ATRF), which is estimated at \$55 million. The overall budget increase of \$40.7 million from the 2014-2015 Spring Approved Budget results from:

- Increase in the use of net surplus carry forwards of \$21.7 million.
- Increase in revenues due to enrolment and other adjustments totaling \$16 million.
- Anticipated gain on sale of capital asset of \$3 million.

Related Facts

- The 2014-2015 budget update reflects a planned operating deficit of \$32.5 million which is offset by the planned use of surplus carry forward funds for schools and central decision units of \$25.8 million and \$9.7 million, respectively.
- Student enrolment assumptions are based on a total of 89,660 students, an increase of 867 or 1 per cent over the proposed enrolment count and an increase of 3,106 students or 3.6 per cent over September 30, 2013.

- The budget includes increases to staffing levels of approximately 126 FTE, out of which 99 FTE are certificated staff and 27 FTE are non-certificated.
- The 2014-2015 budgeted System Administration and Board Governance block spending is 3.4 per cent of total budget spending, which is under the 3.6 per cent spending cap set by the Province.

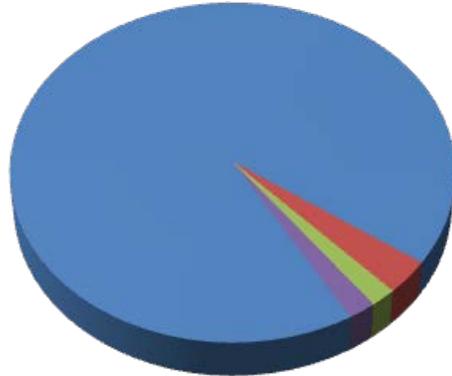
EPSB's 2014-2015 Fall budget update can be found on EPSB's website (<https://www.epsb.ca/ourdistrict/budget/>)

**Edmonton Public Schools
2014-2015 Fall Revised Budget
Revenue & Expense Analysis**

Revenue by source

(all dollar amounts are expressed in thousands)

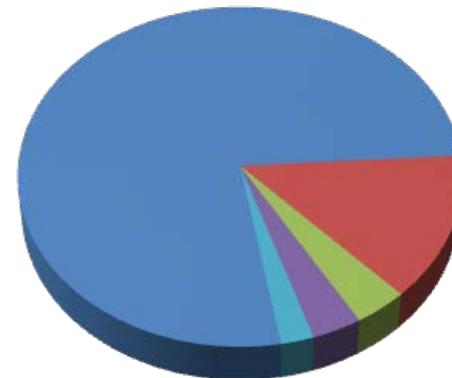
	2014-2015	
	\$	%
Government of Alberta	944,104	93.1%
Fees	32,718	3.2%
Sales and Services	17,955	1.8%
Other	19,619	1.9%
	<u>1,014,396</u>	<u>100.0%</u>



Expenses by block

(all dollar amounts are expressed in thousands)

	2014-2015	
	\$	%
ECS - Grade 12 Instruction	804,103	76.8%
Plant Operations and Maintenance	144,831	13.8%
Transportation	38,451	3.7%
Board and System Administration	35,836	3.4%
External Services	23,679	2.3%
	<u>1,046,900</u>	<u>100.0%</u>



Expenses by object

(all dollar amounts are expressed in thousands)

	2014-2015	
	\$	%
Certificated salaries, wages and benefits expense	571,944	54.6%
Non-certificated salaries, wages and benefits expense	245,640	23.5%
Services, contracts and supplies expense	188,297	18.0%
Amortization & other expenses	41,019	3.9%
	<u>1,046,900</u>	<u>100.0%</u>



Capital and Facilities Projects and Plans

Capital and Facilities Projects

Previously Funded Capital Projects Status

Planning with the Province and the City of Edmonton has been initiated for the following new schools funded in 2012-2013:

- Grades K-6, 600 students in Heritage Valley - Blackmud Creek neighbourhood in southwest Edmonton; and
- Grades K-9, 900 students in Terwillegar Heights - MacTaggart neighbourhood in southwest Edmonton.

In terms of modernization projects:

- Strathcona School (Phase 2 Modernization) and Forest Heights School (Phase 2 Modernization) were completed.
- Planning and design was initiated for modernization projects funded in 2013, including the Alberta School for the Deaf, Belgravia School, Ross Sheppard School and Vimy Ridge Academy; construction is anticipated to begin prior to the end of the current school year.

Three Year Capital Plan 2014-2017

Three new schools were announced by the Province for Edmonton Public Schools in 2013-2014, to be delivered under the provincial Building Alberta Schools Construction Program:

- Grades K-9, 900 students in Windermere - Ambleside neighbourhood in southwest Edmonton;
- Grades 7-9, 900 students in Lewis Farms - Webber Greens neighbourhood in west Edmonton; and
- Grades K-9, 650 student consolidation replacement school in a mature area of the city (Greater Lawton).

Modular and Portable Requests

Over the 2013-2014 school year, the District worked with Alberta Infrastructure and their agents to install two additional modular classrooms at each of Bessie Nichols and Elizabeth Finch schools. On February 18, 2013, the Board approved use of up to \$5,900,000 of Capital Reserves to purchase, transport and install modular classrooms to support the Growth Accommodation Plan.

- Significant progress was made to place six modular classrooms purchased by the District at each of:
 - Bessie Nichols School; and
 - Elizabeth Finch School.
- Significant progress was made to purchase and install two portable classrooms at each of:
 - Bisset School;
 - Brander Gardens School; and
 - Ellerslie School.

Infrastructure Maintenance Renewal (IMR) and Other Projects

A total of 740 projects valued at approximately \$14.8 million were initiated in 2013-2014 as part of the District's annual Major Maintenance Plan, funded primarily through the IMR funding program.

Another 40 school-funded projects were implemented with a total value of \$1.4 million.

Approximately \$750,000 of work was completed at 21 schools designated to welcome students impacted by the Growth Accommodation Plan, where some high growth areas were re-designated to alternate receiving schools. Construction began at J. Percy Page School on a skylight and exterior panel replacement project valued at \$5.1 million. An energy performance improvement program valued at \$5.7 million, addressing component replacement and upgrading at several schools, was also initiated.

Summary of Facility and Capital Plans

In 2013-2014, the District was actively involved in the area of planning student accommodation for new developing areas, including completion of re-designating some high growth areas to alternate receiving schools (Growth Accommodation Plan), accommodating enrolment growth with modular and portable classrooms, and planning funded new school projects. Planning and implementation of modernization and IMR projects continued, and consultation to determine the location of a consolidation/replacement school in a mature area of the city was completed.

The implications of 2013-2014 in the area of capital planning, facility planning and student accommodation include challenges related to:

- student enrolment has grown by over 12 per cent over the past three years;
- accommodating all students residing in rapid growth areas continues and appears to be accelerating;
- securing new schools to service rapidly growing areas dependent on funding for new schools and modular classrooms; and
- addressing deferred maintenance needs with funding available for modernization projects and available IMR funding.

The District's *Ten-Year Facilities Plan 2015-2024* and *Three-Year Capital Plan 2015-2018*, approved on April 22, 2014, can be viewed on the District's website under Our District, Results and Plans, Capital Plans (<https://www.epsb.ca/ourdistrict/results/capitalplanning/>)

Parental Involvement

Having parents involved in their children's education is beneficial; developing partnerships with the school can lead to parents and school personnel working on common goals. Parents have a key role in a child's education; they know their children best and would be a great contributor if the school partnered with them (Epstein & Sheldon, 2002; Railsback, 2004). As such, and in response to Section 13 of the *School Council Regulations*, the District provided many opportunities to involve parents and school councils throughout the year.

School Council Orientation

At the beginning of the school year, the District hosted its annual school council training session for parents to share with parents the purpose, tools and processes of school councils and to provide networking opportunities across school councils.

Strategic Priorities and Policy

In 2013-2014, parents, along with students, staff and the broader community, had the opportunity to shape and form the District's overall direction, and provided feedback on the District's Vision, Mission and Priority statements. An online survey, public consultation meeting, and Student Advisory Council meeting were conducted through the process. Additionally, parents, staff, community and students had the opportunity to provide their feedback into three policies under development: EA.BP- Infrastructure Planning Principles, AE.BB.BP-Wellness of Students and Staff and CO.BP-Fiscal Oversight and Accountability; 401 stakeholders shared their insights and provided input.

Planning

As well, the District conducted a number of community-based consultations and engagement processes. District administration conducted a series of community based engagement processes from November 2013 through January 2014 in areas of the city experiencing rapid growth, accompanied by excessive student enrolment at several district schools. In addition to re-configuring attendance areas, on February 18, 2013, the Board approved a recommendation that up to \$5,900,000 of Capital Reserves be used to provide attached modular classrooms and free standing modulars.

On March 18, 2014, the Board approved a school replacement engagement process that directed administration to host community engagement sessions in three mature communities, Greater Westmount, Greater Lawton, and Greater Highlands. Following extensive consultations conducted from April 2014 to June 2014, the Board approved the Administration's recommendation to close Lawton, R.J. Scott, and Rundle schools and consolidate the schools in a new replacement facility to be located on the Rundle site.

School Engagement Opportunities

Several times throughout the year, parents have the opportunity to meet with schools to discuss their child's achievement through formal and informal school-hosted reporting periods. As well, through SchoolZone, an online portal, parents, students, and teacher have many opportunities to share information.

As well, an Inclusive Education Parent and Community Advisory Committee was formed for the purpose of ensuring continued involvement of parent and community members in the District's implementation of an inclusive education system; the Committee met three times in 2013-2014.

Also, parents/guardians and school councils have the opportunity to create school plans and share school level results. Parent/guardians and school council members are invited to attend the joint results review and budget plan presentations in November 2014. Assistant Superintendents of Schools work to support principals to ensure parents/guardians have opportunities for input and involvement.

Timelines and Communication

After being approved by the Board of Trustees, this document will be uploaded to Alberta Education. Additionally, a Summary of the AERR/ the 3 Year Education Plan will be posted.

The 3YEP/AERR Report and AERR Summary are posted on the district website: www.epsb.ca under the Our District tab, Results and Plans. The average Class Size Reports by school for all subjects and core subjects are posted on the district website: www.epsb.ca under the Schools tab, Going to School, Academics, Class Sizes (<https://www.epsb.ca/schools/goingtoschool/academics/classizes/>)

Appendix 1: Board Policies

The following is a list of Board of Trustee Policies that align with the Goals and Outcomes in the Combined 3-Year Education Plan and Annual Education Results Report.

Goal One: An excellent start to learning

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

Board Policy

- GGAJ.BP - Early Years

Goal Two: Success for every student

Outcome: Students achieve student learning outcomes.

Board Policies

- GA.BP - Student Programs of Study
- GAA.BP - Delivery of Student Programs of Study
- GD.BP - Instructional Time
- GGAB.BP - Multicultural Education
- GK.BP - Student Assessment, Achievement and Growth
- IA.BP - Inclusive Education

Outcome: Students demonstrate proficiency in literacy and numeracy.

Board Policies

- GA.BP - Student Programs of Study
- GK.BP - Student Assessment, Achievement and Growth

Outcome: Students demonstrate citizenship and entrepreneurship.

Board Policies

- ACB.BP - National Anthem and Flag
- AD.BP- District Vision, Mission, Values and Priorities
- GK.BP - Student Assessment, Achievement and Growth

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

Board Policies

- HAA.BP - Aboriginal Education

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.

Board Policies

- AD.BP - District Vision, mission, Values and Priorities
- FAA.BP - Human Resources Framework
- FC.BP - Recruitment, Employment, Qualifications and Deployment of Staff
- FGC.BP - Staff Performance
- FJ.BP - Staff Leaves of Absence

Goal Four: Engaged and effective governance

Outcome: The education system demonstrates collaboration and engagement.

Board Policies

- AA.BP - Stakeholder Engagement
- AE.BP - District Vision, Mission, Values and Priorities
- AGA.BP - Recognition of Students, Staff, Parents and the Community
- CH.BP - Framework for Policy Development and Review
- EA.BP - Infrastructure Planning Principles
- FAA.BP - Human Resources Framework
- GA.BP - Student Programs of Study
- GAA.BP - Delivery of Student programs of Study
- HA.BP - Inclusive Education
- IA.BP - Parent and Community Involvement
- IAA.BP - Educational Partnerships and Sponsorships
- IAB.BP - Comments, Delegations and Presentations at Board Meetings by Public and Staff Representatives
- IBC.BP - Communications Framework
- IJ.BP - Assisting Community Organizations

Outcome: Students and communities have access to safe and healthy learning environments.

Board Policies

- AE.BP - District Vision, Mission, Values and Priorities
- AE.BB.BP - Wellness of Students and Staff
- CNA.BP - Information Security
- DCA.BP - Security and Vandalism
- DCB.BP - Emergency Plans
- DEA.BP - Student Transportation
- EA.BP - Infrastructure Planning Principles
- GA.BP - Student Programs of Study
- HA.BP - Inclusive Education
- HC. BP- Student Accommodation
- HF.BP - Safe, Caring and Respectful Learning Environments
- HFA.BP - Sexual Orientation and Gender Identity
- HG.BP - Student Behavior and Conduct
- HGD.BP - Student Suspension and Expulsion
- HH.BP - Supervision of Elementary and Junior High Students during Lunch



ANNUAL EDUCATION RESULTS REPORT SUMMARY

2013-2014 School Year



In 2013-2014, the Board approved its new Vision, Mission, Values and Priorities for 2014-2018, which formed the foundation of the District's Strategic Plan. The plan identifies strategic goals for each of the three priorities that respond to students' needs and community expectations, while also laying a strong foundation for ongoing educational and organizational success. The District's Strategic Plan can be found at: epsb.ca/ourdistrict/results/strategicplan.

VISION

Transforming the learners of today into the leaders of tomorrow

MISSION

We inspire student success through high quality learning opportunities, supported by meaningfully engaged students, parents, staff and community.

VALUES

Supporting the Vision, Mission and Priorities are the District's cornerstone values of accountability, collaboration, equity and integrity.

DISTRICT PRIORITIES 2014-2018

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Accomplishments

Priority 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

- Consulted with parents, teachers, principals and administrative staff to create the District's Standards for Evaluation, which outlines a common approach for evaluating students. Professional learning to support the new standards was provided to all schools.
- Established an Equity Fund, targeting additional dollars to groups of schools (or 'catchments') that require further supports to address student learning needs.
- Designed a new K-12 Career Pathways Concept Model to help lead students to a career that brings them dignity and fulfillment.
- Supported over 11,000 students in need of specialized supports and services and created a new series called *Insights into Inclusive Learning* to shine a spotlight on school efforts to create inclusive environments.
- Created a new guiding document called *An Educational Strengths-based Approach*, which focuses on students' strengths.
- Opened three new full-day Kindergarten programs in areas of high socially vulnerability through the Edmonton Public Schools Foundation.
- Supported the Province's Curriculum Re-design project through the creation of draft K-3 learner outcomes, classroom-based assessments and teaching resources.
- Continued to support the Early Years Evaluation – Teacher Assessment (EYE-TA) in all Kindergarten classrooms to identify kids who would benefit from additional supports, so they can be ready to take on Grade 1.
- Provided first language support to help new English Language Learners and their families transition smoothly into the school environment through reception centres.
- Developed a First Nations, Métis, and Inuit School Plan Resource tool to support student achievement and high school completion.
- Developed the *First Nations, Métis, and Inuit Guiding Document* and developed a Culturally Sensitive Assessment online resource.
- Continued to support early learners through the Aboriginal Head Start programs.

CURRENT SNAPSHOT OF THE DISTRICT

Number of Schools	202	Other Educational Services	18
Elementary	125	Student Enrolment (September 30, 2014)	89,665
Elementary – Junior High	28	Total Staff (August 2014)	7,540.32 FTE
Elementary – Junior High – Senior High	5	2013-14 Operating Budget	\$1,009,142,600
Junior High	27		
Junior – Senior High	3		
Senior High	14		

Accomplishments (cont'd)

Priority 2: Provide welcoming, high quality learning and working environments.

- Provided excellent opportunities for teachers to share their skills, knowledge and expertise through professional learning sessions organized by catchments. These groups of schools can also form to discuss and respond to specific needs as necessary.
- Addressed high enrolment issues in 11 schools in newer neighborhoods through the District's Space for Students initiative. This involved changing attendance boundaries for schools with high enrolment pressures and directed \$5.8 million in capital reserve funds to purchase six freestanding portables and 10 modular classrooms for five of those schools.
- As part of the Province's new replacement school initiative, the District explored replacing three older schools with one modernized school in the Greater Lawton, Greater Highlands and Greater Westmount communities. The Greater Lawton community was chosen and will serve as a school campus offering resources, supports and services to benefit all residents.

Priority 3: Enhance public education through communications, engagement and partnerships.

- Consulted with various stakeholders through surveys, focus groups, conversations and public meetings on the establishment of the District's Priorities and Strategic Plan, the Revised School Year Calendar pilot project for 2014-2015, the changing attendance boundaries for schools facing high enrolment pressures and identifying a replacement school in a mature neighbourhood.
- Engaged with parents and the community through parent conferences, parent council meetings, parent-driven initiatives and SchoolZone.
- Redesigned the District's public website to provide parents and community with information that is easy to navigate.
- Partnered with several community partners, such as the In-School Settlement Support Program, Bamboo Shield Program, Edmonton Mennonite Centre for Newcomers, Multicultural Health Brokers and REACH, and offered after school programming, family events, coaching and mentorship, and early learning classes to support new immigrant families.
- Developed a quarterly newsletter called *Honouring Our Voices* to showcase the achievement of FNMI students, district supports, services and programs and wise practices for FNMI students.
- Implemented a Superintendent Community of Practice in Education (SCOPE) comprised of school principals and district leaders to engage and obtain feedback to support district-wide decision making.
- Established a plan, under the direction of the Board, to elect Alberta's first ever Student Trustee to bring student voice to support decision-making.
- Sought stakeholder feedback on three policies: *EA.BP Infrastructure Planning Principles*, *AEBB.BP Wellness of Students and Staff* and *CO.BP Fiscal Oversight and Accountability*.

Accountability Pillar Highlights

Where the District has improved

- Overall results for Diploma Examinations for both the Standard of Excellence and the Acceptable Standard
- Decreased Drop-Out Rate
- Characteristics of active citizenship
- Preparation for the world of work

Safe and Caring Schools	🍏🍏🍏🍏🍏	Excellent
Student Learning Opportunities	🍏🍏🍏🍏	Good
Student Learning Achievement (Gr. 10-12)	🍏🍏🍏🍏	Good
Preparation for Lifelong Learning	🍏🍏🍏🍏	Good
World of Work	🍏🍏🍏🍏	Good
Citizenship	🍏🍏🍏🍏	Good
Parental Involvement	🍏🍏🍏🍏	Good
Student Learning Achievement (K-9)	🍏🍏🍏	Acceptable
Continuous Improvement	🍏🍏	Issue
First Nations, Métis, & Inuit Student Learning Achievement (K-12)	🍏	Concern

Areas of Focus: Moving Forward

Enabling an Excellent Start to Learning:

- Develop, implement and evaluate the impact of an Early Years pilot project to support Early Childhood programming district-wide.

Ensuring Success for All Students:

- Working as groups of schools (or 'catchments'), district staff will come together to look at achievement data related to various performance measures and identify trends, areas of strength, areas for growth, and determine strategies for improvement.
- Support schools in aligning the First Nations, Métis, and Inuit School Plan Resource tool and First Nations, Métis, and Inuit Guiding Document to their individual School Plans.

Promoting Connections to Career Pathways:

- Begin to put a Career Pathways Model in place by identifying key deliverables, timelines, resources and the creation of an evaluation framework.

Building Social Capital – Engagement and Partnerships:

- The District will focus on continuing to support quality teaching by using data to drive how professional learning opportunities are offered through catchment groups.
- Continue to strengthen opportunities for the District to gain feedback and input from stakeholders around key decisions.

Providing Quality Infrastructure of All:

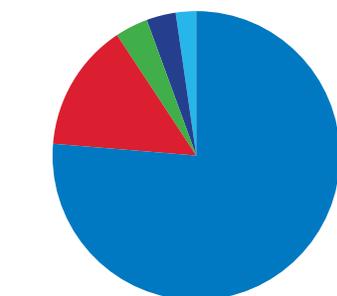
- Develop and support the rollout of Phase One of our Infrastructure Strategy to guide capital funding, building and maintenance of school buildings.

Financial Results Summary for 2013-14

Actual Operating Expenses by block for the year ended August 31, 2014

(all dollar amounts are expressed in thousands)

	2013-2014	
	\$	%
Early Childhood Services (ECS) - Grade 12 Instruction	723,308	76.3
Plant Operations and Maintenance	136,307	14.4
Transportation	34,992	3.7
Board and System Administration	30,904	3.3
External Services	22,034	2.3
	947,545	100.0%



The provincial roll up of jurisdictions' Audited Financial Statements is provided at: education.alberta.ca/admin/funding/audited.aspx.

More detailed information about what the District accomplished in 2013-2014 can be found in the District's 2013-2014 Annual Education Results Report, [insert link]; detailed financial information can be found [insert link].

Policy and Requirements for School Board Planning and Results Reporting

April 2014

Policy and Requirements for School Board Planning and Results Reporting
April 2014[©]

This document contains requirements for Alberta's public, separate and Francophone school authorities and schools.

This document is available online at:

<http://education.alberta.ca/admin/resources/planning.aspx>

and provides the requirements for:

- Jurisdiction Three-Year Education Plans for 2014/2015 – 2016/2017. Jurisdiction plans must be approved by the board and posted on the jurisdiction website by November 30, 2014.
- School education plans aligned with jurisdiction and provincial direction.
- Jurisdiction Annual Education Results Reports on the 2013/2014 school year based on the Three-Year Education Plans for 2013/2014 – 2015/2016. Jurisdiction reports are due by November 30, 2014.
- School results reports for the 2013/2014 school year.

For more information contact:

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System Assurance Branch
Alberta Education
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Edmonton, Alberta T5J 5E6

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310-0000 (Toll-free within Alberta)
E-mail: Keith.Bowen@gov.ab.ca

Policy and Requirements for School Board Planning and Results Reporting, 2014 Edition

Requirements for:

- School jurisdiction Three-Year Education Plans, (3YEPs) 2014/2015 to 2016/2017
- School jurisdiction Annual Education Results Reports (AERRs) on the 2013/2014 school year

This document is issued under authority of the following:

- *School Act*, RSA 2000, Section 78
- *Fiscal Management Act*, Section 14
- Alberta Regulation 113/2007, *School Act*, *School Councils Regulation*
- Alberta Regulation 120/2008, *Government Organization Act*, *Education Grants Regulation*, Section 7

[original signed by Greg Bass]
Deputy Minister of Education

April 15, 2014
Date

Policy and Requirements for School Board Planning and Results Reporting

Requirements for Alberta's public, separate and Francophone school authorities.

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What's Changed?

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 or combined Three-Year Education Plan/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.

This component is optional for reporting in November 2014, but will become a requirement in the future.

Grade 3 Provincial Achievement Test Results

School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.

Background

Structure and Purpose of Alberta's K – 12 Education System

The basic education of Alberta's children is the responsibility of the provincial government and is governed by the *School Act*. Per provisions of the *School Act*, education is delivered by a system of schools operated by school boards and Francophone, charter school and accredited private school authorities for the benefit of students. The highest priority of the K – 12 education system is the success of every child in school. Each type of school authority assures the quality of education for its students and the Ministry of Education assures the quality of education provided by school authorities. The Ministry uses school authority Accountability Pillar information to assess and provide assurance to the public and the Legislative Assembly on the quality of education in Alberta's school system.

Accountability and Transparency in Alberta's K – 12 Education System

Accountability arises from a delegation of responsibility from one party to another and in the case of Alberta's K – 12 Education System, from the provincial government to school authorities. Some discretion in how these delegated responsibilities are exercised is associated with the delegation to an accountable organization. This delegation of responsibilities also comes with an obligation to answer for and publicly report on the discharge of responsibilities, spending of public funds and results achieved by the accountable organization. This facilitates the transparency of the accountable organization. Consequences are applied to accountable organizations based on performance.

In Alberta's K – 12 education system, school authorities (school boards, Francophone school authorities, charter schools and accredited private school authorities) are considered accountable organizations. The Ministry of Education allocates funds to school authorities to fulfill their delegated responsibilities to provide education programs for Alberta's K – 12 students, which creates an accountability relationship between the Ministry and school authorities. This accountability relationship is established in legislation and regulation, as summarized below.

Note: This document applies to school boards and Francophone school authorities. Separate planning and reporting documents for charter schools and accredited-funded private schools are available online at:

<http://www.education.alberta.ca/admin/resources/planning/reporting2014.aspx>

Legislative Authority

Section 14(2) of the *Fiscal Management Act* requires accountable organizations under the jurisdiction of government ministries, including school boards, to prepare business plans and annual reports for each fiscal year “in the form, at a time and containing the information, acceptable to the Minister.” Section 78 of the *School Act* requires school boards to develop an accountability system on any matter the Minister prescribes; to use accountability information and to report it to students, parents and electors in the manner the Minister prescribes. Section 7 of the *Education Grants Regulation* under the *Government Organization Act* requires recipients of grants from the Ministry of Education to provide the Minister, upon request, any information the Minister considers necessary for the purpose of determining whether or not the recipient has complied or is complying with the conditions of the grant. Section 13 of the *School Councils Regulation* under the *School Act* requires school boards to provide school councils in their jurisdiction with the opportunity to be involved in the development of the school’s education plan and annual results report, and requires boards to provide the school’s results and reasonable interpretation of provincial tests and other provincial measures to the school council. The full text of these sections of legislation and regulations is provided in Appendix A.

Pursuant to the *Government Organization Act* and the *School Act*, and to operationalize the accountability relationships and processes established in provincial legislation, the *Policy and Requirements for School Board Planning and Results Reporting* contains the Minister’s requirements for school board three-year education plans and annual education results reports. The *Policy and Requirements for School Board Planning and Results Reporting* also contains the School Authority Accountability Policy.

The Minister’s requirements in the *Policy and Requirements for School Board Planning and Results Reporting* ensure that school board plans and annual education results reports are aligned with the Ministry of Education’s vision, mission, goals, outcomes and performance measures for the basic education system. In this way, the Ministry, school board and school documents help ensure that the K –12 education system is focused effectively and efficiently on meeting the educational needs of Alberta students.

At the same time, school board and school plans incorporate local strategies and may incorporate local goals, priorities, outcomes and measures that reflect the unique characteristics and circumstances of their communities. Similarly, school board and school results reports include information on local activities and results on provincial and local measures. As such, school board and school plans and annual education results reports reflect local needs and priorities within the context of provincial direction and framework.

School Authority Accountability Policy

School authorities are accountable for results achieved from carrying out their responsibilities to provide education programs to Alberta students. As accountable organizations, school authorities are required to:

- Establish a system of accountability for results that encompasses their schools.
- Interpret and report results to parents, students, the Ministry of Education and the public in a manner and at a time the Minister prescribes as part of ensuring transparency.
- Use results to improve the quality and effectiveness of education programs provided to their students and to improve student learning and achievement.

Accountability Framework for the K – 12 Education System

The Accountability Framework for the K – 12 education system is a formal structure established by the Ministry to support accountability and transparency throughout the system and to ensure alignment of school authorities and schools with provincial direction. This helps ensure the highest priority of the education system is the success of the student.

The Accountability Framework consists of:

- Three-Year Education Plans (3YEPs), which contain:
 - Measureable goals and outcomes;
 - Performance measures to provide information on achievement of outcomes;
 - Targets to improve low or declining performance levels;
 - Strategies to achieve outcomes and improve results; and
 - Implementation of strategies and programs, adjusting if necessary.
- Annual Education Results Reports (AERRs) that publicly report results, assess achievement and indicate whether improvement has taken place; and
- Answering to the Ministry for performance results over time.

Reviewing Education Plans and Annual Education Results Reports

Alberta Education staff review 3YEPs and AERRs to:

- Enhance the department's understanding of the jurisdiction's local context and priorities;
- Encourage jurisdiction improvement efforts;
- Ensure consistency between the plan and the report;
- Monitor compliance with provincial requirements; and
- Identify implications for provincial planning.

Information on Accountability Pillar

Additional information on planning and reporting and explanatory information on the Accountability Pillar are available separately on the Ministry website:

[School Authority Planning and Reporting Reference Guide](#)

[The Accountability Pillar of the Renewed Funding Framework Fact Sheet](#)

[Accountability in Alberta's Education System](#)

Three-Year Education Plan (3YEP), 2014/2015 – 2016/2017

Components and Requirements for School Board Education Plans

School board education plans must maintain a three-year time frame. School boards are required to consider their latest Accountability Pillar results when they review, adjust and roll the 3YEP forward each year.

Components of 3YEPs are in bold below and defined in Appendix B. An optional template for a combined 3YEP/AERR, pre-populated with the required Accountability Pillar information, will be provided to jurisdictions as part of the May 2014 Accountability Pillar reports.

Optional **Message from Board Chair**

Required An **Accountability Statement**, signed by the board chair (see Appendix C for the wording to the Accountability Statements for 3YEPs, AERRs and the Accountability Statement to be used if the jurisdiction combines its 3YEP and AERR into one document).

Optional The **Accountability Pillar Overall Summary** in colour, as provided by Alberta Education on the Extranet.

Optional **Foundation Statements** – vision, mission, principles and beliefs.

Optional **A Profile of the Jurisdiction**

Optional **Trends and Issues**

Required **Provincial Goals, Related Outcomes, Performance Measures, Targets and Strategies.** For each outcome, include:

- The measures used to assess progress and achievement of the outcome (see Required Goals, Outcomes and Performance Measures).
- Results and evaluations for the measures or reference to the overall summary page.
- Targets for each year of the plan for measures with an overall evaluation of “Issue” or “Concern”.

- At least one strategy to address the outcome.
- For measures with an overall evaluation of 'Issue' or 'Concern' based on the evaluation of Accountability Pillar results, clearly identify a strategy for improvement.

Note: Strategies for students with special needs satisfies the planning component of 14.a of the *Standards for Special Education* (amended June 2004) <http://education.alberta.ca/admin/supportingstudent/schoolleaders.aspx>.

Optional Jurisdictions may include additional results or contextual information to help explain strategies and targets to parents and the public.

Required Budget Summary. This section presents summary information about the board's budget for the 3YEP. The budget summary **must** include:

- Charts/tables that summarize budget information consistent with the board's Fall Budget Update.
- A web link to the jurisdiction's budget for 2014/2015.
- Key financial information about the upcoming school year. This section may refer to budgeted changes in enrolment, certificated and non-certificated staff, programs, funding, revenues and expenses, annual surpluses or deficits and accumulated surpluses.

Optional • A description of how the jurisdiction will collaborate with other school boards to enhance efficiencies, improve effectiveness and reduce costs.

Required Summary of Facility and Capital Plans. Include a web link to information on the jurisdiction's facility and capital plans.

Required Parental Involvement Strategies. Indicate what the board has done to meet its obligations under Section 13 of the *School Councils Regulation* (Alberta Regulation 113/2007) to provide opportunity for school councils to be involved in updating school plans.

Required Timelines and Communication. School jurisdictions must finalize their 3YEPs in the fall, considering the Provincial Achievement Test and Diploma Examination results and Accountability Pillar evaluations provided in early October 2014.

3YEPs must be approved by the board and posted on the jurisdiction's website by November 30 each year.

Notify the Zone Director of the posting and include the permalink in the email notice. A permalink is a web link or url to a web page where the 3YEP is posted that does not change from year to year.

Note: Jurisdictions may combine their 3YEP and AERR into one document if they wish or continue to prepare and post two separate documents.

Required Goals, Outcomes and Performance Measures

Listed below are the required goals, outcomes and performance measures for school jurisdiction 3YEPs. Targets for each year of the plan are required for all Accountability Pillar measures with an overall evaluation of “Issue” or “Concern.” Combined 3YEP/AERR documents will use these goals, outcomes and performance measures.

GOAL ONE: An excellent start to learning	There are no required performance measures for this goal. School authorities are encouraged to incorporate early development data available at the local level.
GOAL TWO: Success for every student	<p>OUTCOME: Students achieve student learning outcomes.</p> <p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • Overall percentage of students who achieved the acceptable standard and the overall percentage of students who achieved the standard of excellence on Diploma Examinations. • High school completion rate of students within three years of entering Grade 10. • Annual dropout rate of students aged 14 to 18. • High school to post-secondary transition rate of students within six years of entering Grade 10. • Percentage of Grade 12 students eligible for a Rutherford Scholarship. • Percentage of students writing four or more Diploma Examinations within three years of entering Grade 10.
	<p>OUTCOME: Students demonstrate proficiency in literacy and numeracy.</p> <p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • Overall percentage of students in Grades 3*, 6 and 9 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort).
	<p>OUTCOME: Students demonstrate citizenship and entrepreneurship.</p> <p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • Overall teacher, parent and student agreement that students model the characteristics of active citizenship. • Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.
	<p>OUTCOME: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.</p> <p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • Overall percentage of self-identified FNMI students in Grades 3*, 6, and 9 who achieved the acceptable standard and the percentage of self-identified FNMI students who achieved the standard of excellence on Provincial Achievement Tests. • Overall percentage of self-identified FNMI students who achieved the acceptable standard and the overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations. • High school completion rate of self-identified FNMI students within three years of entering Grade 10. • 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 self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship. • Percentage of self-identified FNMI students writing four or more Diploma Examinations within three years of entering Grade 10.

* School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.

<p>GOAL THREE: Quality teaching and school leadership</p>	<p>OUTCOME: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.</p> <p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education.
<p>GOAL FOUR: Engaged and effective governance</p>	<p>OUTCOME: The education system demonstrates collaboration and engagement.</p> <p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • Overall teacher and parent satisfaction with parental involvement in decisions about their child's education. • Overall teacher, parent and student satisfaction with the overall quality of basic education. <p>OUTCOME: Students and communities have access to safe and healthy learning environments.</p> <p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. • Overall 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.
<p>Notes</p>	<ul style="list-style-type: none"> • The results for the required measures are available in the Accountability Pillar reports on Alberta Education's Extranet at https://phoenix.edc.gov.ab.ca/ • Consistent with the <i>Freedom of Information and Protection of Privacy Act</i>, <u>when the number of students or survey participants in a group is less than six, results are not reported</u> to protect individual privacy.

Requirements for School Education Plans

Each school within the school jurisdiction must maintain an education plan that reflects and aligns with the board's 3YEP. As part of its accountability system, each board outlines its own requirements for the process, content and format for school education plans. Note that Section 13 of the *School Councils Regulation* requires boards to give school councils the opportunity to provide advice on the development of school education plans.

An optional pre-populated template for the school, based on the jurisdiction 3YEP template, will be provided with the May 2014 Accountability Pillar reports. Schools may find this template useful as a starting point for preparing education plans.

Alberta Education does not routinely collect or review individual school plans. It is the responsibility of each school jurisdiction, as part of its accountability system, to ensure the following:

- Each school updates its education plan annually;
- Each school must involve the school council in updating the plan; and
- Each school must post its plan on the school's or the jurisdiction's website.

Annual Education Results Report (AERR), 2013/2014

Components and Requirements for School Board Results Reports

The 2013-2014 AERR reports on the jurisdiction's 3YEP for 2013/2014 – 2015/2016 and includes the components listed below in bold. An optional template for a combined 3YEP/AERR, pre-populated with the required Accountability Pillar information, will be provided to jurisdictions as part of the October 2014 Accountability Pillar reports.

Optional **Message from Board Chair.**

Required An **Accountability Statement** signed by the board chair (see Appendix C for the wording to the Accountability Statements for 3YEPs, AERRs and the Accountability Statement to be used if the jurisdiction combines its 3YEP and AERR into one document).

Required The **Accountability Pillar Overall Summary** in colour provided by Alberta Education in October 2014. The Accountability Pillar Overall Summary must be placed near the beginning of the document. The FNMI Summary must also be included in the AERR.

Optional **Summary of Accomplishments.** The jurisdiction's accomplishments (impact of major activities/ strategies).

Required Report the jurisdiction's **Performance Measure Results** for 2013/2014 in relation to the goals, outcomes and targets for 2013/2014 set in the jurisdiction's education plan (see Required Goals, Outcomes and Performance Measures). Specifically, for each required measure, report:

- Five years of jurisdiction results or available results if less than five years (reporting five years of comparative provincial results is optional).
- Most recent result in relation to the target for 2013/2014 (if applicable).

Note: Reporting provincial results is not required but may be useful in interpreting jurisdiction results.

Note: Reporting on programs, services and results for students with special education needs satisfies the non-financial reporting component of Section 14.a and c of the *Standards for Special Education* (June 2004). See: <http://education.alberta.ca/admin/supportingstudent/schoolleaders.aspx>

Optional **Commentary on results**, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of “Improved” or “Improved significantly” on Accountability Pillar measures, may be included.

Optional **Future Challenges**, such as changes in enrolment patterns, areas for improvement and how the jurisdiction will address these.

Required **Summary of Financial Results.** The financial summary:

- Provides key financial information about the school year, including information on how the board spent its funding, significant changes over the prior year (if any) and whether spending was within budget (if not, why not and how deficits will be addressed).
- Includes program expenditure information in a table or graph format for the primary audience — parents and other members of the school’s community.
- Indicates where detailed information on the jurisdiction’s sources of school-generated funds and their uses can be obtained.

Includes

- A web link to the Audited Financial Statements (AFS) and related unaudited schedules and provides the web link to the provincial roll up of AFS information:
<http://education.alberta.ca/admin/funding/audited.aspx>
- Indicates where more information can be obtained (e.g., contact at central office).

Optional

- Describes how the jurisdiction has collaborated with other school boards to enhance efficiencies, improve effectiveness and reduce costs.

Required **Capital and Facilities Projects**

Summarize, for parents and the public, progress on major school facilities projects, e.g., building renewal and construction for the previous school year, focusing on benefits to students.

Required Parental Involvement Strategies.

Indicate how the board met its obligations under the *School Councils Regulation* (updated 2007) to provide school councils the opportunity to be involved in school AERRs and to share school results and interpretation of Accountability Pillar measures with school councils.

Required Timelines and Communication.

School jurisdictions must post their board approved AERR for 2013/2014 on the jurisdiction website in a publicly accessible format by **November 30, 2014 and notify the Zone Director** by email of the posting.

The AERR also must include the following information:

- The web link to the jurisdiction AERR in both the print and posted versions.
- A web link to the jurisdiction's average class size report (or include the average class size report in an appendix to the AERR). The average class-size report must include average class size information for the 2013/2014 school year.

Optional 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 or combined Three-Year Education Plan/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.

This component is optional for reporting in November 2014, but will become a requirement in the future.

Required Goals, Outcomes and Performance Measures

Listed below are the required goals, outcomes and performance measures for school jurisdiction AERRs. Jurisdictions choosing to prepare a combined 3YEP/AERR use the required goals, outcomes and performance measures listed in the 3YEP section of this document instead of the ones shown below.

GOAL ONE: An excellent start to learning	There are no required performance measures for this goal. School authorities are encouraged to incorporate early development data available at the local level.
GOAL TWO: Success for every student	<p>OUTCOME: Students achieve student learning outcomes. PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • Overall percentage of students who achieved the acceptable standard and the overall percentage of students who achieved the standard of excellence on Diploma Examinations. • High school completion rate of students within three years of entering Grade 10. • Annual dropout rate of students aged 14 to 18. • High school to post-secondary transition rate of students within six years of entering Grade 10. • Percentage of Grade 12 students eligible for a Rutherford Scholarship. • Percentage of students writing four or more Diploma Examinations within three years of entering Grade 10. <p>OUTCOME: Students demonstrate proficiency in literacy and numeracy. PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • Overall percentage of students in Grades 3*, 6 and 9 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort). <p>OUTCOME: Students demonstrate citizenship and entrepreneurship. PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • Overall teacher, parent and student agreement that students model the characteristics of active citizenship. • Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school. <p>OUTCOME: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated. PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • Overall percentage of self-identified FNMI students in Grades 3*, 6, and 9 who achieved the acceptable standard and the percentage of self-identified FNMI students who achieved the standard of excellence on Provincial Achievement Tests. • Overall percentage of self-identified FNMI students who achieved the acceptable standard and the overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations. • High school completion rate of self-identified FNMI students within three years of entering Grade 10. • 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 self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship. • Percentage of self-identified FNMI students writing four or more Diploma Examinations within three years of entering Grade 10.

* School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.

<p>GOAL THREE: Quality teaching and school leadership</p>	<p>OUTCOME: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.</p> <p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education.
<p>GOAL FOUR: Engaged and effective governance</p>	<p>OUTCOME: The education system demonstrates collaboration and engagement.</p> <p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • Overall teacher and parent satisfaction with parental involvement in decisions about their child's education. • Overall teacher, parent and student satisfaction with the overall quality of basic education. <p>OUTCOME: Students and communities have access to safe and healthy learning environments.</p> <p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. • Overall 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.
<p>Notes</p>	<ul style="list-style-type: none"> • The results for the required measures are available in the Accountability Pillar reports on Alberta Education's Extranet at https://phoenix.edc.gov.ab.ca/ • Consistent with the <i>Freedom of Information and Protection of Privacy Act</i>, <u>when the number of students or survey participants in a group is less than six, results are not reported</u> to protect individual privacy.

Requirements for School Board AERR Summaries

In addition to producing the November 2014 AERR, jurisdictions are required to produce a summary of their AERR that provides parents and community members with easy to understand information about their jurisdiction's progress. The intent of this document is to improve communication, transparency and accountability to local stakeholders. The AERR Summary should not be more than two pages in length, be featured prominently on the jurisdiction's website and include the following components:

- A brief summary of the jurisdiction's priorities and accomplishments relevant to parents and the community. This should include the provincial priorities related to Inclusion and FNMI Success.
- A brief description of parental and community engagement efforts, how input is collected and how it informed decision-making or identified local priorities.
- Key highlights and challenges based on the jurisdiction's results on the required performance measures.
- Other statistical, financial or performance information relevant to parents and the community.
- A web link to the full AERR document for the jurisdiction.
- A web link to detailed financial information (as per the Summary of Financial Results component in the full AERR requirements).

The timelines and communication for the AERR Summary are the same as for the AERR:

- School jurisdictions must post their full AERR and the AERR Summary for 2013/2014 on the jurisdiction website by **November 30, 2014 and notify the Zone Director** of the posting by email. The email notice must include the permalink to the two documents.

Examples are available online at:

<http://www.education.alberta.ca/admin/resources/planning/reporting2014.aspx>

Requirements for School Results Reports

Schools must prepare a report of the school's results for 2013/2014. Each jurisdiction establishes requirements for the content, process and format for school annual reports as part of its accountability system. Note that Section 13 of the *School Councils Regulation* requires boards to give school councils the opportunity to provide advice on the development of school annual results reports.

Optional pre-populated templates for school annual results reports, and for combined plans/reports, will be provided with the Accountability Pillar reports in October 2014.

Alberta Education does not routinely collect or review the annual results reports prepared by individual schools. It is the responsibility of school jurisdictions to ensure through their accountability system that:

- Each school prepares its education report annually;
- Each school involves the school council in preparing the report; and
- Each school posts its report on the school's or the jurisdiction's website.

Appendix A – Legislation and Regulation – Key Excerpts

Revised Statutes of Alberta 2000 **Chapter S-3** ***School Act***

Accountability of Board

78(1) A board shall develop a reporting and accountability system on any matter the Minister prescribes.

(2) A board shall disseminate any information in the reports and accounts produced under the reporting and accountability system it develops under subsection (1) to students, parents, electors or the Minister in the manner the Minister prescribes.

(3) A board shall use any information in the reports and accounts produced under the reporting and accountability system it develops under subsection (1) in the manner the Minister prescribes.

1995 c27 s9

Statutes of Alberta 2013 **Chapter F-14.5** ***Fiscal Management Act***

Accountable Organization

14(1) In this section, “accountable organization” means

- (a) a Provincial agency other than a corporation referred to in section 2.2(4) of the Funds and Agencies Exemption Regulation (AR 128/2002),
- (b) a Crown-controlled organization,
- (c) a board under the School Act, or
- (d) a regional health authority, subsidiary health corporation, community health council or provincial health board under the Regional Health Authorities Act.

(2) The governing body of an accountable organization must prepare and give to the Minister responsible for the accountable organization business plan and annual report for each fiscal year, in the form, at a time and containing the information, acceptable to the responsible Minister.

(3) The Minister responsible for an accountable organization that does not administer a budget and whose mandate is purely advisory may by order exempt that accountable organization from the requirements of subsection (2).

(4) An accountable organization must make the business plan or annual report referred to in subsection (2) publicly available after it is given to the Minister.

Alberta Regulation 120/2008
Government Organization Act
EDUCATION GRANTS REGULATION

General Authority to Make Grants

2. The Minister may make grants, in accordance with this Regulation, for any purpose related to any program, service or matter under the Minister's administration.

Conditions on which grants are made:

7. In addition to any conditions imposed by the Minister, it is a condition of every grant made under section (2)

(a) that the recipient shall

(i) use the grant only for the purpose for which it is made,

(ii) account to the Minister, in the manner that the Minister determines and to the Minister's satisfaction, for how the grant money or any portion of it was or is being used,

(iii) permit a representative of the Minister or the Auditor General to examine any books or records that the Minister or the Auditor General considers necessary to determine how the grant money has or is being used, and

(iv) provide to the Minister, on request, any information the Minister considers necessary for the purpose of determining whether or not the grant recipient has complied or is complying with the conditions of the grant.

Alberta Regulation 113/2007
School Act
SCHOOL COUNCILS REGULATION

Responsibilities of Board

13(1) A board must provide the school council with an opportunity to provide advice on the development of the school's

- (a) mission, vision and philosophy,
- (b) policies,
- (c) annual education plan,
- (d) annual results report, and
- (e) budget

(2) A board must provide the school council with the school's provincial testing program results and other provincial measures and a reasonable interpretation of those results and measures.

Appendix B – Glossary of Planning and Accountability Terms

Accountability: An obligation to answer or account for assigned (delegated) responsibilities, e.g., for use of funds, results achieved and for taking action to make continuous improvement and achieve desired results. Accountability arises when one party delegates responsibility to another party. Some discretion on how responsibilities are carried out is associated with the delegation of responsibility to accountable organizations. In the public sector, accountability involves transparent public reporting of results as well as reporting to the organization, such as a government ministry, that delegated responsibilities and provided funding to an accountable organization. Consequences for performance are conferred by the delegating party.

Accountability Framework: A well-designed structure to ensure accountability within organizations and between governing bodies and delegated organizations (accountable parties). An accountability framework consists of measurable goals, performance measures that provide information on progress toward and achievement of outcomes, targets that indicate a desired level of performance, strategies that are implemented and adjusted as necessary to improve results over time, evaluation of results achieved, including whether improvement has taken place, public performance reports and consequences for the performance of accountable organizations.

Continuous Improvement: Using performance results to adjust strategies and practices so that improvement in performance is achieved over time.

Goals: Broad statements that look towards the long term and steer organizations in the direction of realizing their vision. Goals are typically expressed as desired conditions or aims.

Issues: Conditions that may affect the organization's ability to fulfill its mandate or achieve its goals.

Mission Statement: A clear, concise description of an organization's overall purpose and role. It gives direction to the programs and services that the school authority provides for its students.

Outcomes: Measurable statements of what an organization seeks to achieve. In broad terms, they answer the question, “What will this look like when we get to where we want to be?”

Performance Measures: Performance measures provide information on important, quantifiable aspects of the education system. They enable school authorities to assess progress toward achieving goals and outcomes.

Principles and Beliefs: Principles and beliefs guide decision-making and provide a foundation for developing mission, vision and goals.

Profile: A profile is a brief description of the school authority that gives context for the plan. Profiles include such information as characteristics of communities, students, programs, size and location.

Strategies: Strategies are actions that school authorities take to achieve goals and desired outcomes that meet the needs of all their students. They address local circumstances, issues, trends and opportunities.

Targets: Targets show desired levels of performance to be attained by a certain time. Targets are expressed quantitatively.

Trend: A trend shows a direction of data over time, e.g., enrolment growth.

Vision: A vision describes a possible and desired future state for the organization, grounded in reality, which inspires and guides decisions and actions.

Terms Related to the Accountability Pillar Evaluation *(in logical, rather than alphabetical order)*

Accountability Pillar: The Accountability Pillar is one of the three pillars of the Renewed Funding Framework and enhances school authority accountability for results in return for greater flexibility in the allocation of resources. The Accountability Pillar places increased emphasis on the achievement of specific outcomes by evaluating and reporting results on a common set of measures and, where results are low or declining, taking action to improve student programs and results in subsequent years.

The focus of the Accountability Pillar is on improving school authority results and attaining high levels of achievement.

Accountability Pillar Performance Measures: The Accountability Pillar performance measures are a required, consistent set of measures, each of which is calculated on a comparable basis for all jurisdictions. School authorities are required to include this common set of performance measures and evaluations in their plans and report the results and updated evaluations for these measures in their AERRs. The measures draw from various kinds of data, including:

- Results of provincial testing programs;
- Student outcomes, such as dropout and high school completion rates, calculated from administrative data; and
- Student, parent and teacher perceptions from surveys.

Category: Accountability Pillar measures are grouped into seven categories that represent key aspects of education that are important to parents and the public:

- Safe and caring schools,
- Student learning opportunities,
- Student learning achievement (Grades K to 9),
- Student learning achievement (Grades 10 to 12),
- Preparation for lifelong learning, employment and citizenship,
- Parental involvement, and
- Continuous improvement.

Evaluation Methodology: The evaluation methodology assesses each measure in the Accountability Pillar in terms of achievement and improvement, then combines the achievement and improvement evaluations to calculate overall evaluations for measures and categories.

Achievement Evaluation: The achievement evaluation is based on comparing the current jurisdiction result against a set of provincial standards that are expected to be fixed for 7 – 10 years. The achievement evaluation results in one of the following five achievement levels: Very High, High, Intermediate, Low and Very Low.

Standard: A standard is an established, quantifiable level of performance that is commonly understood and agreed upon, and is the basis for judging actual performance. The standards for each Accountability Pillar measure are calculated from baseline data (based on the distribution of results for all school boards at a fixed point in time).

The 5th, 25th, 75th and 95th percentiles of the distribution of the baseline results are used to establish the five achievement evaluation levels (listed above under “Achievement Evaluation”).

Baseline: Baseline data constitute a starting point for comparisons of results against standards. Baseline data for each Accountability Pillar measure are established by averaging each school board’s results across the three years to create a three-year average. The three years that form the baseline for calculating standards differ among measure types, depending on data availability:

- For student achievement measures (i.e., Provincial Achievement Tests and Diploma Examinations), the baseline three-year average uses data from school years 2001/2002, 2002/2003, and 2003/2004.
- For the student outcome measures (dropout, Diploma Examination participation, high school completion and post-secondary transition rates), the baseline three-year average uses data from the 2000/2001, 2001/2002 and 2002/2003 school years, except for the Rutherford Scholarship eligibility rates, which, starting with the 2007/08 results provided in May 2009, uses data from 2004/2005, 2005/2006 and 2006/2007 for the baseline three-year average.
- For survey measures, the baseline three-year average uses results from 2003/2004, 2004/2005 and 2005/2006.

Improvement Evaluation: The improvement evaluation focuses on improvement over time. Improvement is evaluated by comparing the jurisdiction’s current result against the authority’s previous three-year average using chi-square. (Chi square is a statistical test to determine the probability that there is no significant difference between an observed outcome and the expected outcome. In the case of the Accountability Pillar improvement evaluation, the chi square test is used to determine the probability that there is no significant difference between a jurisdiction’s current result on a measure and its prior three-year average for that measure.) The improvement evaluation results in one of the following five improvement levels: Improved Significantly, Improved, Maintained, Declined and Declined Significantly.

Overall Measure Evaluation: Once the improvement and achievement levels have been calculated for a measure, an overall measure evaluation is calculated, which reflects both the achievement evaluation and the improvement evaluation. The overall measure evaluation is reported on a five point scale: Excellent, Good, Acceptable, Issue and Concern.

Category Evaluation: For each category of Accountability Pillar measures, the overall evaluations for each measure within that group are averaged to provide an evaluation for that category. The averaging is done by assigning the following numbers to the overall evaluation for each measure: Excellent: 2; Good: 1; Acceptable: 0; Issue: -1, and Concern: -2. These values are averaged and rounded to the nearest whole number. This result is then compared with the above list of assigned numerical values for each of the five evaluation ratings to determine the evaluation for the category.

Improvement/Decline: Improvement or decline for an Accountability Pillar measure is determined by comparing the current result against the previous three-year average using the chi-square test of statistical significance. Using the chi-square test:

- An **improvement or decline** occurs when the current result is at least one standard deviation above or below the previous three-year average, but less than two standard deviations.
- A **significant improvement or decline** (at the 5% level of confidence, or 19 times out of 20) occurs when the current result is approximately two or more standard deviations above or below the previous three-year average.

Target: Targets related to achievement standards are set for each year of the plan when the evaluation of results for a measure is “Issue” or “Concern”. These targets for Accountability Pillar measures:

- Have a higher numerical value each year than the current result (except for dropout rates, where a lower result shows improvement).
- Show reasonable progress toward or move into the next higher achievement standard over the three years.

Making gains over time toward the next achievement level or attaining it will be reflected in the improvement evaluation as well. At minimum the improvement evaluation would be “Maintained,” and could be “Improved” or “Improved Significantly.”



Appendix C – Accountability Statements

Accountability Statements are required for stand-alone 3YEPs and AERRs. School boards that continue to prepare 3YEPs and AERRs as separate documents use the Accountability Statements below.

Accountability Statement for the Three-Year Education Plan

The Education Plan for **(name of school jurisdiction)** for the three years commencing September 1, **(year)** was prepared under the direction of the Board in accordance with the responsibilities under the *School Act* and the *Fiscal Management Act*. This Education Plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the Plan and is committed to implementing the strategies contained within the Plan to improve student learning and results.

The Board approved the Education Plan for 2014/2017 on _____ (month and day), 2014.

Accountability Statement for the Annual Education Results Report

The Annual Education Results Report for **(name of jurisdiction)** the **(year)** 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 2013/2014 was approved by the Board on _____ (month and day), 2014.

School boards that combine their AERR and 3YEP into a single document use the following Accountability Statement:

Accountability Statement for the Combined Annual Education Results Report and Three-Year Education Plan

The Annual Education Results Report for the **(year)** school year and the Education Plan for the three years commencing September 1, **(year)** for **(name of jurisdiction)** were prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Management Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2013/2014 school year and the Three-Year Education Plan for 2014/2017 on _____ (month and day), 2014.