2018 District Feedback Survey

District Report

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INTRODUCTION

From March 12 - April 16, 2018, Edmonton Public Schools administered the 2018 District Feedback Survey to students, staff, families, and community. The survey was administered to gather feedback from stakeholders relative to the District's progress in implementing the District's Strategic Plan 2014-2018. The results from the survey are intended to serve as one of many sources of data that may be used by District leaders to guide future decisions, directions and actions. It also provides information about areas of success and areas for growth to support the development of school, central department and District improvement plans.

Five separate surveys were administered to the following respondent groups:

- Students in Grades 3 and 5
- Students in Grades 8 and 11
- All District staff
- Families of all students, and
- Community members (District partners and general public)

This report provides compiled results from all respondent groups for the 2017-2018 District Feedback Survey.

2018 RESULTS

The District received 32,457 responses to the surveys, including:

- 13,210 students in Grades 3 and 5
- 9,088 Student in Grades 8 and 11
- 5,652 staff
- 4,313 families
- 194 community partners and members of the general public

Each stakeholder group answered questions relevant to them; however, for some questions, only a subset of particular stakeholder groups were surveyed. For the purpose of the survey, Family surveys were completed by parents or guardians of students who were attending an Edmonton Public School at the time of the survey administration. Community respondents included members of the general public, partners whose organization has a working relationship with Edmonton Public Schools and CEOs/Directors of those organizations. The Staff group includes all permanent staff members as well as those working as substitute/supply staff. The Teaching and Learning Staff group consists of teachers at schools, principals, educational assistants (at schools and working at schools through Inclusive Learning) and exempt staff working with Pre-Kindergarten students (i.e. Speech Language Pathologists, Occupational Therapists, Physiotherapists, Music Therapists, School Family Liaisons). Students were limited to only those in Grades 3, 5, 8 and 11.

METHODOLOGY

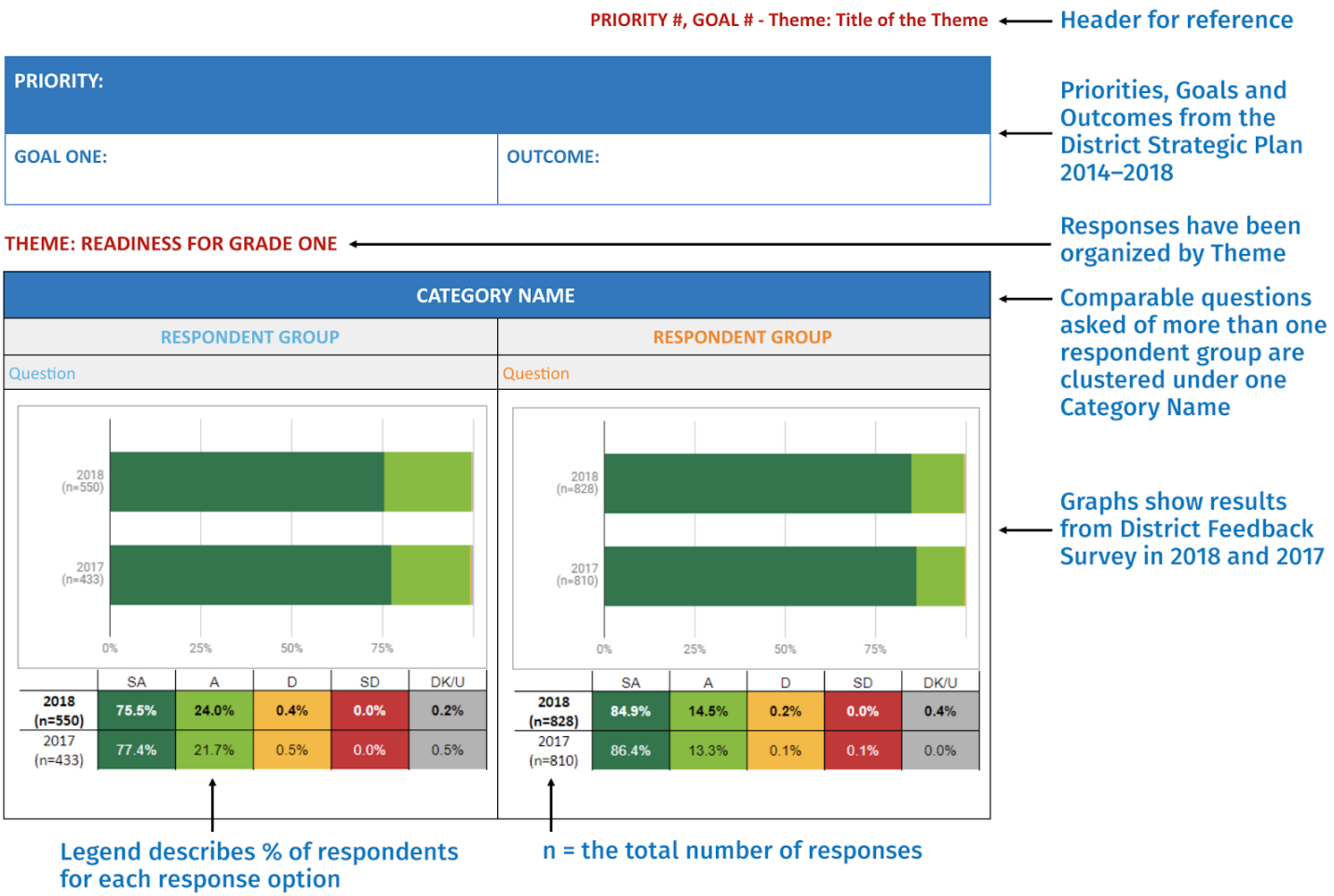
The Family Survey was administered from March 12 - April 16, 2018. This year it ran concurrently with student pre-enrolment. Families were encouraged to respond to the survey using a link at the end of the pre-enrolment process for their child. They could also choose to complete the survey at another time and were provided instructions on how to do so. Students, staff and community members were asked to complete the survey throughout April 9 to April 27, 2018. All surveys were administered online via links unique to each survey group.

The survey administration was promoted through various means targeted to each audience. Survey completion was promoted through the use of SchoolZone, Connect, social media and other forms of messaging focused on each particular respondent group.

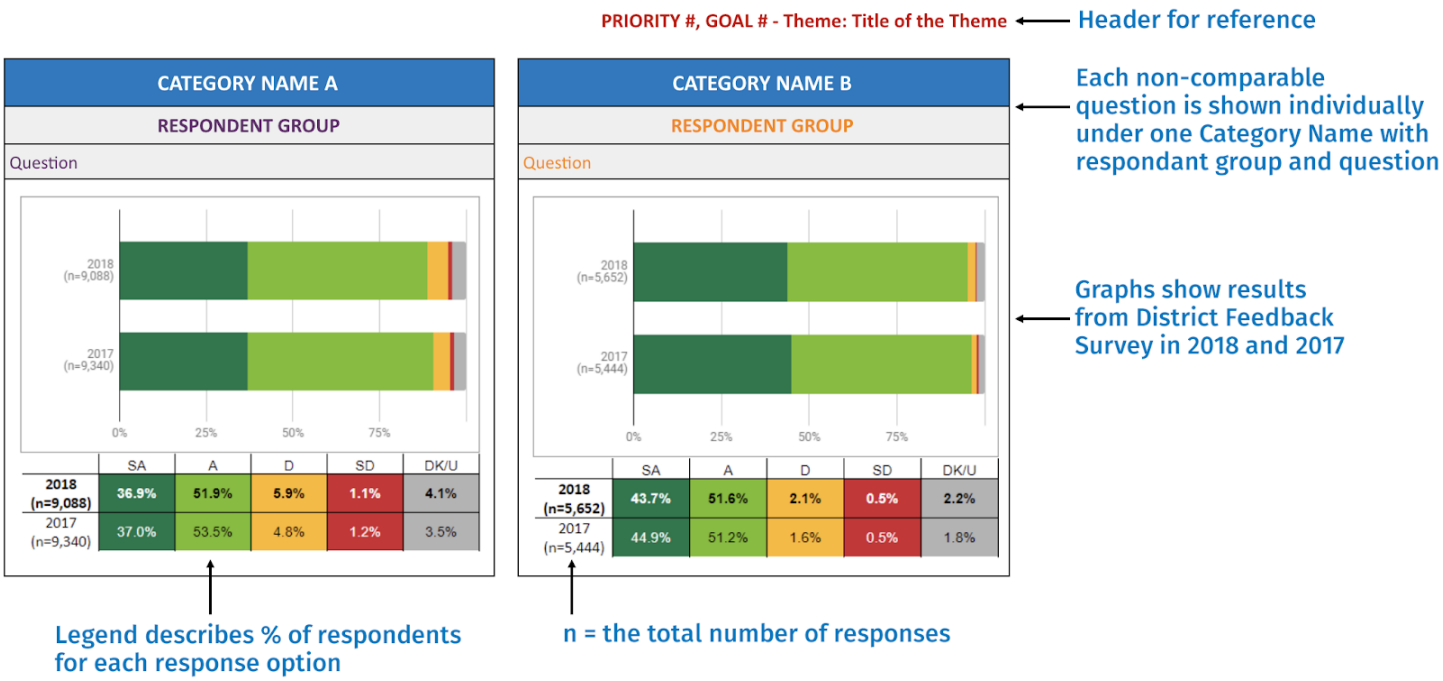
REPORT STRUCTURE

The report is organized by Priority and Goal as per the District's Strategic Plan. Questions under each Goal have been

organized by themes. Within each theme, common questions asked of more than one survey respondent group are clustered together and provided a category name. The results for these comparable questions are reported together on graphs displaying the degree of agreement on the scale. Most questions were asked based on a five-point response scale ("Strongly Agree," "Agree," "Disagree," "Strongly Disagree," and "Don't Know/Unsure"). Other questions utilized a response scale of "Yes"/ "No" or a multiple-selection list. These responses are included in the report and depicted in a slightly different manner from the following illustrations. Below is a sample of how the results are displayed in the report.



Questions contained within a theme and which were asked of only one respondent group are reported separately. A sample of non-comparable questions is shown below.



The number of respondents (n) for each question for each year is provided in the data table (e.g., n=682).

As the survey is intended to measure awareness, the instances in which respondents indicated "Don't Know / Unsure" are recorded. For one set of questions (Priority Two, Goal One, Professional Development and Growth, Professional Learning Opportunities), respondents were given the option to select "Not Applicable". These responses are not included in the overall "*n*" value. In addition, respondents selecting "Other" where that was an option, were given the option to add qualitative responses. These qualitative responses are not included in this report.

CHANGES FOR 2017-18

To maximize the future comparability and trending of data from one year to the next, the goal is to make only minimal changes to the survey instruments and processes as they become necessary. The following are changes instituted in 2017-18:

- The Student Grade 3 and 5 Survey response scales were changed to align with the other four surveys. Previously, these students selected their responses by choosing images (happy to sad faces) to provide their input. The bulk of the questions for this group now use a scale of Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know/Unsure. The option of selecting Don't Know/Unsure was new to this group for this year as well.
- Staff across the District working as supply staff (from all applicable staff groups) were included in the invitation to complete the survey this year.
- The question to Grade 8 and 11 Students "My parent(s)/guardian(s) talks with me about my learning" had a scale change to Yes, No, Don't Know/Unsure in 2018 (Yes, No in 2017).
- Principals receiving the Early Years questions this year include only those indicating that they have Pre-Kindergarten or Kindergarten classes at their school. In 2017, these questions were asked of principals having Pre-Kindergarten or Division I as part of their school.
- Any changes in question wording for 2018 are indicated in the question bar of the graph where applicable. The 2017 version of the question is included in brackets after the 2018 version.

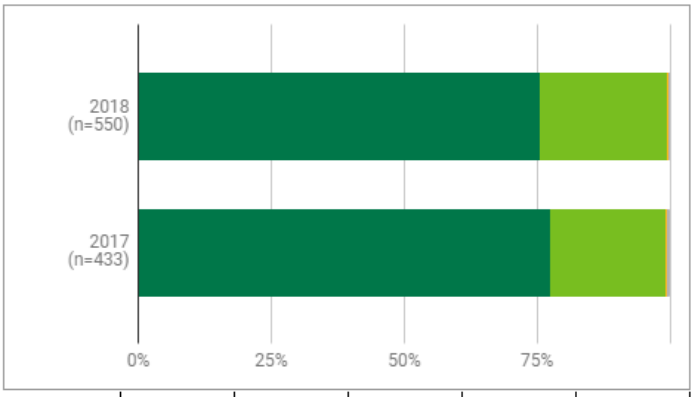
PRIORITY 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.	
GOAL ONE: An excellent start to learning	**OUTCOME:** More children enter Grade 1 reaching emotional, social, intellectual and physical developmental milestones.

THEME: READINESS FOR GRADE ONE

*THE IMPORTANCE OF PLAY

FAMILY

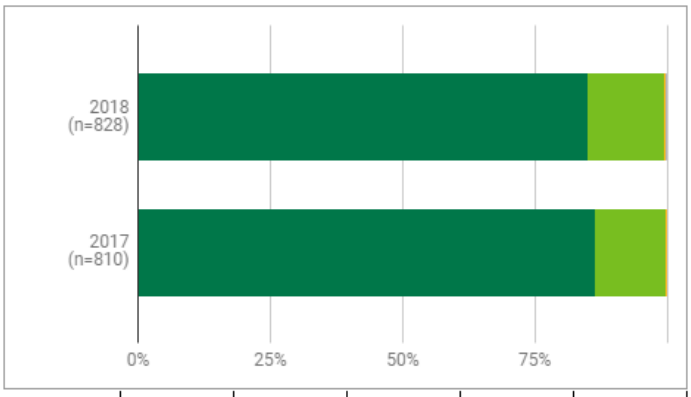
Play is important to help my child develop appropriately (Families with children in Pre-k or K)



	SA	A	D	SD	DK/U
2018 (n=550)	**75.5%**	**24.0%**	**0.4%**	**0.0%**	**0.2%**
2017 (n=433)	77.4%	21.7%	0.5%	0.0%	0.5%

STAFF

Play is important to help children develop appropriately (T & L Staff and Principals of Pre-K or K)



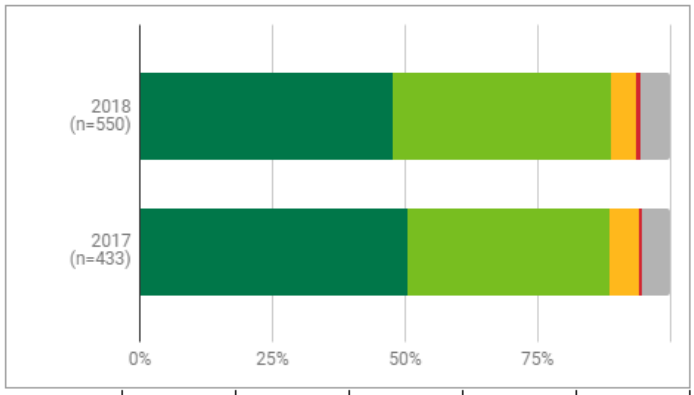
	SA	A	D	SD	DK/U
2018 (n=828)	**84.9%**	**14.5%**	**0.2%**	**0.0%**	**0.4%**
2017 (n=810)	86.4%	13.3%	0.1%	0.1%	0.0%

**For all Principal questions in the Theme: Readiness For Grade One: In 2017, Principals responded based on divisions at their school; 2017 responses include principals indicating their school included Pre-Kindergarten and Division I. In 2018, principals could select Pre-K, K, Division I, etc., therefore only responses from principals having Pre-K or K at their school are included in the responses*

*SUCCESS IN KINDERGARTEN /GRADE ONE

FAMILY

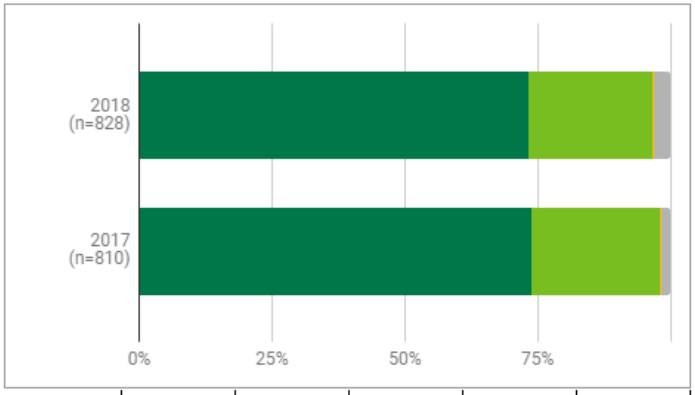
I know what my child must be able to do in order to be successful in Kindergarten/Grade 1 (Families with children in Pre-k or K)



	SA	A	D	SD	DK/U
2018 (n=550)	**47.8%**	**40.9%**	**4.7%**	**1.1%**	**5.5%**
2017 (n=433)	50.6%	38.1%	5.3%	0.7%	5.3%

STAFF

I know what children in my Pre-Kindergarten /Kindergarten classes must be able to do in order to be successful in Kindergarten/Grade 1 (T & L Staff and Principals of Pre-K or K)

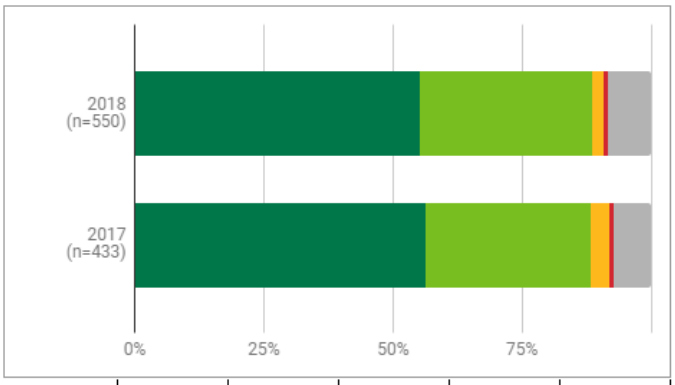


	SA	A	D	SD	DK/U
2018 (n=828)	**73.3%**	**23.3%**	**0.2%**	**0.0%**	**3.1%**
2017 (n=810)	74.0%	24.0%	0.4%	0.1%	1.6%

READY FOR GRADE ONE

FAMILY

I feel my child will be ready for learning in Grade 1 (Families with children in Pre-k or K)

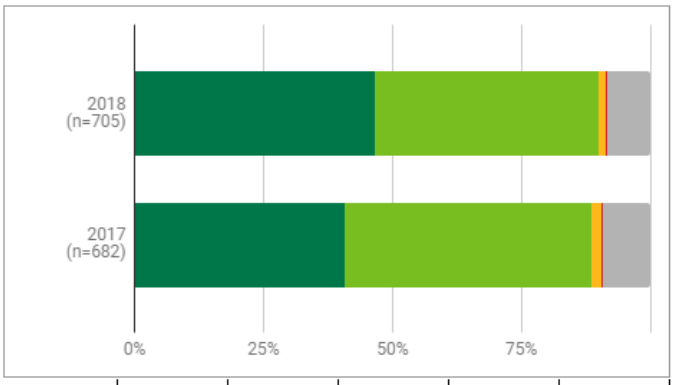


	SA	A	D	SD	DK/U
2018 (n=550)	**55.3%**	**33.3%**	**2.4%**	**0.7%**	**8.4%**
2017 (n=433)	56.4%	31.9%	3.7%	0.7%	7.4%

DEVELOPMENTAL MILESTONE: AWARENESS OF SELF AND ENVIRONMENT

STAFF

This year I had access to supports and resources to help my Pre-Kindergarten/Kindergarten children reach the developmental milestone: Awareness of Self and Environment for learning in Grade 1 (T & L Staff of Pre-K or K)

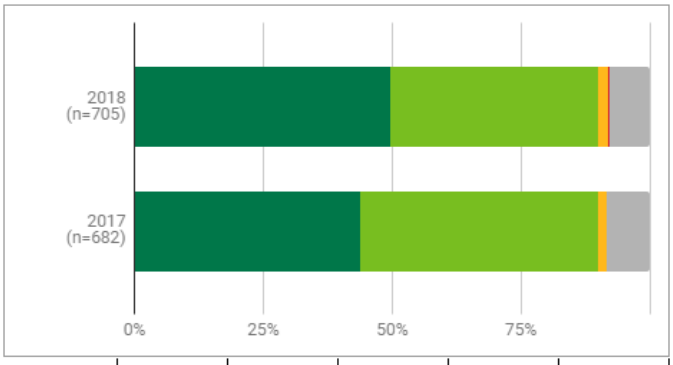


	SA	A	D	SD	DK/U
2018 (n=705)	**46.5%**	**43.4%**	**1.4%**	**0.3%**	**8.4%**
2017 (n=682)	40.8%	47.8%	2.1%	0.1%	9.2%

DEVELOPMENTAL MILESTONE: SOCIAL SKILLS AND APPROACHES TO LEARNING

STAFF

This year I had access to supports and resources to help my Pre-Kindergarten/Kindergarten children reach the developmental milestone: Social Skills and Approaches to Learning for learning in Grade 1 (T & L Staff of Pre-K or K)

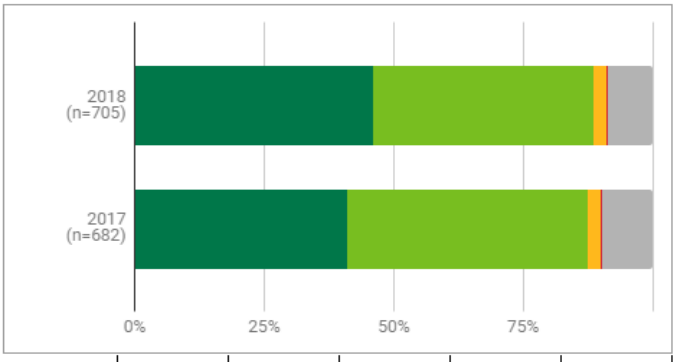


	SA	A	D	SD	DK/U
2018 (n=705)	**49.5%**	**40.4%**	**2.0%**	**0.3%**	**7.8%**
2017 (n=682)	43.8%	46.0%	1.6%	0.1%	8.4%

DEVELOPMENTAL MILESTONE: COGNITIVE SKILLS

STAFF

This year I had access to supports and resources to help my Pre-Kindergarten/Kindergarten children reach the developmental milestone: Cognitive Skills for learning in Grade 1 (T & L Staff of Pre-K or K)

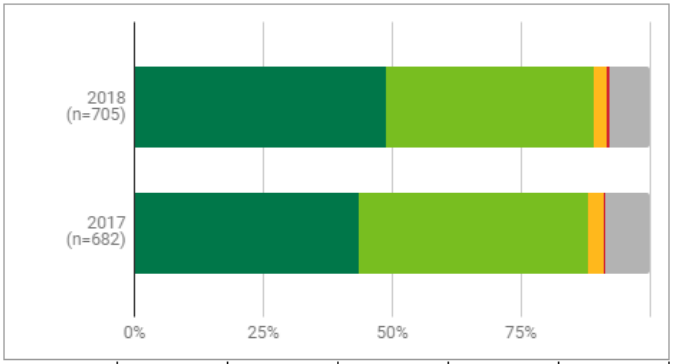


	SA	A	D	SD	DK/U
2018 (n=705)	**46.1%**	**42.6%**	**2.4%**	**0.3%**	**8.7%**
2017 (n=682)	41.1%	46.3%	2.6%	0.3%	9.7%

DEVELOPMENTAL MILESTONE: LANGUAGE AND COMMUNICATION

STAFF

This year I had access to supports and resources to help my Pre-Kindergarten/Kindergarten children reach the developmental milestone: Language and Communication for learning in Grade 1 (T & L Staff of Pre-K or K)

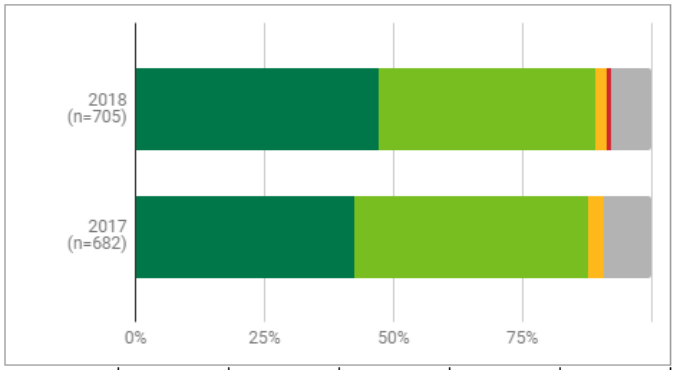


	SA	A	D	SD	DK/U
2018 (n=705)	**48.8%**	**40.3%**	**2.6%**	**0.6%**	**7.8%**
2017 (n=682)	43.4%	44.6%	3.1%	0.3%	8.7%

DEVELOPMENTAL MILESTONE: PHYSICAL DEVELOPMENT - FINE MOTOR

STAFF

This year I had access to supports and resources to help my Pre-Kindergarten/Kindergarten children reach the developmental milestone: Physical Development - Fine motor for learning in Grade 1 (T & L Staff of Pre-K or K)

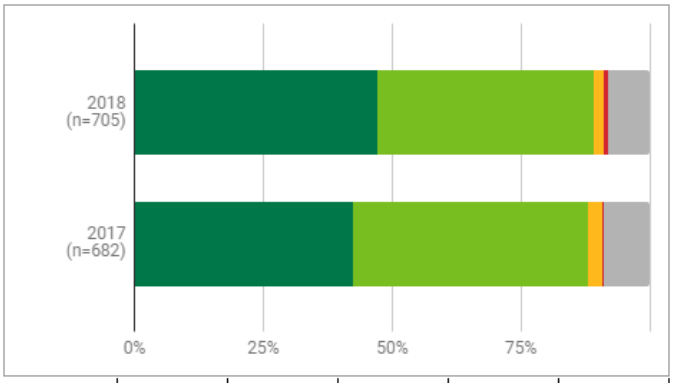


	SA	A	D	SD	DK/U
2018 (n=705)	**47.1%**	**42.0%**	**2.4%**	**0.6%**	**7.9%**
2017 (n=682)	42.5%	45.2%	3.1%	0.1%	9.1%

*DEVELOPMENTAL MILESTONE: PHYSICAL DEVELOPMENT - GROSS MOTOR

STAFF

This year I had access to supports and resources to help my Pre-Kindergarten/Kindergarten children reach the developmental milestone: Physical Development - Gross motor for learning in Grade 1 (T & L Staff of Pre-K or K)

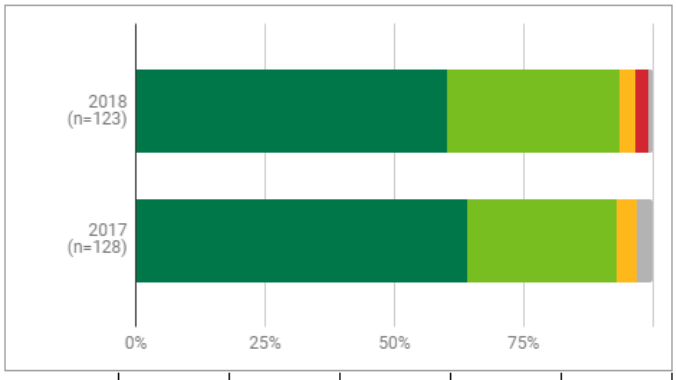


	SA	A	D	SD	DK/U
2018 (n=705)	**47.2%**	**41.8%**	**2.0%**	**0.9%**	**8.1%**
2017 (n=682)	42.5%	45.6%	2.8%	0.1%	8.9%

*SUPPORT FOR DEVELOPMENTAL MILESTONES

STAFF

This year I had access to supports that enabled my Pre-Kindergarten/Kindergarten teachers and staff to help their children reach the developmental milestones for learning in Grade 1 (Principals of Pre-K or K)

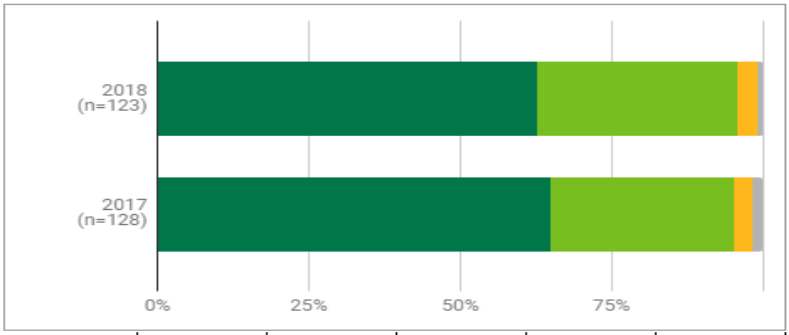


	SA	A	D	SD	DK/U
2018 (n=123)	**60.2%**	**33.3%**	**3.3%**	**2.4%**	**0.8%**
2017 (n=128)	64.1%	28.9%	3.9%	0.0%	3.1%

*RESOURCES FOR DEVELOPMENTAL MILESTONES

STAFF

This year I had access to resources that enabled my Pre-Kindergarten/Kindergarten teachers and staff to help their children reach the developmental milestones for learning in Grade 1 (Principals of Pre-K or K)



	SA	A	D	SD	DK/U
2018 (n=123)	**62.6%**	**33.3%**	**3.3%**	**0.0%**	**0.8%**
2017 (n=128)	64.8%	30.5%	3.1%	0.0%	1.6%

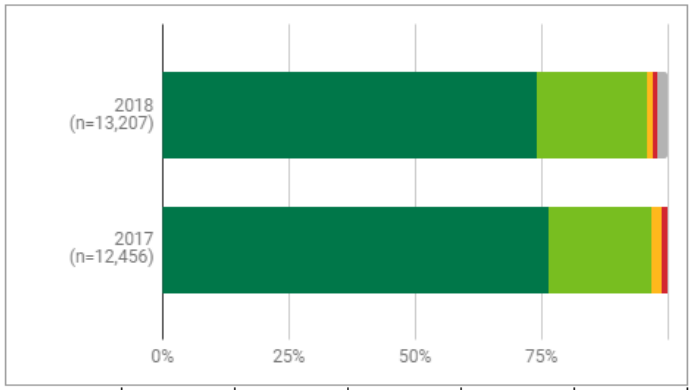
PRIORITY 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.	
GOAL TWO: Success for every student	**OUTCOME:** More students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy.

THEME: COMMITMENT TO LEARNING

IMPORTANCE OF LEARNING

STUDENTS GRADE 3&5

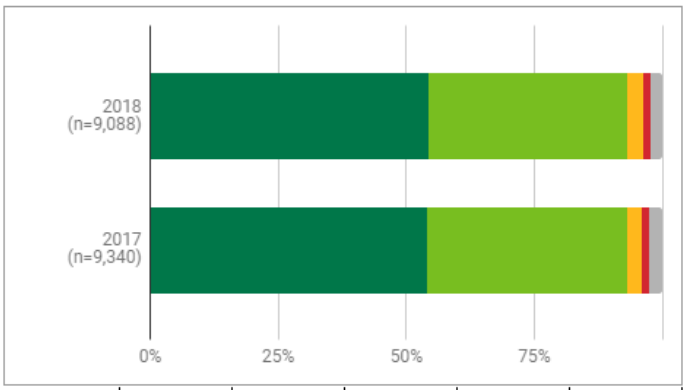
Learning is important to me



	SA	A	D	SD	DK/U
2018 (n=13,207)	**74.1%**	**21.8%**	**1.3%**	**0.8%**	**2.0%**
2017 (n=12,456)	76.4%	20.3%	2.1%	1.2%	0.0%

STUDENTS GRADE 8&11

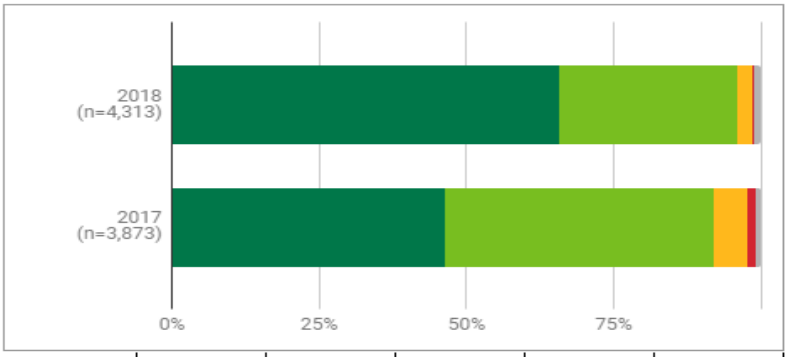
Learning is important to me



	SA	A	D	SD	DK/U
2018 (n=9,088)	**54.2%**	**39.0%**	**3.0%**	**1.5%**	**2.3%**
2017 (n=9,340)	54.1%	38.9%	2.8%	1.5%	2.6%

FAMILY

I feel that learning is important to my child (2017: I feel my child enjoys learning)

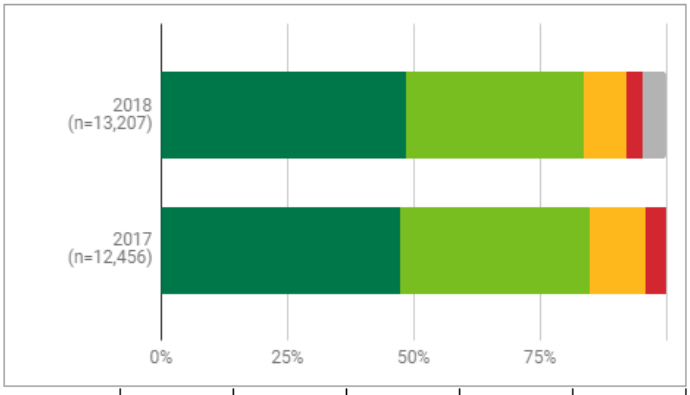


	SA	A	D	SD	DK/U
2018 (n=4,313)	**65.7%**	**30.1%**	**2.6%**	**0.5%**	**1.1%**
2017 (n=3,873)	46.4%	45.7%	5.4%	1.5%	1.0%

COMFORT WITH SHARING IN CLASS

STUDENTS GRADE 3&5

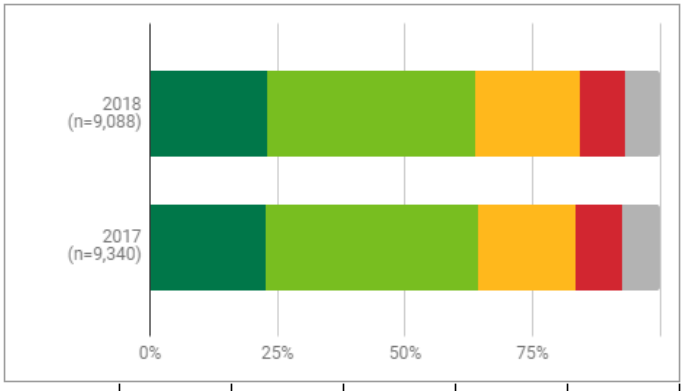
I am comfortable sharing ideas or asking questions in class



	SA	A	D	SD	DK/U
2018 (n=13,207)	**48.4%**	**35.2%**	**8.5%**	**3.2%**	**4.7%**
2017 (n=12,456)	47.3%	37.4%	11.2%	4.1%	0.0%

STUDENTS GRADE 8&11

I am comfortable sharing ideas or asking questions in class

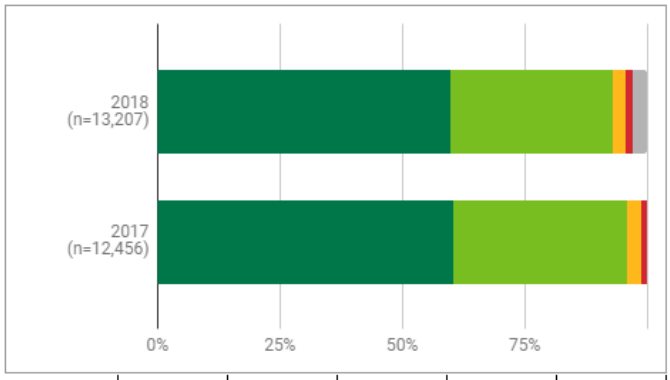


	SA	A	D	SD	DK/U
2018 (n=9,088)	**22.8%**	**41.0%**	**20.4%**	**8.8%**	**7.0%**
2017 (n=9,340)	22.8%	41.6%	19.1%	9.0%	7.6%

PERSEVERANCE

STUDENTS GRADE 3&5

When I make a mistake, I try again

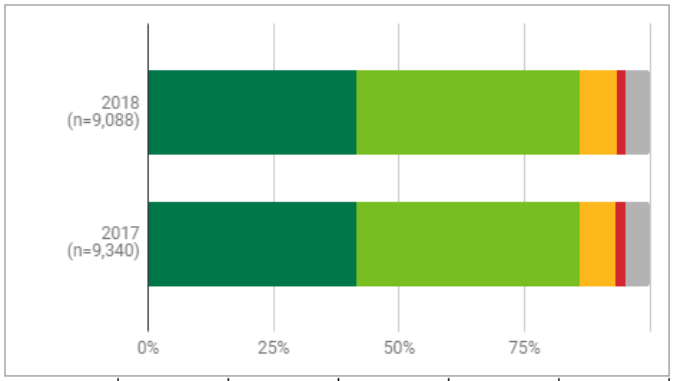


	SA	A	D	SD	DK/U
2018 (n=13,207)	**59.7%**	**33.3%**	**2.7%**	**1.2%**	**3.1%**
2017 (n=12,456)	60.4%	35.4%	3.1%	1.1%	0.0%

COMPLETING WORK

STUDENTS GRADE 8&11

Completing my school work is important to me

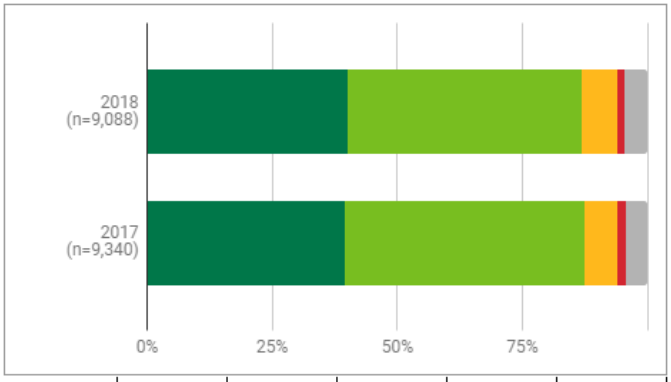


	SA	A	D	SD	DK/U
2018 (n=9,088)	**41.4%**	**44.5%**	**7.4%**	**1.7%**	**4.9%**
2017 (n=9,340)	41.6%	44.3%	7.2%	2.1%	4.8%

WORK ETHIC

STUDENTS GRADE 8&11

I work hard to do well in school



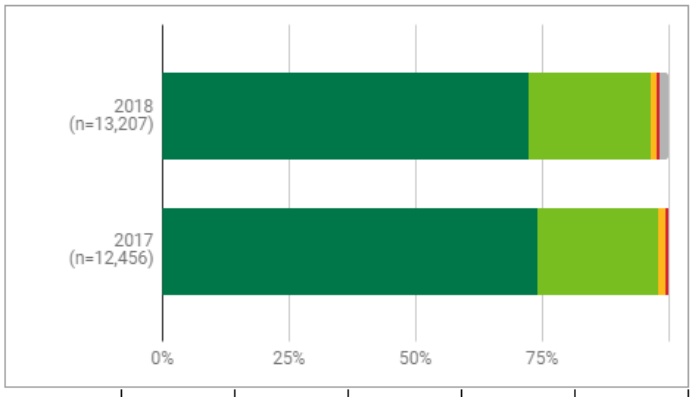
	SA	A	D	SD	DK/U
2018 (n=9,088)	**40.2%**	**46.8%**	**7.0%**	**1.5%**	**4.6%**
2017 (n=9,340)	39.6%	47.8%	6.6%	1.7%	4.3%

THEME: INSTRUCTIONAL SUPPORTS

HELP WITH LEARNING

STUDENTS GRADE 3&5

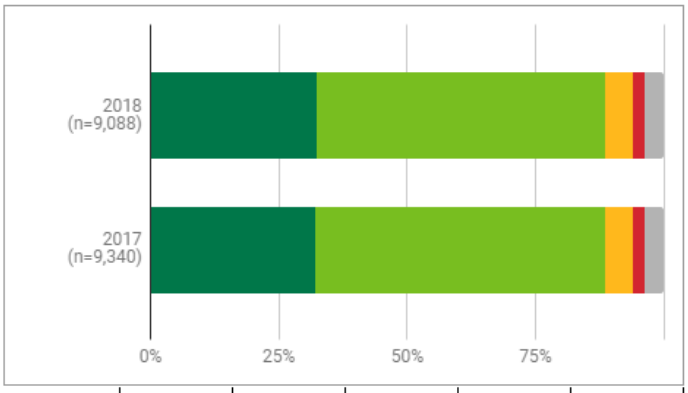
My teachers and school staff help me learn



	SA	A	D	SD	DK/U
2018 (n=13,207)	**72.3%**	**24.3%**	**1.2%**	**0.6%**	**1.7%**
2017 (n=12,456)	74.2%	23.7%	1.4%	0.7%	0.0%

STUDENTS GRADE 8&11

My teachers and school staff help me learn

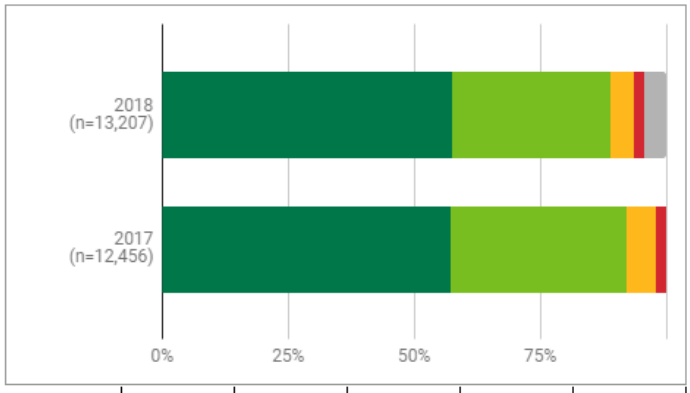


	SA	A	D	SD	DK/U
2018 (n=9,088)	**32.4%**	**56.2%**	**5.5%**	**2.2%**	**3.7%**
2017 (n=9,340)	32.1%	56.4%	5.6%	2.2%	3.7%

MAKING LEARNING INTERESTING

STUDENTS GRADE 3&5

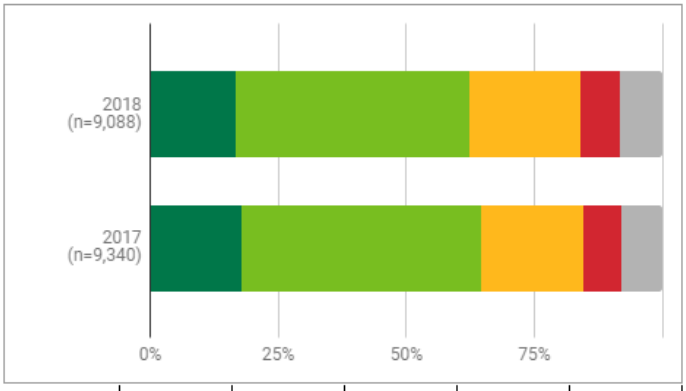
My teachers make the topics we learn about interesting



	SA	A	D	SD	DK/U
2018 (n=13,207)	**57.4%**	**31.6%**	**4.6%**	**2.1%**	**4.3%**
2017 (n=12,456)	57.2%	34.8%	5.9%	2.1%	0.0%

STUDENTS GRADE 8&11

My teachers make the topics we learn about interesting

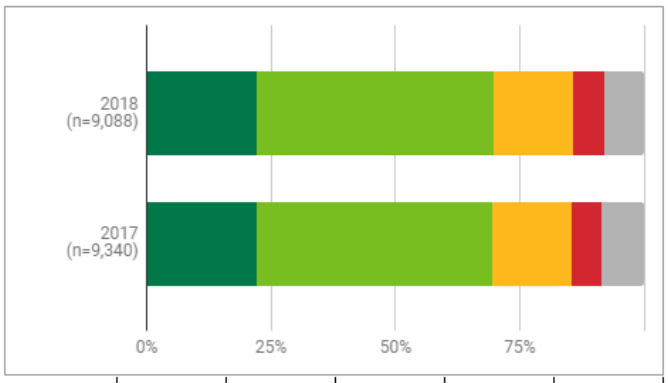


	SA	A	D	SD	DK/U
2018 (n=9,088)	**16.6%**	**45.9%**	**21.5%**	**7.7%**	**8.4%**
2017 (n=9,340)	17.7%	46.8%	20.1%	7.5%	8.0%

OPPORTUNITIES TO BE CREATIVE

STUDENTS GRADE 8&11

My school provides me with opportunities to use my imagination to be creative

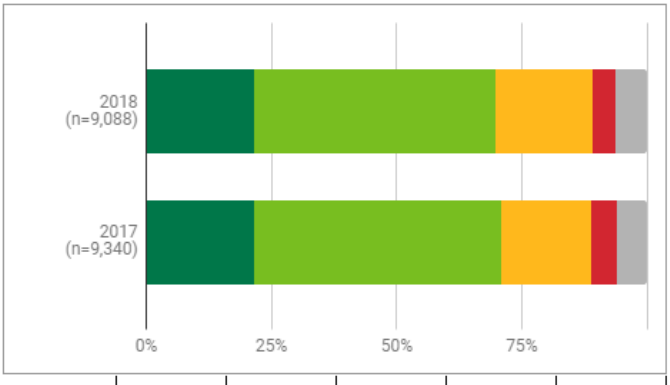


	SA	A	D	SD	DK/U
2018 (n=9,088)	**22.0%**	**47.8%**	**15.9%**	**6.2%**	**8.1%**
2017 (n=9,340)	22.2%	47.4%	15.8%	6.0%	8.6%

VARIETY OF WAYS TO LEARN

STUDENTS GRADE 8&11

My teachers and school staff provide a variety of ways for me to learn

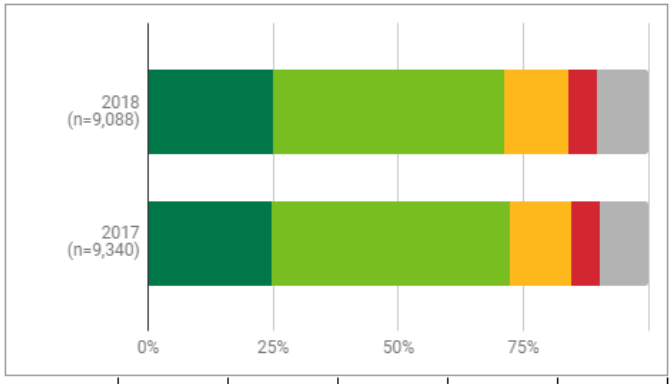


	SA	A	D	SD	DK/U
2018 (n=9,088)	**21.6%**	**48.2%**	**19.3%**	**4.6%**	**6.4%**
2017 (n=9,340)	21.5%	49.4%	17.8%	5.3%	6.0%

CARING ABOUT STUDENT SUCCESS

STUDENTS GRADE 8&11

My teachers and school staff show they care about my success

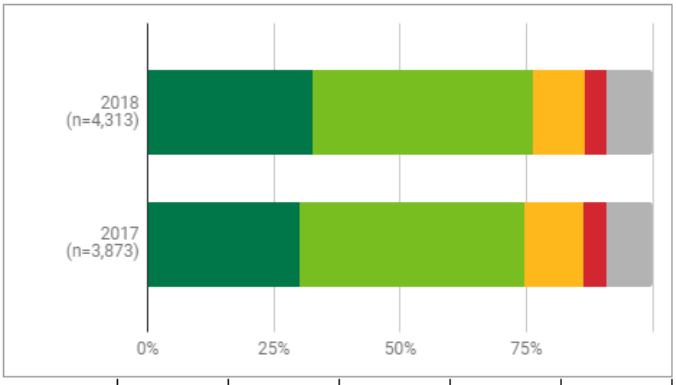


	SA	A	D	SD	DK/U
2018 (n=9,088)	**24.9%**	**46.4%**	**12.8%**	**5.5%**	**10.4%**
2017 (n=9,340)	24.6%	47.8%	12.3%	5.7%	9.7%

STAFF AWARENESS OF STUDENT LEARNING NEEDS

FAMILY

Staff at my child's school are aware of how my child learns best

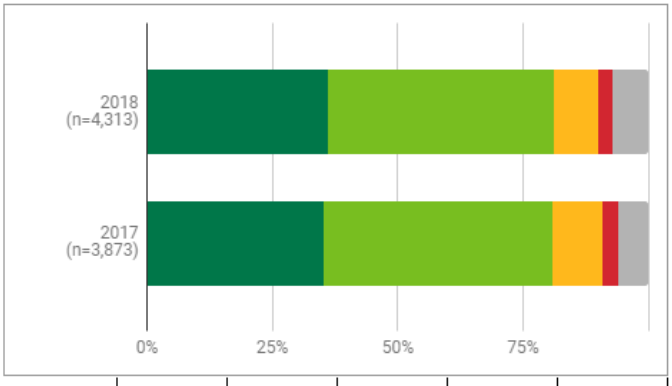


	SA	A	D	SD	DK/U
2018 (n=4,313)	**32.5%**	**43.8%**	**10.2%**	**4.2%**	**9.2%**
2017 (n=3,873)	30.2%	44.5%	11.6%	4.4%	9.3%

LEARNING OPPORTUNITIES OUTSIDE THE CLASSROOM

FAMILY

My child's school offers a variety of learning opportunities outside of the classroom environment (e.g. sports, drama, music)

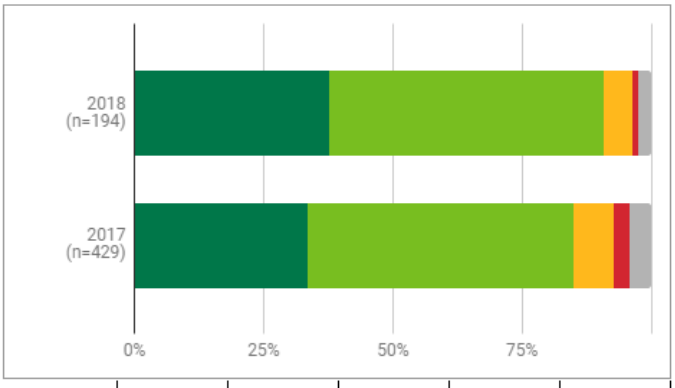


	SA	A	D	SD	DK/U
2018 (n=4,313)	**36.1%**	**44.9%**	**8.9%**	**2.8%**	**7.3%**
2017 (n=3,873)	35.2%	45.7%	10.1%	2.9%	6.1%

QUALITY OF EDUCATION

COMMUNITY

Edmonton Public Schools provides quality education to its students

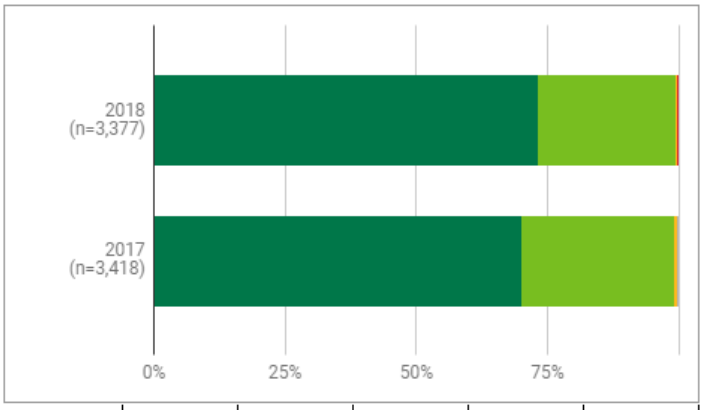


	SA	A	D	SD	DK/U
2018 (n=194)	**37.6%**	**53.1%**	**5.7%**	**1.0%**	**2.6%**
2017 (n=429)	33.6%	51.5%	7.7%	3.0%	4.2%

PROVIDE MEANINGFUL LEARNING EXPERIENCES

STAFF

I am confident in my ability to engage my students in meaningful learning experiences across the curriculum (Teachers)



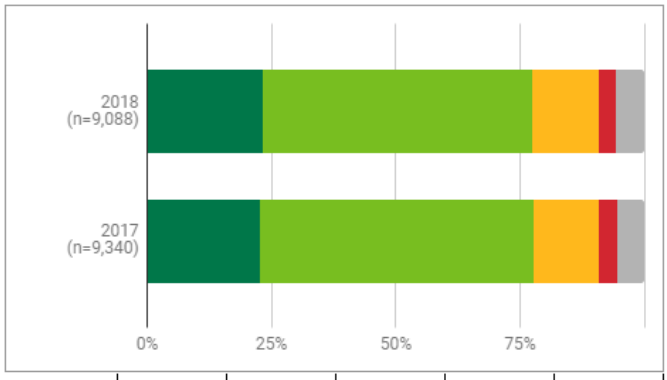
	SA	A	D	SD	DK/U
2018 (n=3,377)	**73.0%**	**26.4%**	**0.4%**	**0.0%**	**0.1%**
2017 (n=3,418)	69.9%	29.2%	0.6%	0.1%	0.2%

THEME: ASSESSMENT OF/FOR LEARNING

FEEDBACK FOR LEARNING

STUDENTS GRADE 8&11

My teachers provide feedback that helps me learn

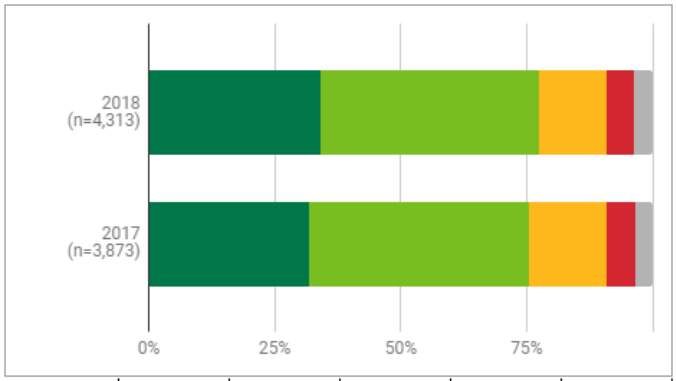


	SA	A	D	SD	DK/U
2018 (n=9,088)	**23.2%**	**54.3%**	**13.3%**	**3.4%**	**5.8%**
2017 (n=9,340)	22.8%	54.9%	13.1%	3.8%	5.4%

INTERIM INFORMATION ON CHILD'S SUCCESS

FAMILY

The ongoing information I receive between progress reports tells me if my child is being successful in school

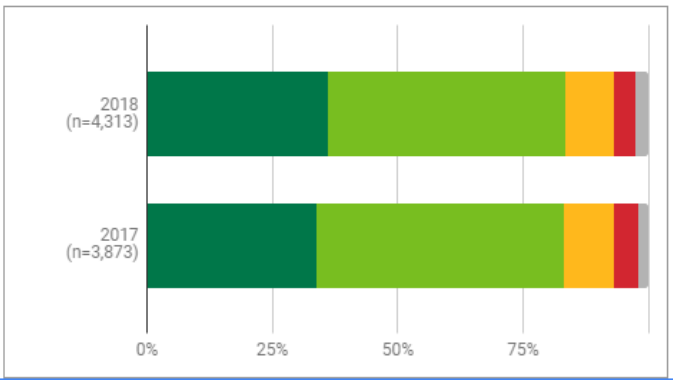


	SA	A	D	SD	DK/U
2018 (n=4,313)	**33.9%**	**43.5%**	**13.3%**	**5.4%**	**3.8%**
2017 (n=3,873)	31.8%	43.6%	15.6%	5.6%	3.5%

INFORMATION ABOUT CHILD'S LEARNING

FAMILY

The information I receive about my child's learning at school tells me if my child is being successful in school

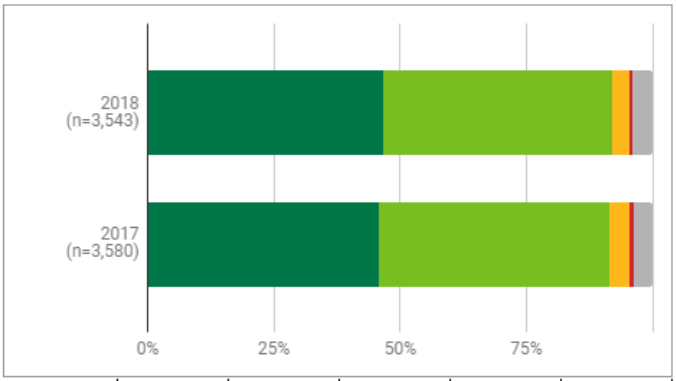


	SA	A	D	SD	DK/U
2018 (n=4,313)	**36.0%**	**47.4%**	**9.8%**	**4.3%**	**2.5%**
2017 (n=3,873)	33.6%	49.4%	10.2%	4.6%	2.1%

ASSESSMENT AND EVALUATION PRACTICES

STAFF

Teachers at my school have a shared understanding of the assessment and evaluation practices described in the Implementation Guide for Communicating Student Achievement and Growth (T & L Staff, no EAs)

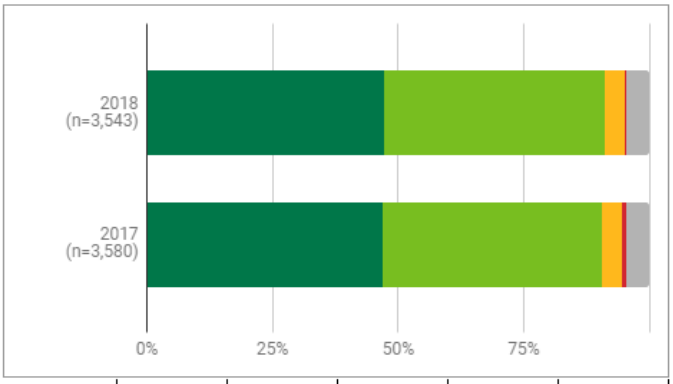


	SA	A	D	SD	DK/U
2018 (n=3,543)	**46.7%**	**45.3%**	**3.4%**	**0.5%**	**4.1%**
2017 (n=3,580)	45.8%	45.6%	4.1%	0.7%	3.8%

SCHOOL ASSESSMENT PLAN

STAFF

Teachers at my school have a shared understanding of the school's annual Assessment Plan (T & L Staff, no EAs)



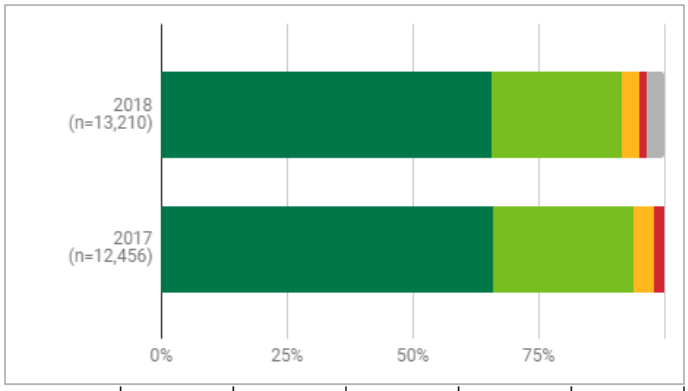
	SA	A	D	SD	DK/U
2018 (n=3,543)	**47.1%**	**44.1%**	**3.9%**	**0.5%**	**4.5%**
2017 (n=3,580)	46.9%	43.7%	3.9%	0.9%	4.6%

THEME: LITERACY AND NUMERACY

IMPROVEMENT IN MATHEMATICS

STUDENTS GRADE 3&5

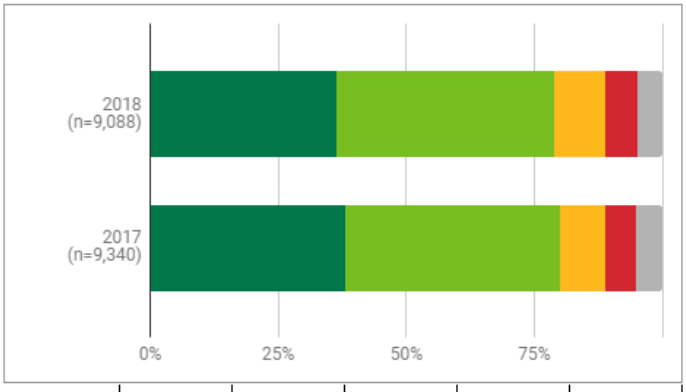
My school has helped me improve in Mathematics



	SA	A	D	SD	DK/U
2018 (n=13,210)	**65.8%**	**25.8%**	**3.4%**	**1.7%**	**3.4%**
2017 (n=12,456)	66.0%	27.8%	4.2%	2.0%	0.0%

STUDENTS GRADE 8&11

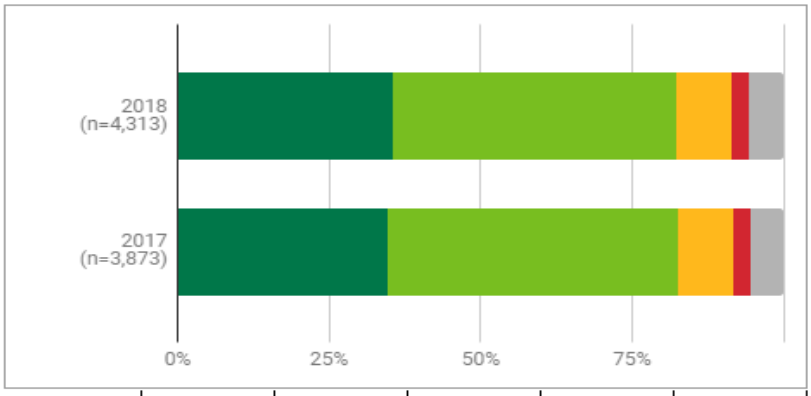
My school experience has helped me improve in Mathematics



	SA	A	D	SD	DK/U
2018 (n=9,088)	**36.3%**	**42.5%**	**10.2%**	**6.1%**	**4.9%**
2017 (n=9,340)	38.2%	41.9%	8.9%	6.0%	5.2%

FAMILY

The experience of school has helped my child improve in Mathematics

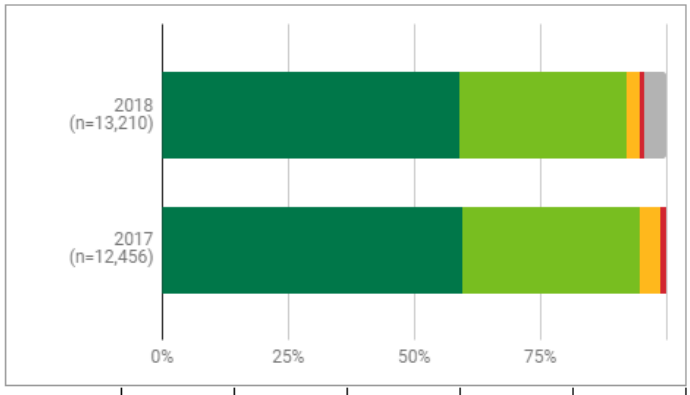


	SA	A	D	SD	DK/U
2018 (n=4,313)	**35.4%**	**46.9%**	**9.2%**	**2.9%**	**5.6%**
2017 (n=3,873)	34.5%	47.9%	9.1%	3.0%	5.4%

VARIETY IN WRITING

STUDENTS GRADE 3&5

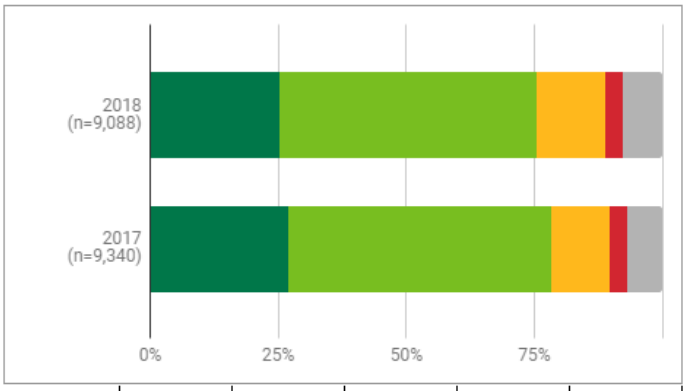
My school has helped me write for different purposes



	SA	A	D	SD	DK/U
2018 (n=13,210)	**58.8%**	**33.3%**	**2.7%**	**0.8%**	**4.4%**
2017 (n=12,456)	59.5%	35.2%	4.0%	1.3%	0.0%

STUDENTS GRADE 8&11

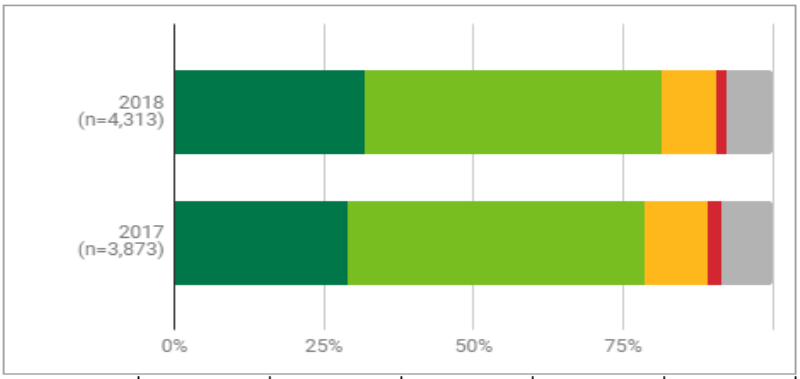
My school experience has helped me write for different purposes



	SA	A	D	SD	DK/U
2018 (n=9,088)	**25.2%**	**50.2%**	**13.4%**	**3.4%**	**7.7%**
2017 (n=9,340)	26.8%	51.4%	11.7%	3.2%	7.0%

FAMILY

The experience of school has helped my child write in a variety of ways for different purposes

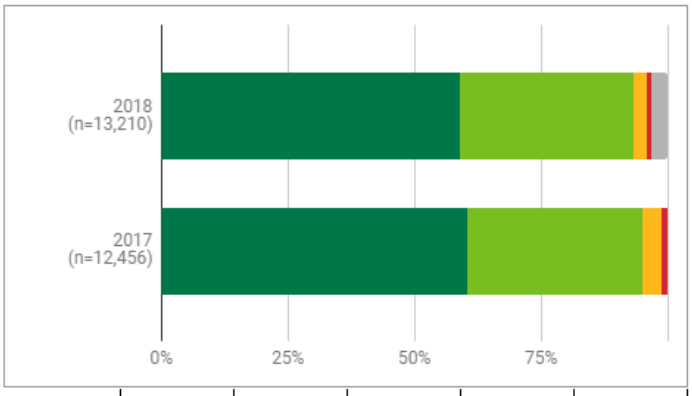


	SA	A	D	SD	DK/U
2018 (n=4,313)	**31.9%**	**49.5%**	**9.1%**	**1.8%**	**7.7%**
2017 (n=3,873)	28.8%	49.7%	10.7%	2.1%	8.6%

UNDERSTANDING INFORMATION

STUDENTS GRADE 3&5

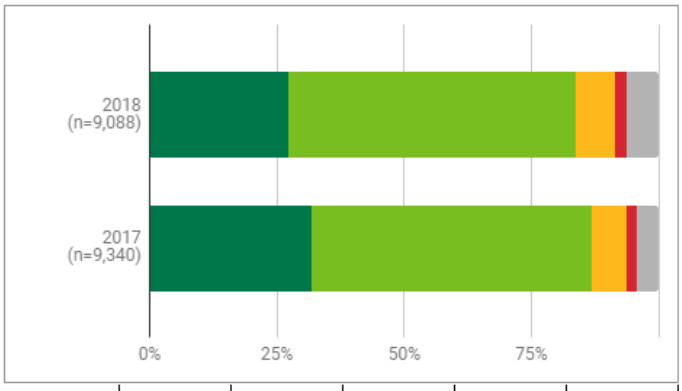
My school has helped me understand the information I read



	SA	A	D	SD	DK/U
2018 (n=13,210)	**58.9%**	**34.3%**	**2.6%**	**0.8%**	**3.3%**
2017 (n=12,456)	60.3%	34.7%	3.7%	1.3%	0.0%

STUDENTS GRADE 8&11

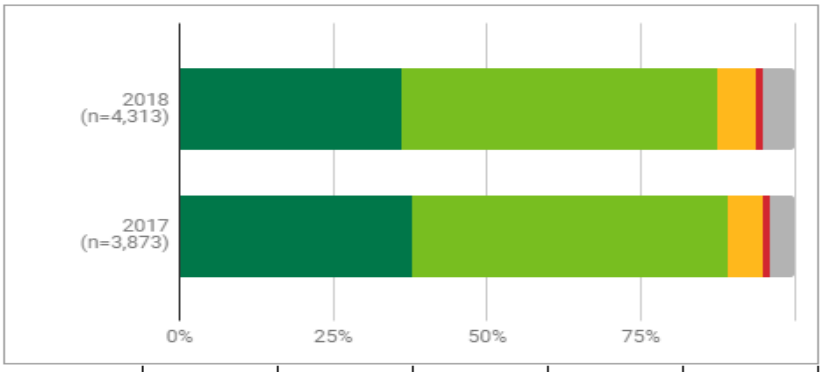
My school experience has helped me understand the information I read



	SA	A	D	SD	DK/U
2018 (n=9,088)	**27.2%**	**56.4%**	**7.9%**	**2.1%**	**6.4%**
2017 (n=9,340)	31.8%	55.1%	6.7%	2.1%	4.3%

FAMILY

The experience of school has helped my child understand the information they read

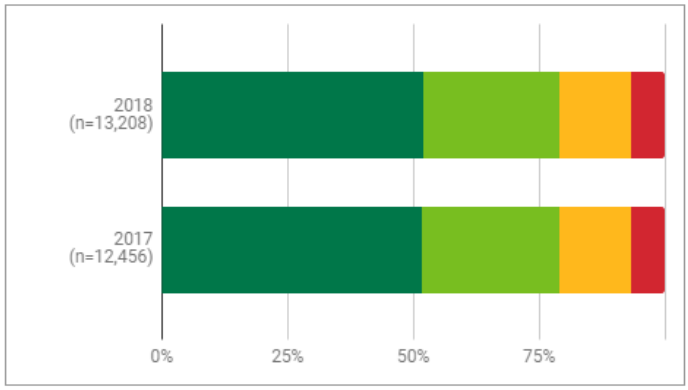


	SA	A	D	SD	DK/U
2018 (n=4,313)	**36.2%**	**51.4%**	**6.2%**	**1.2%**	**5.1%**
2017 (n=3,873)	37.7%	51.5%	5.7%	1.1%	3.9%

READING FREQUENCY OUTSIDE OF SCHOOL

STUDENTS GRADE 3&5

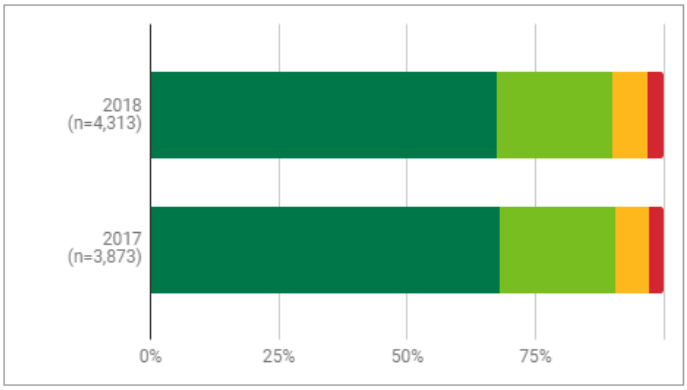
How often do you read when you are not at school



	Daily	> Weekly	Weekly	Never
2018 (n=13,208)	**52.0%**	**27.1%**	**14.1%**	**6.8%**
2017 (n=12,456)	51.7%	27.4%	14.1%	6.8%

FAMILY

How often does your child read outside of school per week

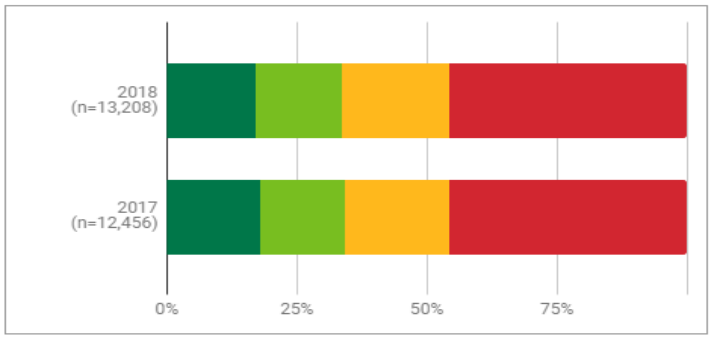


	Daily	> Weekly	Weekly	Never
2018 (n=4,313)	**67.5%**	**22.3%**	**7.0%**	**3.2%**
2017 (n=3,873)	68.1%	22.5%	6.4%	3.0%

READING FREQUENCY BY PARENT

STUDENTS GRADE 3&5

How often are you read to by a parent/guardian when you are not at school



	Daily	> Weekly	Weekly	Never
2018 (n=13,208)	**17.1%**	**16.6%**	**20.7%**	**45.6%**
2017 (n=12,456)	18.1%	16.1%	20.3%	45.6%

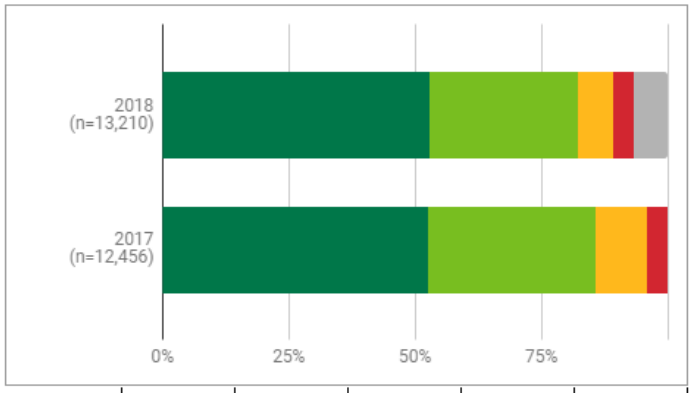
PRIORITY 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.	
GOAL THREE: Success beyond schooling	**OUTCOME:** More students complete high school and are connected to career pathways that support their transition to post-secondary studies or the world of work.

THEME: SKILLS FOR SUCCESS BEYOND SCHOOLING

SELF AWARENESS

STUDENTS GRADE 3&5

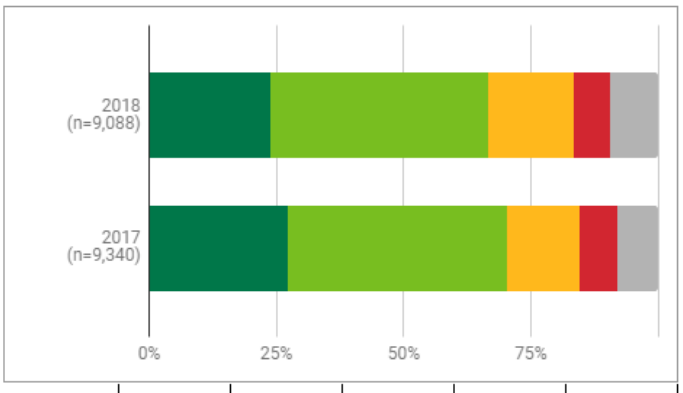
My school has helped me understand who I am as a person (e.g. what I like, what I don't like)



	SA	A	D	SD	DK/U
2018 (n=13,210)	**53.0%**	**29.2%**	**7.0%**	**4.0%**	**6.9%**
2017 (n=12,456)	52.6%	33.1%	10.1%	4.2%	0.0%

STUDENTS GRADE 8&11

My school experience has helped me understand who I am as a person (e.g. what I like, what I don't like)

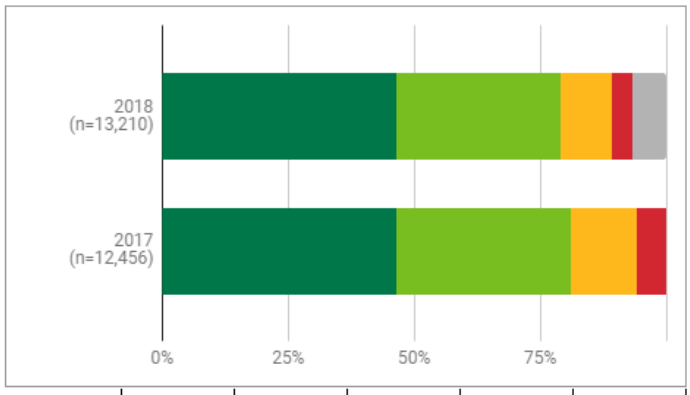


	SA	A	D	SD	DK/U
2018 (n=9,088)	**23.9%**	**42.7%**	**16.9%**	**7.1%**	**9.4%**
2017 (n=9,340)	27.1%	43.2%	14.3%	7.2%	8.1%

SPEAKING IN FRONT OF OTHERS

STUDENTS GRADE 3&5

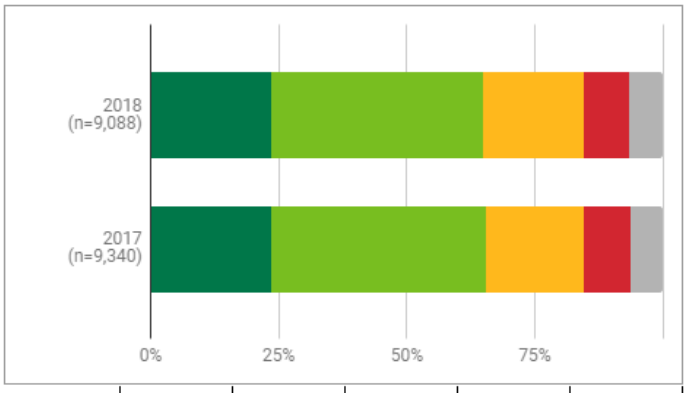
My school has helped me speak in front of others



	SA	A	D	SD	DK/U
2018 (n=13,210)	**46.4%**	**32.7%**	**10.1%**	**4.1%**	**6.6%**
2017 (n=12,456)	46.4%	34.6%	13.2%	5.8%	0.0%

STUDENTS GRADE 8&11

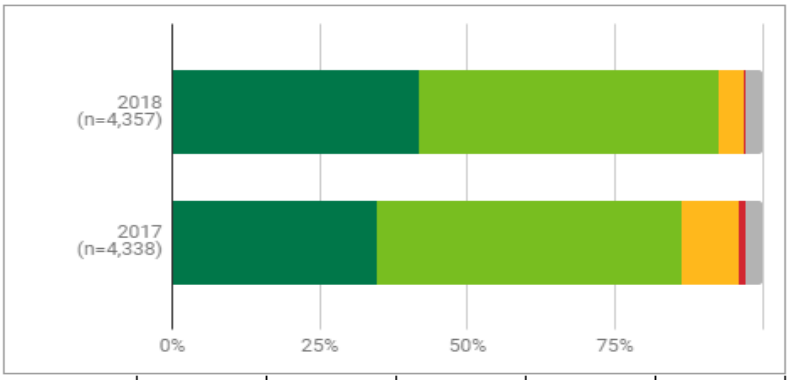
My school experience has helped me develop my ability to speak in front of others



	SA	A	D	SD	DK/U
2018 (n=9,088)	**23.4%**	**41.4%**	**19.8%**	**8.9%**	**6.5%**
2017 (n=9,340)	23.5%	42.0%	19.0%	9.1%	6.3%

STAFF

The experience of school helps students speak in front of others (T & L Staff)

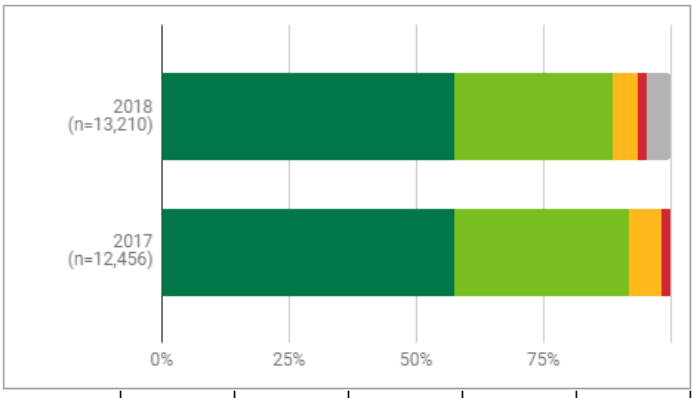


	SA	A	D	SD	DK/U
2018 (n=4,357)	**41.9%**	**50.6%**	**4.4%**	**0.3%**	**2.9%**
2017 (n=4,338)	34.7%	51.7%	9.7%	1.0%	2.9%

DEVELOPING RESILIENCY

STUDENTS GRADE 3&5

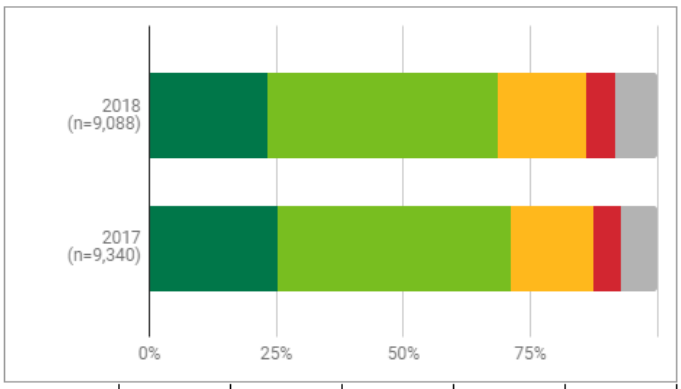
My school has helped me develop resiliency (not giving up)



	SA	A	D	SD	DK/U
2018 (n=13,210)	**57.5%**	**31.1%**	**5.0%**	**1.6%**	**4.8%**
2017 (n=12,456)	57.4%	34.4%	6.3%	1.9%	0.0%

STUDENTS GRADE 8&11

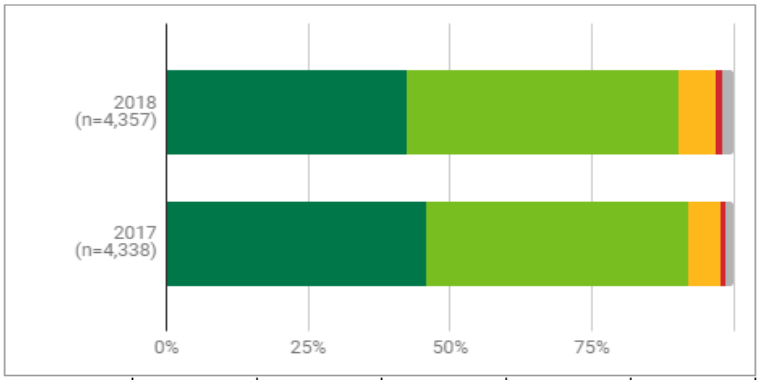
My school experience has helped me develop resiliency (not giving up)



	SA	A	D	SD	DK/U
2018 (n=9,088)	**23.2%**	**45.2%**	**17.5%**	**5.8%**	**8.2%**
2017 (n=9,340)	25.2%	46.0%	16.2%	5.3%	7.2%

STAFF

The experience of school helps students develop resiliency (not giving up) (T & L Staff)

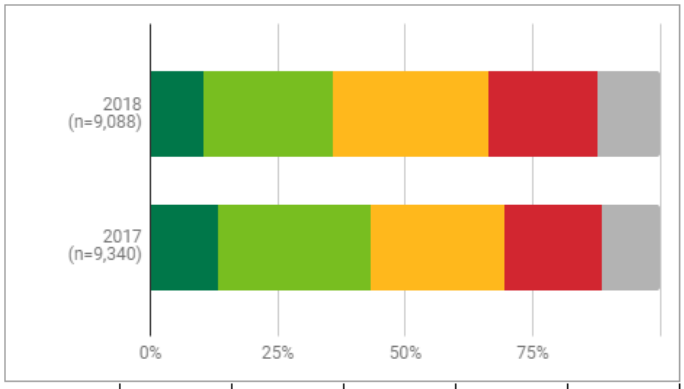


	SA	A	D	SD	DK/U
2018 (n=4,357)	**42.4%**	**48.0%**	**6.4%**	**1.2%**	**2.0%**
2017 (n=4,338)	45.8%	46.2%	5.7%	0.8%	1.5%

MANAGING MONEY

STUDENTS GRADE 8&11

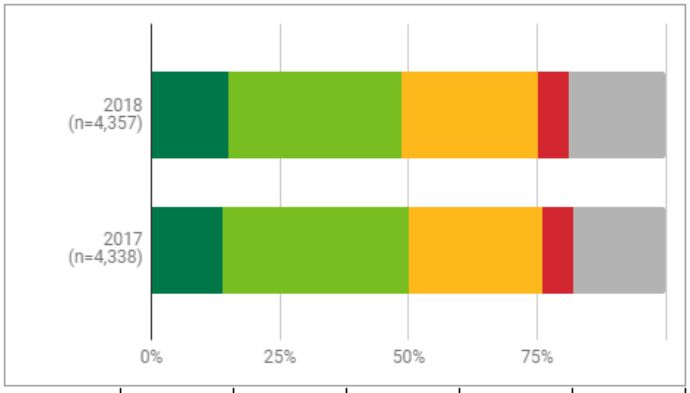
My school experience has helped me manage money



	SA	A	D	SD	DK/U
2018 (n=9,088)	**10.3%**	**25.4%**	**30.7%**	**21.4%**	**12.2%**
2017 (n=9,340)	13.3%	29.9%	26.3%	19.0%	11.5%

STAFF

The experience of school helps students manage money (T & L Staff)

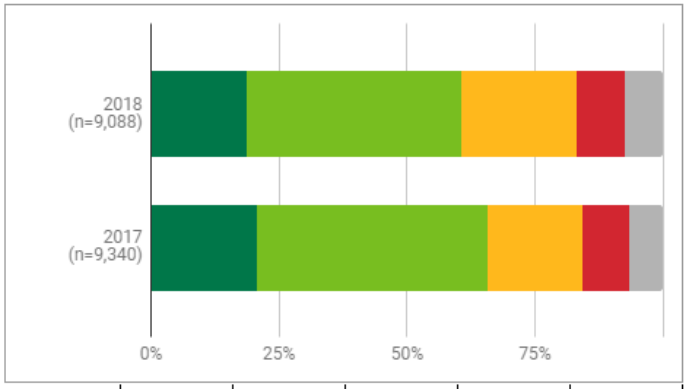


	SA	A	D	SD	DK/U
2018 (n=4,357)	**14.8%**	**33.9%**	**26.5%**	**6.1%**	**18.7%**
2017 (n=4,338)	13.9%	36.0%	26.0%	6.0%	18.1%

MANAGING TIME

STUDENTS GRADE 8&11

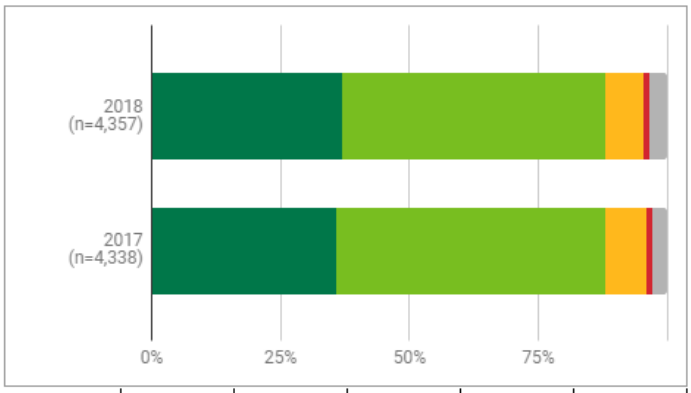
My school experience has helped me manage time



	SA	A	D	SD	DK/U
2018 (n=9,088)	**18.7%**	**42.0%**	**22.5%**	**9.3%**	**7.5%**
2017 (n=9,340)	20.7%	45.0%	18.6%	9.0%	6.7%

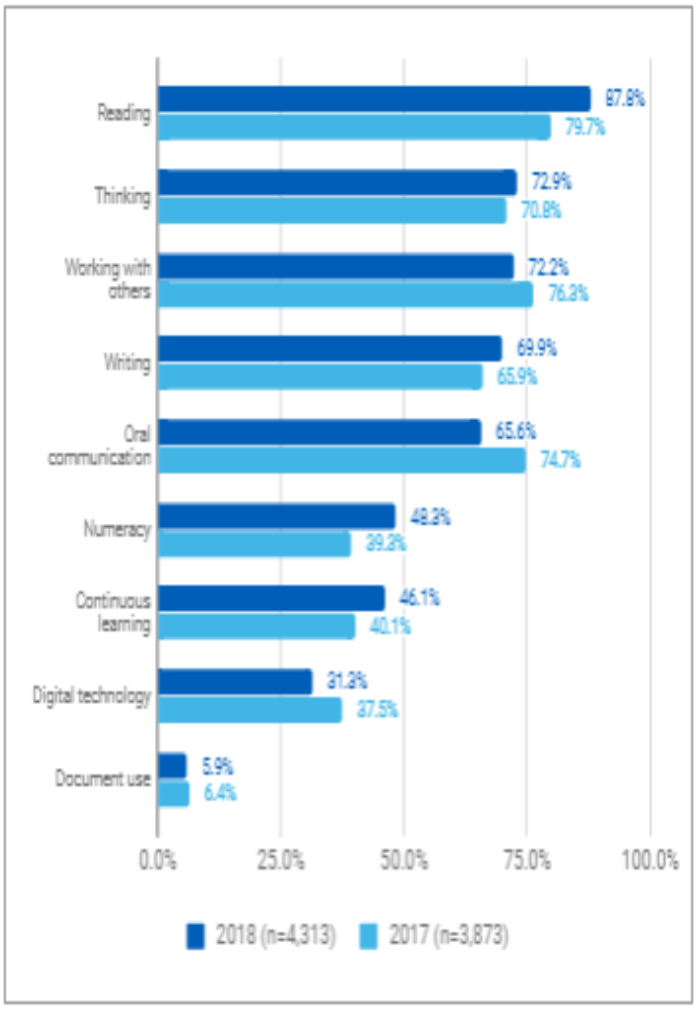
STAFF

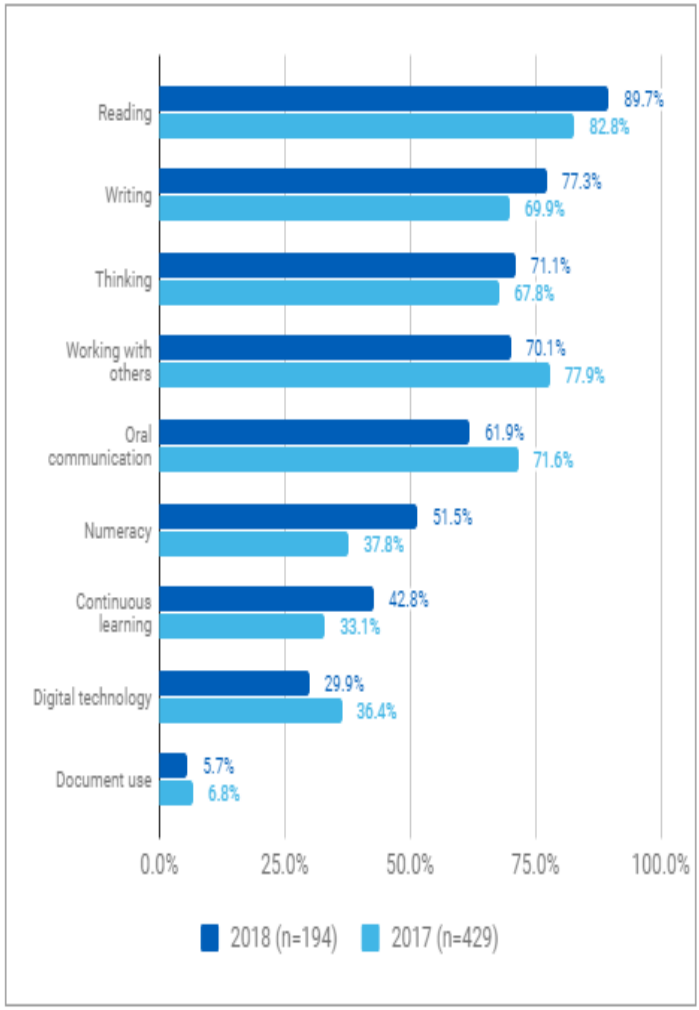
The experience of school helps students manage time (T & L Staff)



	SA	A	D	SD	DK/U
2018 (n=4,357)	**36.9%**	**51.1%**	**7.4%**	**1.2%**	**3.4%**
2017 (n=4,338)	35.7%	52.4%	7.9%	1.1%	2.9%

*IMPORTANT SKILLS FOR SUCCESS BEYOND SCHOOLING	
FAMILY	COMMUNITY
What skills, knowledge and/or attitudes are most important for students to be successful beyond schooling? (2017: What skills, knowledge and/or attitudes are most important for students to have when entering the workforce)	What skills, knowledge and/or attitudes are most important for students to be successful beyond schooling? (2017: What skills, knowledge and/or attitudes are most important for students to have when entering the workforce)



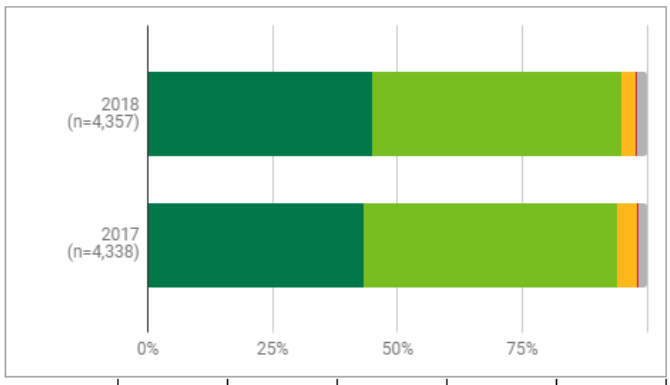


MULTIPLE RESPONSE - one or more options selected per response

SEEK UNDERSTANDING

STAFF

The experience of school helps students ask questions/seek deeper understanding (T & L Staff)

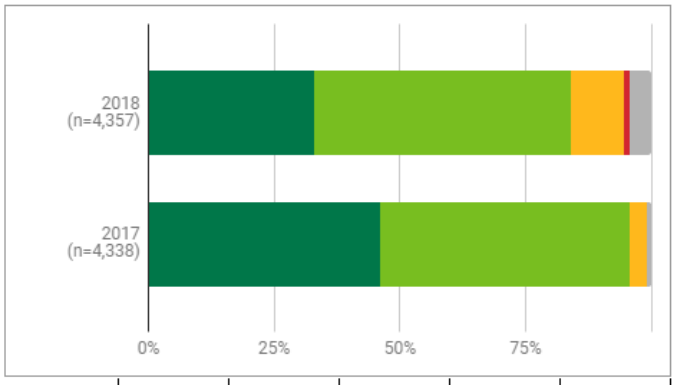


	SA	A	D	SD	DK/U
2018 (n=4,357)	**44.9%**	**50.0%**	**2.9%**	**0.3%**	**1.9%**
2017 (n=4,338)	43.3%	50.6%	4.2%	0.2%	1.8%

COPING WITH STRESS

STAFF

The experience of school helps students cope with stress (T & L Staff)



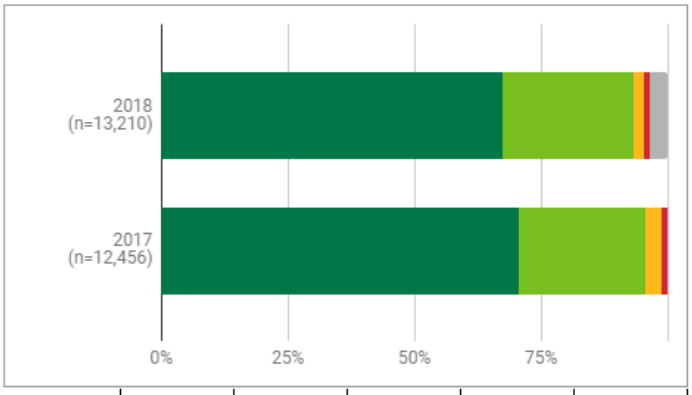
	SA	A	D	SD	DK/U
2018 (n=4,357)	**32.9%**	**51.0%**	**10.7%**	**1.1%**	**4.4%**
2017 (n=4,338)	46.0%	49.7%	3.3%	0.2%	0.8%

THEME: TRANSITIONS AND CAREER PLANNING

TRANSITION TO NEXT GRADE LEVEL

STUDENTS GRADE 3&5

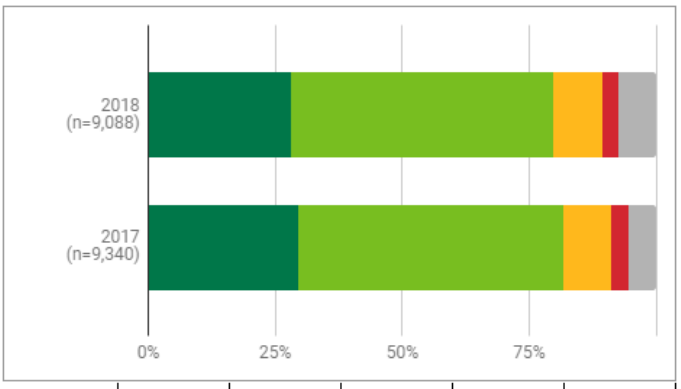
My school prepares me for the next grade/level



	SA	A	D	SD	DK/U
2018 (n=13,210)	**67.3%**	**25.9%**	**2.0%**	**1.1%**	**3.6%**
2017 (n=12,456)	70.6%	24.9%	3.2%	1.2%	0.0%

STUDENTS GRADE 8&11

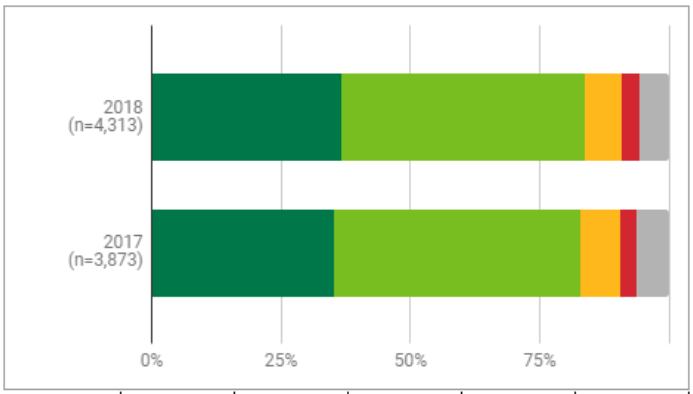
My school prepares me for the next grade/level



	SA	A	D	SD	DK/U
2018 (n=9,088)	**28.0%**	**51.8%**	**9.7%**	**3.2%**	**7.4%**
2017 (n=9,340)	29.6%	52.0%	9.6%	3.5%	5.4%

FAMILY

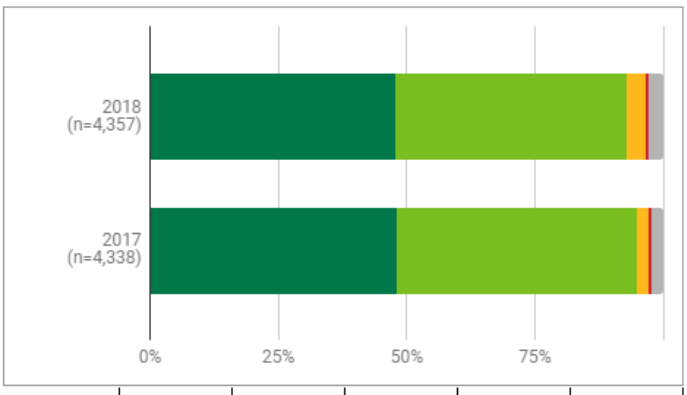
My child is being prepared at school for a successful transition to the next grade/level



	SA	A	D	SD	DK/U
2018 (n=4,313)	**36.5%**	**47.0%**	**7.3%**	**3.3%**	**5.8%**
2017 (n=3,873)	35.3%	47.6%	7.7%	3.2%	6.2%

STAFF

My school prepares students for successful transition to the next grade/level (T & L Staff)

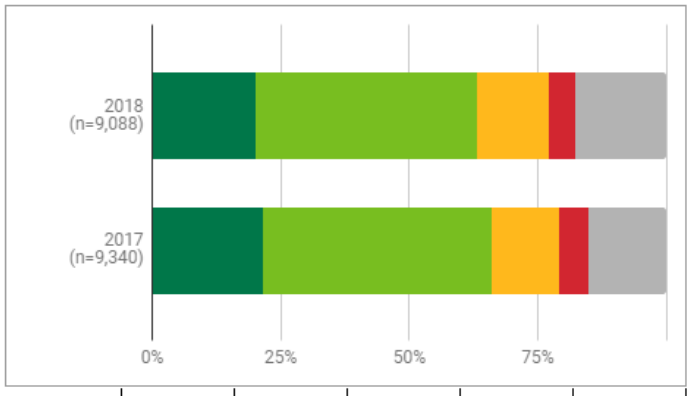


	SA	A	D	SD	DK/U
2018 (n=4,357)	**47.9%**	**45.0%**	**3.6%**	**0.6%**	**2.9%**
2017 (n=4,338)	48.1%	46.6%	2.5%	0.5%	2.4%

TRANSITION TO POST-SECONDARY

STUDENTS GRADE 8&11

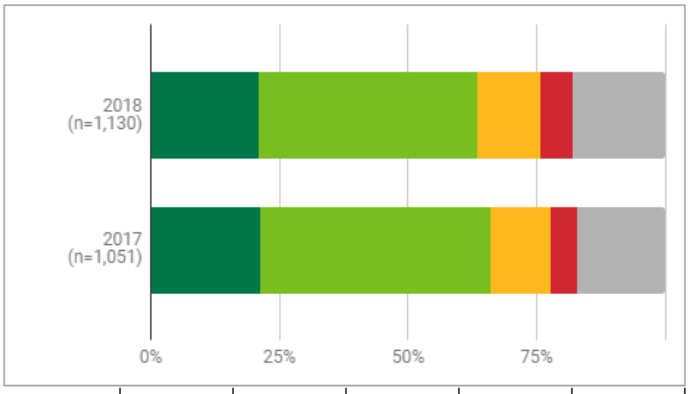
My school prepares me for transition to post-secondary



	SA	A	D	SD	DK/U
2018 (n=9,088)	**20.0%**	**43.1%**	**13.9%**	**5.1%**	**17.8%**
2017 (n=9,340)	21.6%	44.6%	13.1%	5.5%	15.2%

FAMILY

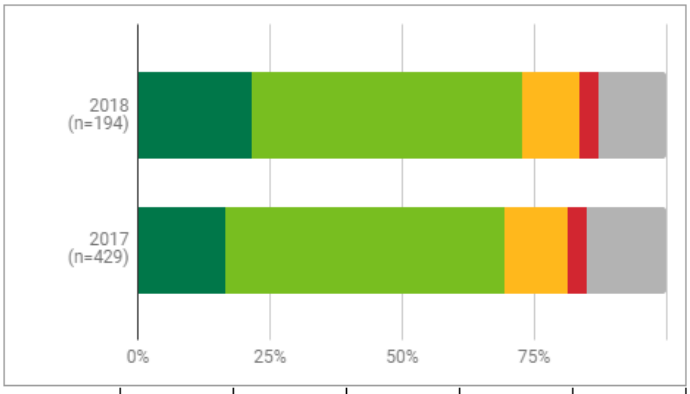
My child is being prepared at school for successful transition to post-secondary (Families of Grades 7 to 12)



	SA	A	D	SD	DK/U
2018 (n=1,130)	**20.8%**	**42.6%**	**12.5%**	**6.1%**	**18.1%**
2017 (n=1,051)	21.3%	44.7%	11.8%	5.1%	17.0%

COMMUNITY

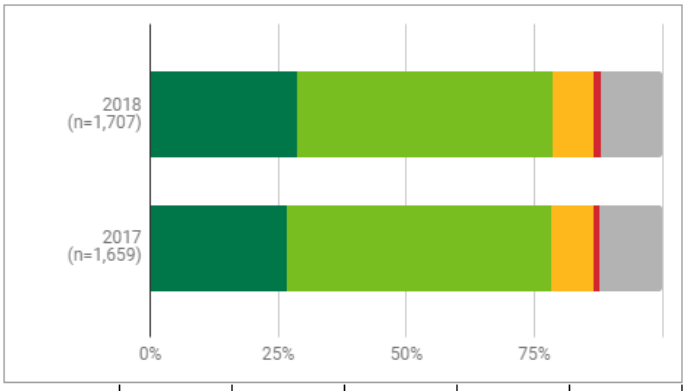
Edmonton Public Schools prepares students for a successful transition to post-secondary



	SA	A	D	SD	DK/U
2018 (n=194)	**21.6%**	**51.0%**	**10.8%**	**3.6%**	**12.9%**
2017 (n=429)	16.6%	52.9%	11.9%	3.7%	14.9%

STAFF

My school prepares students for successful transition to post-secondary (T & L Staff of Grades 7 to 12)

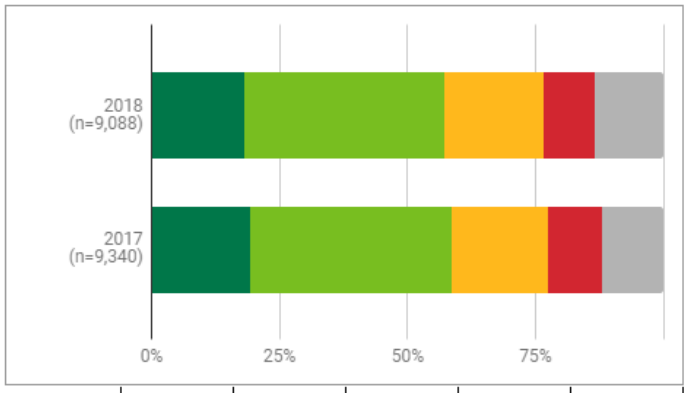


	SA	A	D	SD	DK/U
2018 (n=1,707)	**28.6%**	**50.0%**	**7.9%**	**1.5%**	**12.0%**
2017 (n=1,659)	26.8%	51.4%	8.3%	1.3%	12.2%

TRANSITION TO THE WORLD OF WORK

STUDENTS GRADE 8&11

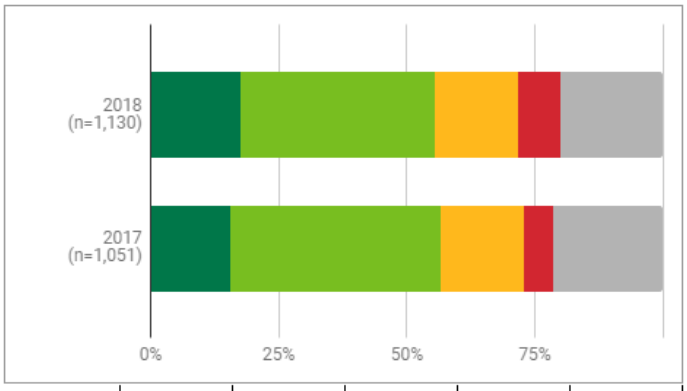
My school prepares me for transition to the world of work



	SA	A	D	SD	DK/U
2018 (n=9,088)	**18.2%**	**38.9%**	**19.6%**	**10.0%**	**13.3%**
2017 (n=9,340)	19.3%	39.3%	18.8%	10.4%	12.1%

FAMILY

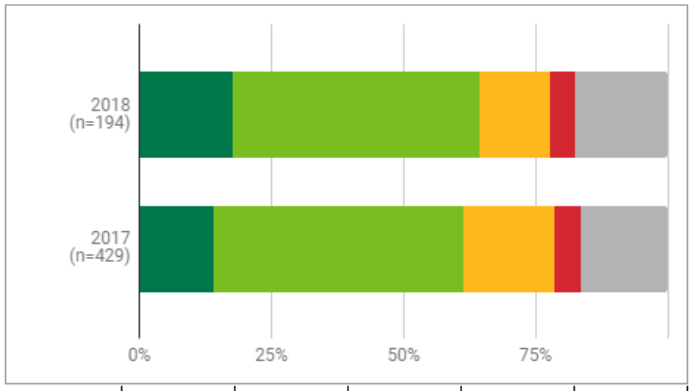
My child is being prepared at school for successful transition to the world of work (Families of Grades 7 to 12)



	SA	A	D	SD	DK/U
2018 (n=1,130)	**17.4%**	**38.1%**	**16.3%**	**8.1%**	**20.1%**
2017 (n=1,051)	15.4%	41.2%	16.3%	5.8%	21.3%

COMMUNITY

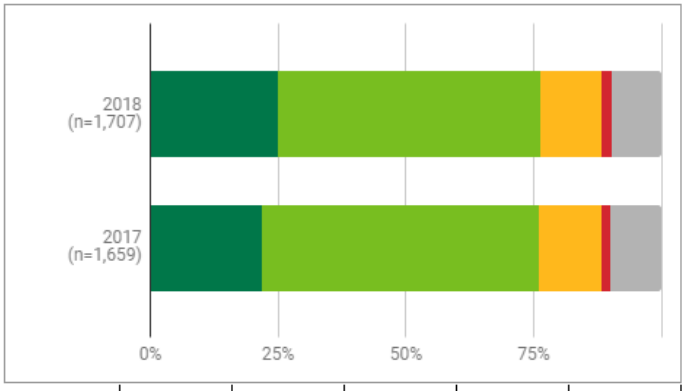
Edmonton Public Schools prepares students for a successful transition to the world of work



	SA	A	D	SD	DK/U
2018 (n=194)	**17.5%**	**46.9%**	**13.4%**	**4.6%**	**17.5%**
2017 (n=429)	14.0%	47.3%	17.2%	5.1%	16.3%

STAFF

My school prepares students for successful transition to the world of work (T & L Staff of Grades 7 to 12)

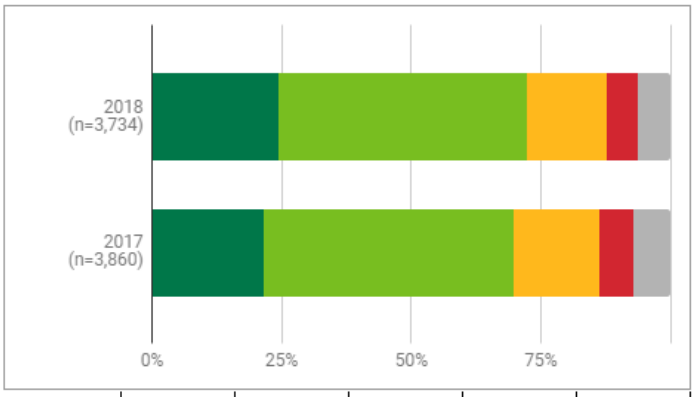


	SA	A	D	SD	DK/U
2018 (n=1,707)	**25.0%**	**51.4%**	**11.9%**	**1.9%**	**9.8%**
2017 (n=1,659)	21.9%	54.0%	12.5%	1.7%	9.9%

CAREER PLANNING ASSISTANCE

STUDENTS GRADE 8&11

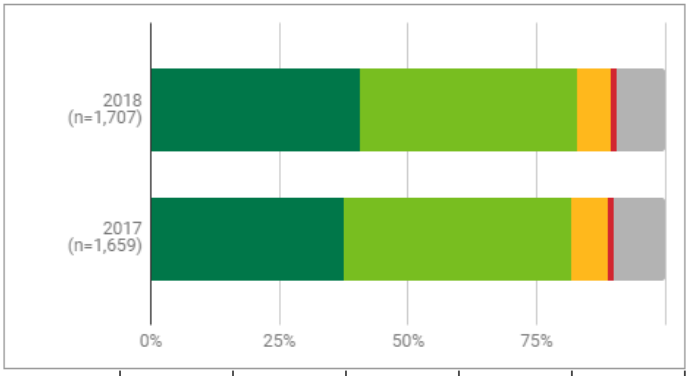
At school, I have learned about the various career options and possibilities available to me as I transition to post-secondary or the world of work (Students Grade 11)



	SA	A	D	SD	DK/U
2018 (n=3,734)	**24.3%**	**47.9%**	**15.4%**	**6.0%**	**6.3%**
2017 (n=3,860)	21.6%	48.3%	16.3%	6.6%	7.2%

STAFF

Students can access career planning assistance and resources in my school (T & L Staff Grades 7 to 12)

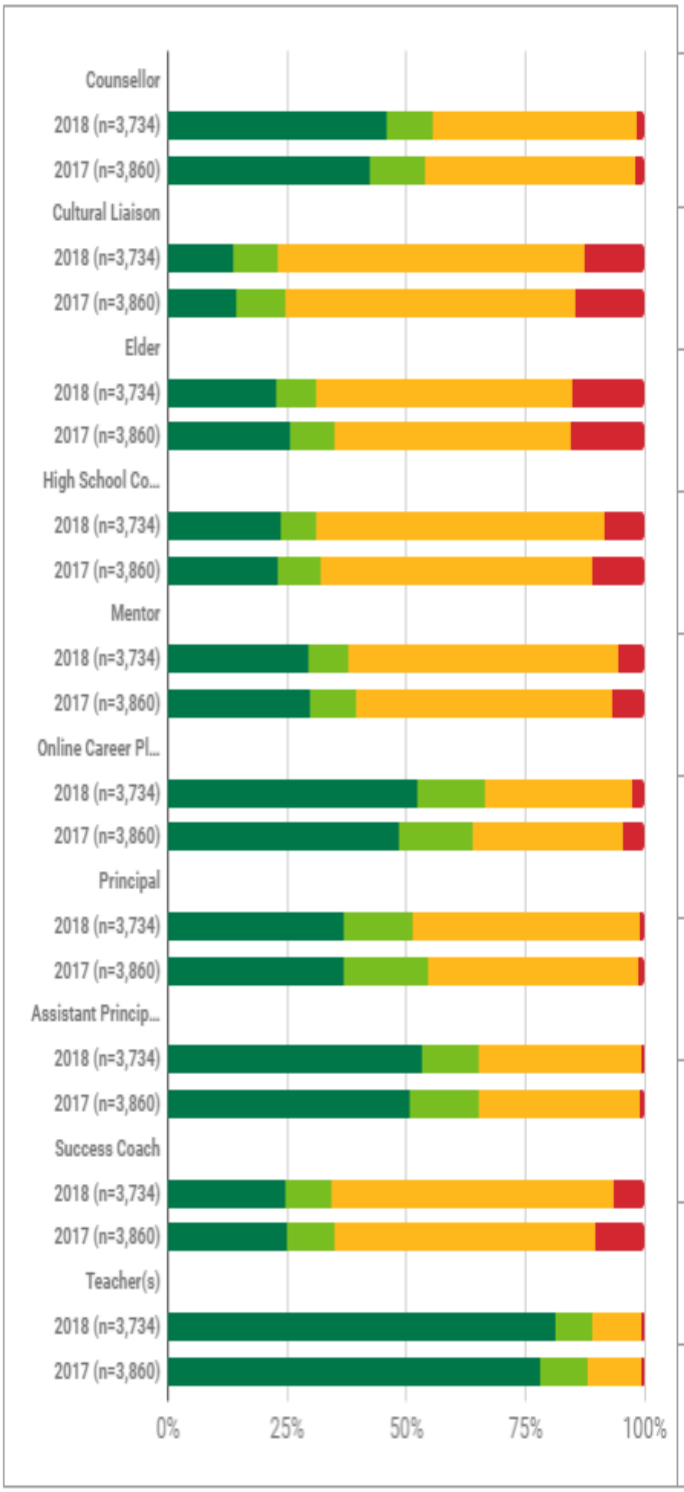


	SA	A	D	SD	DK/U
2018 (n=1,707)	**40.7%**	**42.0%**	**6.6%**	**1.3%**	**9.4%**
2017 (n=1,659)	37.6%	44.0%	7.3%	1.2%	9.9%

*CAREER SUPPORTS ACCESS AND USEFULNESS

STUDENTS GRADE 8&11

Of the following supports you may have accessed this year, please indicate whether you found them useful or not useful in relationship to career planning (Students Grade 11)



	Useful	Not Useful	Not Accessed	N/A
Counsellor				
2018 (n=3,734)	45.9%	9.5%	42.8%	1.8%
2017 (n=3,860)	42.4%	11.6%	44.0%	2.0%
Cultural Liaison				
2018 (n=3,734)	13.8%	9.1%	64.6%	12.5%
2017 (n=3,860)	14.3%	10.4%	60.8%	14.5%
Elder				
2018 (n=3,734)	22.6%	8.4%	53.9%	15.2%
2017 (n=3,860)	25.7%	9.4%	49.3%	15.7%
High School Completion Coach				
2018 (n=3,734)	23.6%	7.6%	60.4%	8.4%
2017 (n=3,860)	23.2%	8.9%	56.8%	11.1%
Mentor				
2018 (n=3,734)	29.5%	8.4%	56.5%	5.5%
2017 (n=3,860)	29.7%	9.8%	53.8%	6.7%
Online Career Planning Tool				
2018 (n=3,734)	52.4%	14.1%	30.8%	2.7%
2017 (n=3,860)	48.4%	15.4%	31.5%	4.7%
Principal				
2018 (n=3,734)	36.9%	14.4%	47.8%	1.0%
2017 (n=3,860)	36.8%	17.6%	44.3%	1.4%
Assistant Principal				
2018 (n=3,734)	53.3%	11.8%	34.0%	0.9%
2017 (n=3,860)	50.5%	14.5%	33.9%	1.0%
Success Coach				
2018 (n=3,734)	24.6%	9.6%	59.3%	6.6%
2017 (n=3,860)	24.9%	10.1%	54.6%	10.3%
Teacher(s)				
2018 (n=3,734)	81.1%	7.8%	10.4%	0.7%
2017 (n=3,860)	78.0%	10.0%	11.2%	0.8%

*N/A is "Not available at my school"

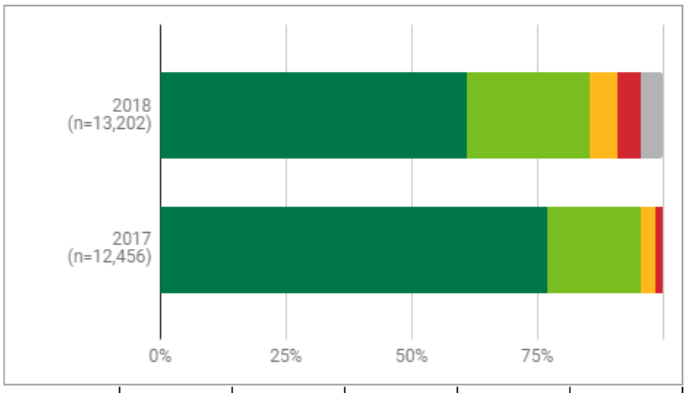
PRIORITY 2: Provide welcoming, high quality learning and working environments.	
GOAL ONE: A focus on well-being and student citizenship	**OUTCOME:** Our learning and working environments are welcoming, inclusive, safe and healthy.

THEME: SAFE ENVIRONMENTS

HELP FROM AN ADULT IN THE SCHOOL

STUDENTS GRADE 3&5

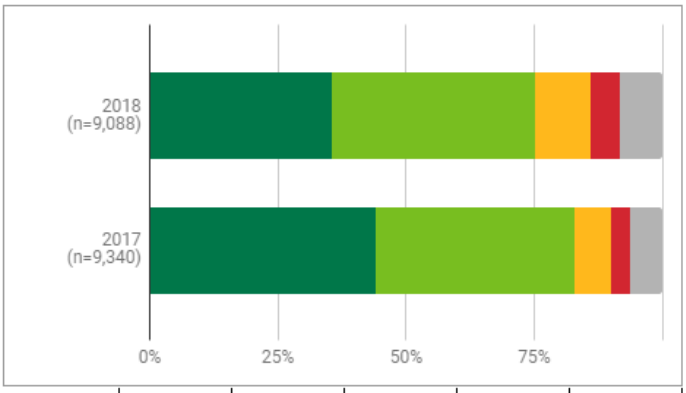
If I feel unsafe at school, I know at least one adult in my school who I could go to for help (2017: I know at least one adult who I could go to for help)



	SA	A	D	SD	DK/U
2018 (n=13,202)	**61.0%**	**24.4%**	**5.4%**	**4.9%**	**4.3%**
2017 (n=12,456)	76.9%	18.8%	2.8%	1.5%	0.0%

STUDENTS GRADE 8&11

If I feel unsafe at school, I know at least one adult in my school who I could go to for help (2017: I know at least one adult who I could go to for help)

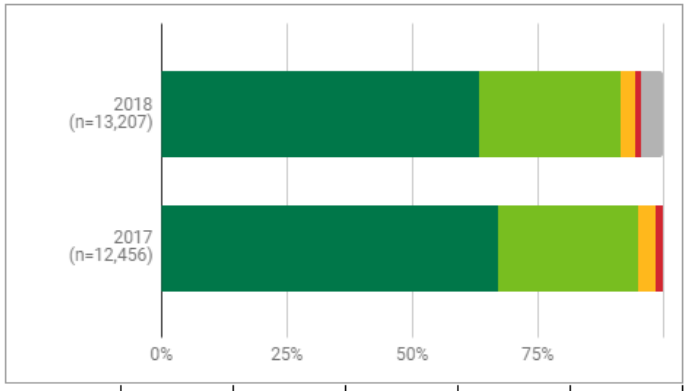


	SA	A	D	SD	DK/U
2018 (n=9,088)	**35.4%**	**39.6%**	**11.1%**	**5.6%**	**8.3%**
2017 (n=9,340)	44.0%	39.0%	7.1%	3.6%	6.3%

STUDENT SAFETY

STUDENTS GRADE 3&5

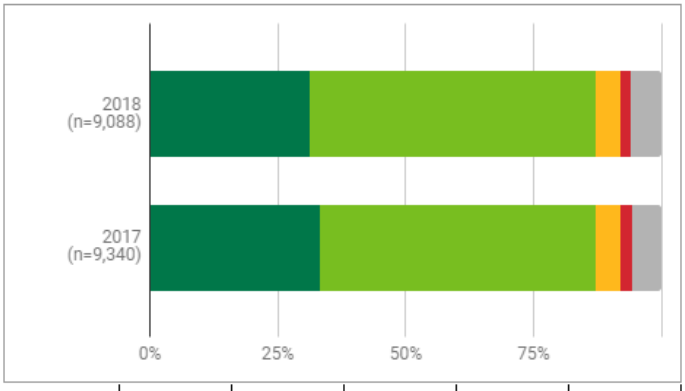
I feel safe at school



	SA	A	D	SD	DK/U
2018 (n=13,207)	**63.5%**	**28.2%**	**2.8%**	**1.1%**	**4.5%**
2017 (n=12,456)	67.0%	28.0%	3.6%	1.4%	0.0%

STUDENTS GRADE 8&11

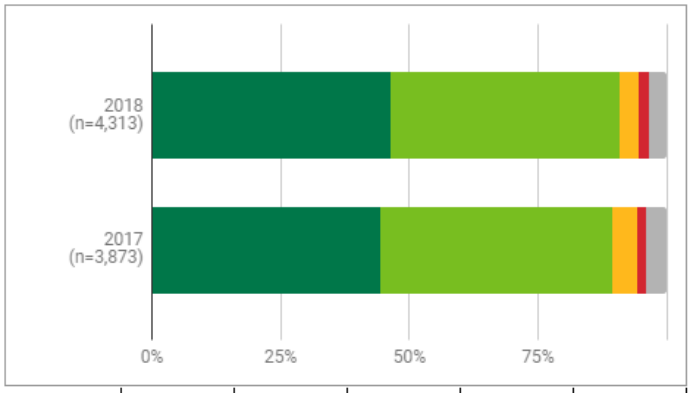
I feel safe at school



	SA	A	D	SD	DK/U
2018 (n=9,088)	**31.3%**	**55.9%**	**4.8%**	**1.9%**	**6.1%**
2017 (n=9,340)	33.3%	53.8%	4.9%	2.2%	5.8%

FAMILY

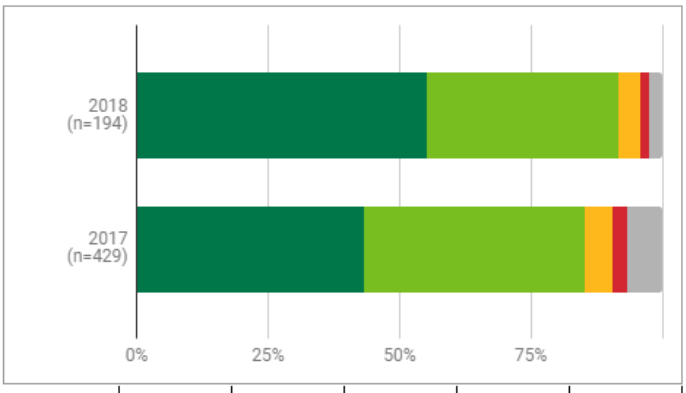
My child's school is focused on student safety



	SA	A	D	SD	DK/U
2018 (n=4,313)	**46.4%**	**44.4%**	**3.7%**	**2.0%**	**3.5%**
2017 (n=3,873)	44.3%	45.2%	4.6%	1.8%	4.0%

COMMUNITY

Our schools are focused on student safety

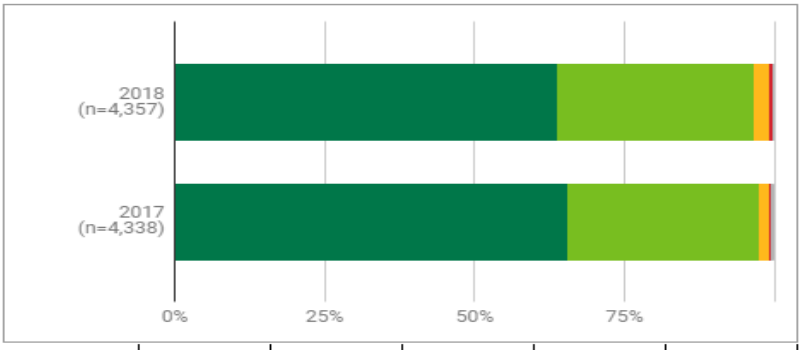


	SA	A	D	SD	DK/U
2018 (n=194)	**55.2%**	**36.6%**	**4.1%**	**1.5%**	**2.6%**
2017 (n=429)	43.4%	42.0%	5.1%	2.8%	6.8%

STUDENT SAFETY

STAFF

My school is a safe learning environment for students (T & L Staff)

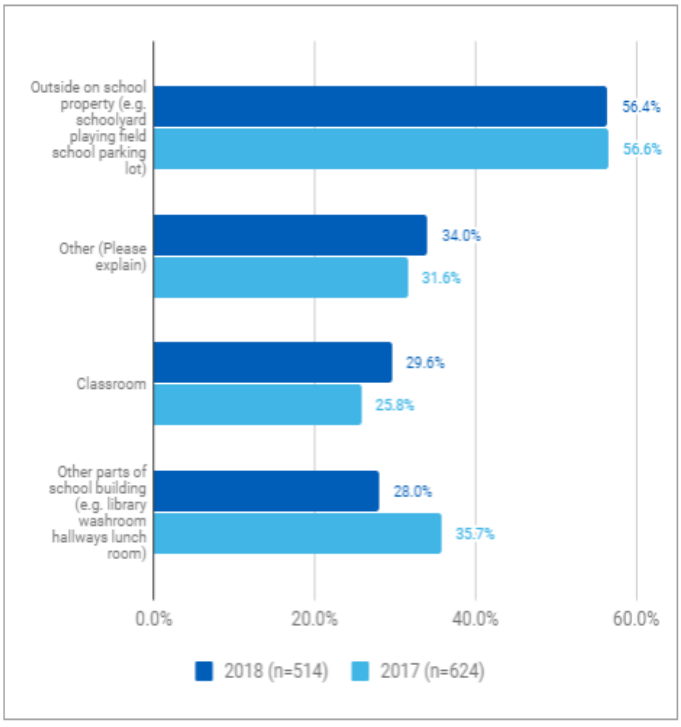


	SA	A	D	SD	DK/U
2018 (n=4,357)	**63.6%**	**33.0%**	**2.5%**	**0.5%**	**0.4%**
2017 (n=4,338)	65.6%	31.7%	1.8%	0.3%	0.5%

*WHERE STUDENTS DO NOT FEEL SAFE

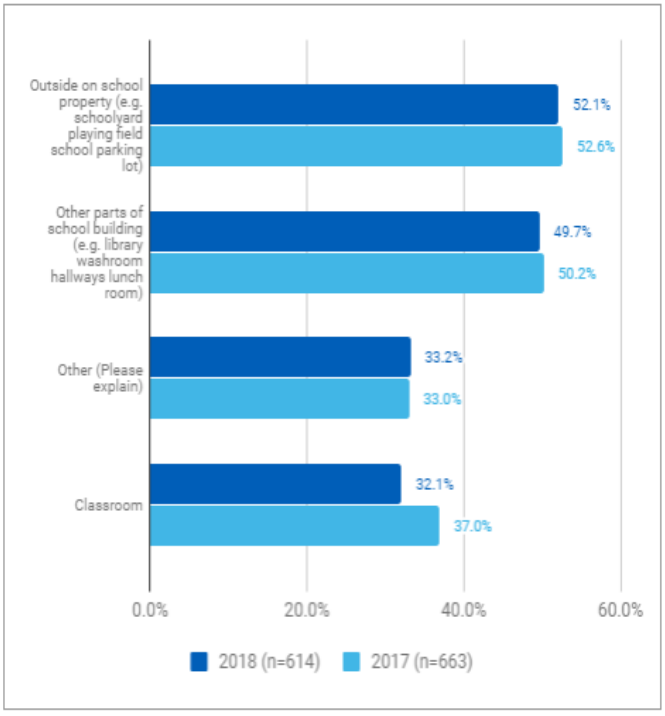
STUDENTS GRADE 3&5

Where do you not feel safe (Select all that apply)



STUDENTS GRADE 8&11

Where do you not feel safe (Select all that apply)

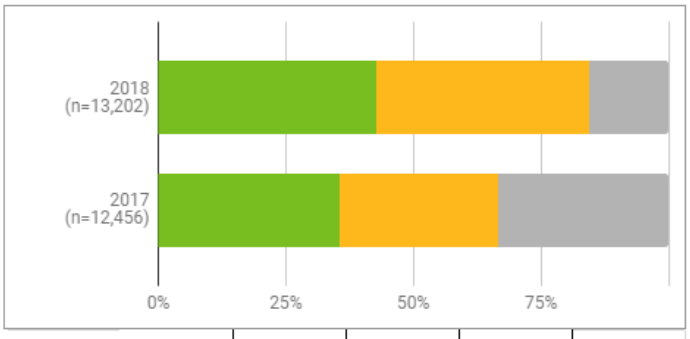


**MULTIPLE RESPONSE - one or more options selected per response. Only those students who indicated that they do not feel safe at school responded to this question*

WITNESS TO THREATENING OR HARMFUL BEHAVIOUR

STUDENTS GRADE 3&5

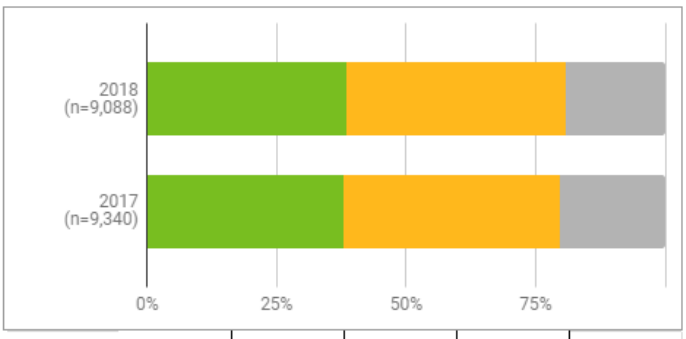
In this school year I have witnessed threatening or harmful behaviour by a student or students toward others



	Yes	No	DK/U
2018 (n=13,202)	**42.8%**	**41.6%**	**15.6%**
2017 (n=12,456)	35.6%	31.2%	33.3%

STUDENTS GRADE 8&11

In this school year I have witnessed threatening or harmful behaviour by a student or students toward others

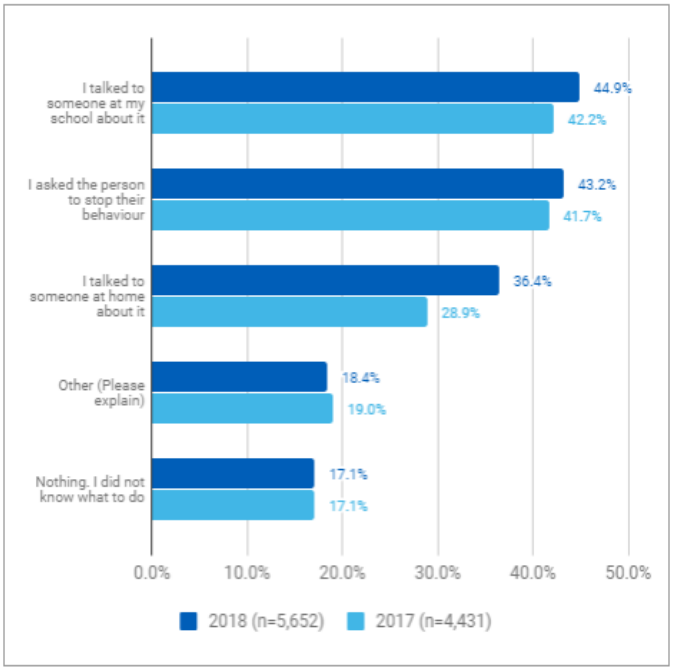


	Yes	No	DK/U
2018 (n=9,088)	**38.4%**	**42.3%**	**19.3%**
2017 (n=9,340)	38.0%	41.7%	20.2%

*STUDENT RESPONSE AFTER WITNESSING THREATENING OR HARMFUL BEHAVIOUR

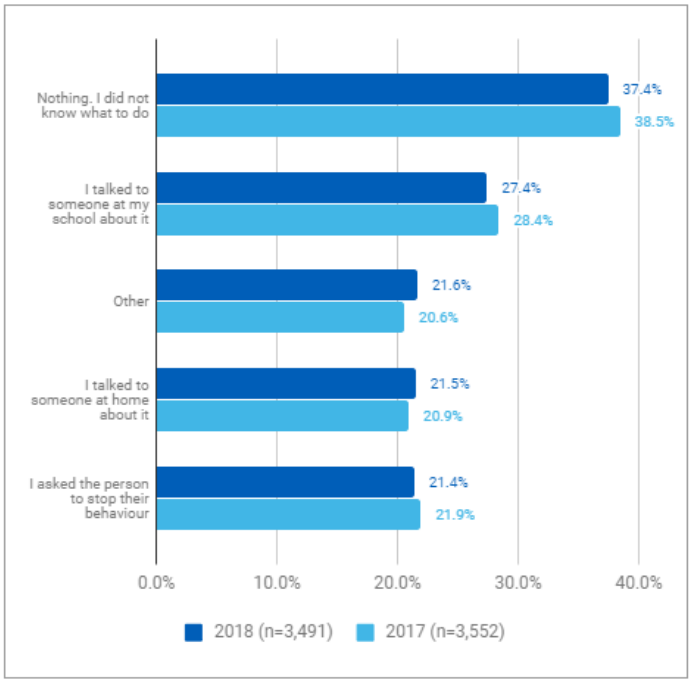
STUDENTS GRADE 3&5

What did you do after you saw it happen? (Select all that apply)



STUDENTS GRADE 8&11

What did you do after you saw it happen? (Select all that apply) (2018: I asked the person to stop their behaviour; 2017: I asked them to stop their behaviour)

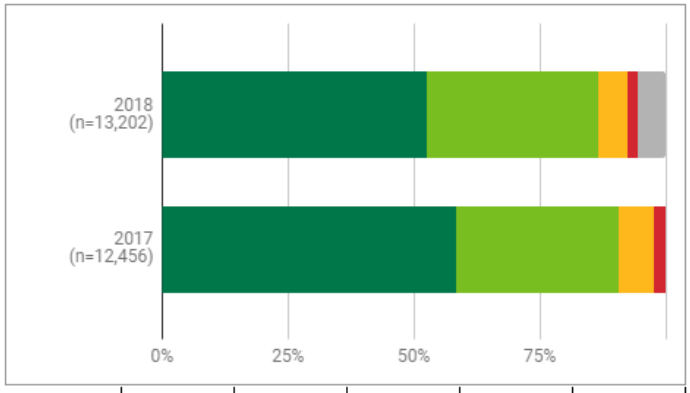


**MULTIPLE RESPONSE - one or more options selected per response. Only those students who indicated that they witnessed threatening or harmful behaviour responded to this question*

ONLINE SAFETY

STUDENTS GRADE 3&5

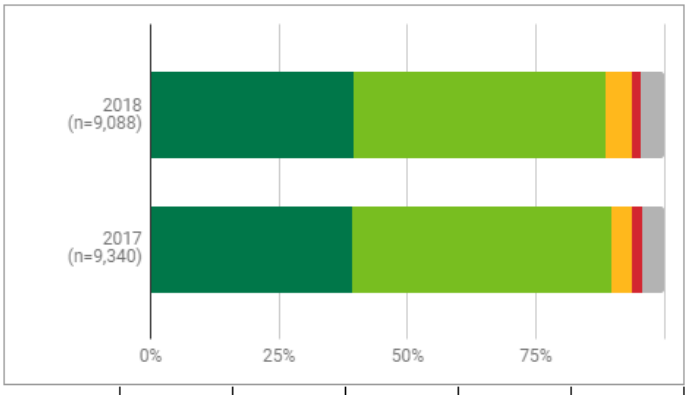
I feel safe when I am online at school



	SA	A	D	SD	DK/U
2018 (n=13,202)	**52.4%**	**34.3%**	**5.6%**	**2.2%**	**5.4%**
2017 (n=12,456)	58.3%	32.2%	7.0%	2.5%	0.0%

STUDENTS GRADE 8&11

I feel safe when I am online at school

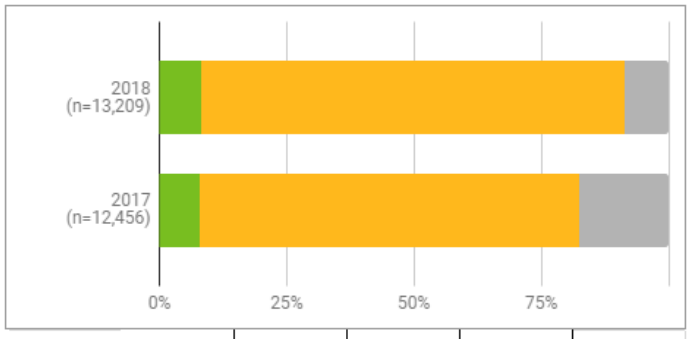


	SA	A	D	SD	DK/U
2018 (n=9,088)	**39.5%**	**49.2%**	**4.9%**	**1.9%**	**4.5%**
2017 (n=9,340)	39.2%	50.3%	4.2%	2.0%	4.3%

UNCOMFORTABLE CONTACT BY PHONE OR COMPUTER

STUDENTS GRADE 3&5

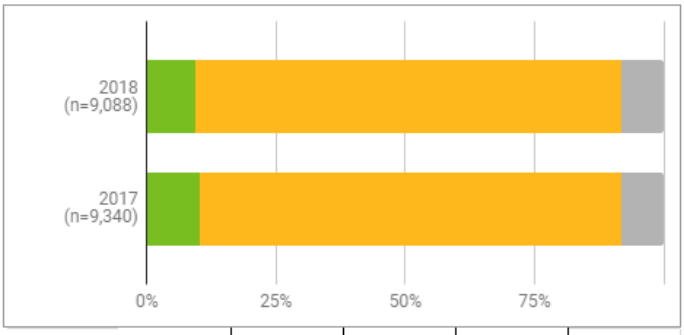
In this school year, I have been contacted on my phone or computer in a way that made me feel uncomfortable



	Yes	No	DK/U
2018 (n=13,209)	**8.1%**	**83.1%**	**8.8%**
2017 (n=12,456)	8.0%	74.3%	17.7%

STUDENTS GRADE 8&11

In this school year, I have been contacted on my phone or computer in a way that made me feel uncomfortable

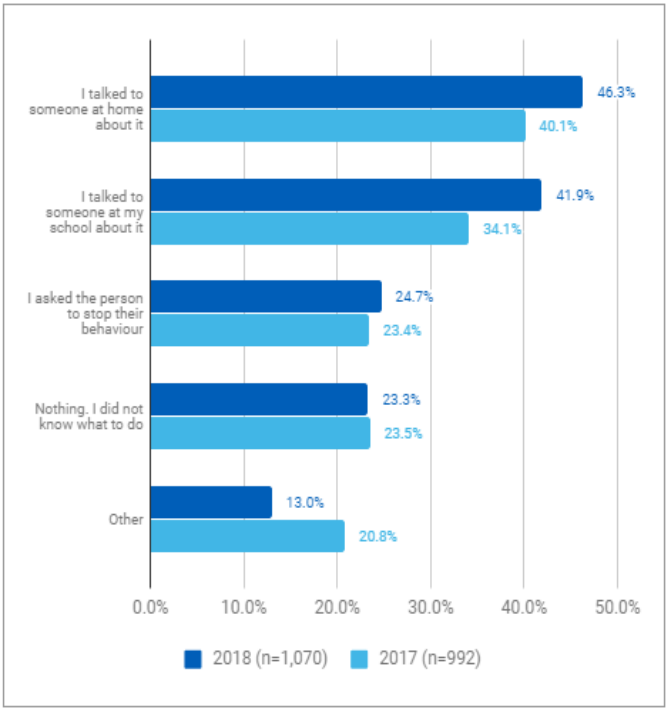


	Yes	No	DK/U
2018 (n=9,088)	**9.4%**	**82.6%**	**8.1%**
2017 (n=9,340)	10.3%	81.6%	8.2%

*STUDENT RESPONSES TO UNCOMFORTABLE CONTACT BY PHONE OR COMPUTER

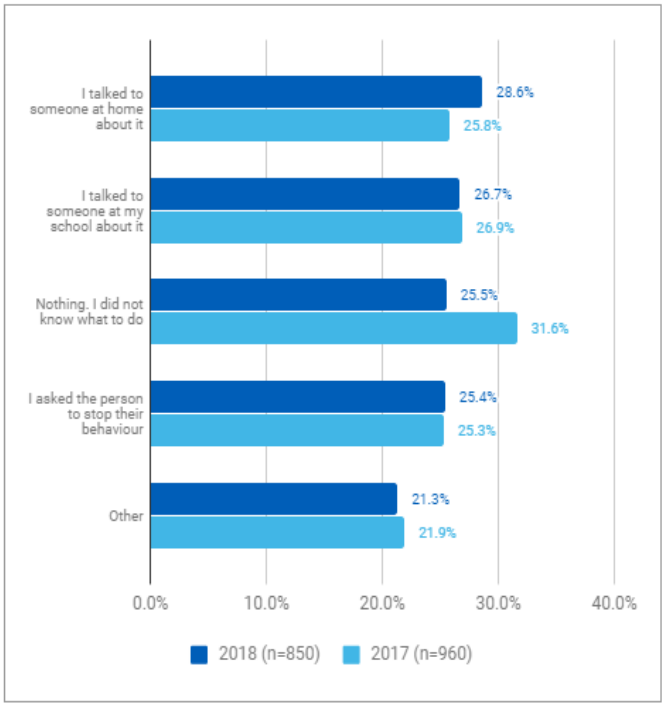
STUDENTS GRADE 3&5

What did you do after it happened? (Select all that apply)



STUDENTS GRADE 8&11

What did you do after it happened? (Select all that apply)

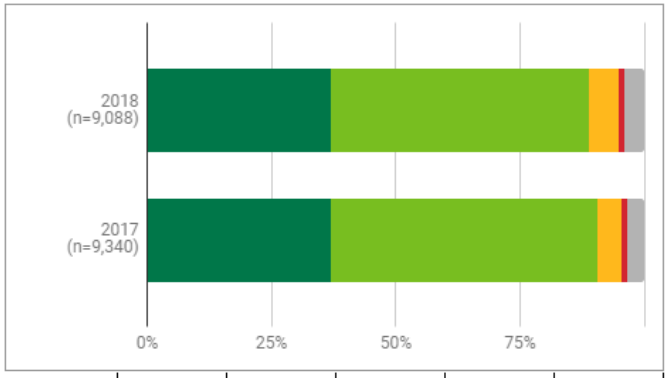


**MULTIPLE RESPONSE - one or more options selected per response. Only those students who indicated that they had been contacted by phone or computer in an uncomfortable way responded to this question*

STUDENT SAFETY WHEN TRAVELLING

STUDENTS GRADE 8&11

I feel safe when travelling to or from school

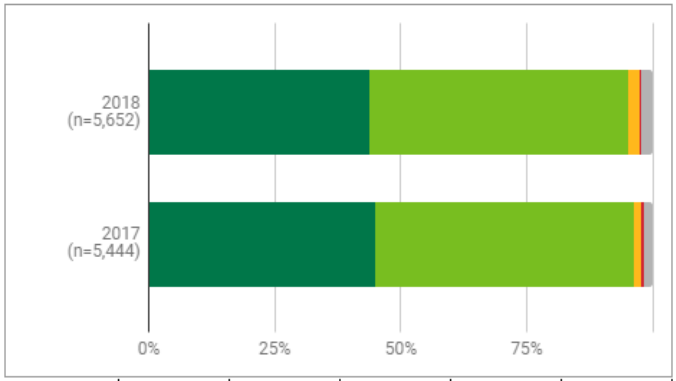


	SA	A	D	SD	DK/U
2018 (n=9,088)	**36.9%**	**51.9%**	**5.9%**	**1.1%**	**4.1%**
2017 (n=9,340)	37.0%	53.5%	4.8%	1.2%	3.5%

SAFE WORK ENVIRONMENTS

STAFF

District working environments are safe



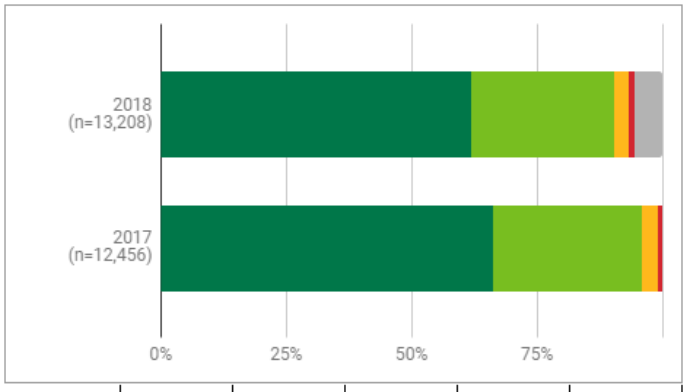
	SA	A	D	SD	DK/U
2018 (n=5,652)	**43.7%**	**51.6%**	**2.1%**	**0.5%**	**2.2%**
2017 (n=5,444)	44.9%	51.2%	1.6%	0.5%	1.8%

THEME: WELCOMING ENVIRONMENTS

CARING ENVIRONMENTS

STUDENTS GRADE 3&5

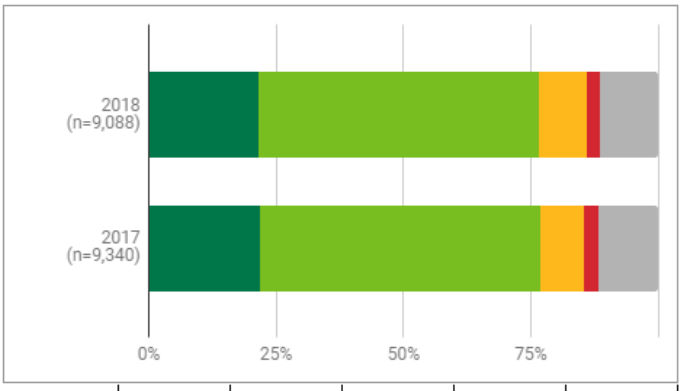
The adults in my school care about me



	SA	A	D	SD	DK/U
2018 (n=13,208)	**62.0%**	**28.5%**	**2.8%**	**1.2%**	**5.6%**
2017 (n=12,456)	66.3%	29.8%	3.1%	0.9%	0.0%

STUDENTS GRADE 8&11

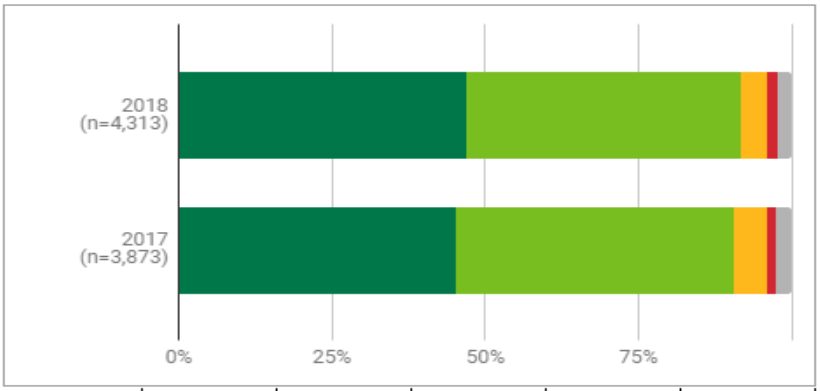
The adults in my school care about me



	SA	A	D	SD	DK/U
2018 (n=9,088)	**21.6%**	**55.1%**	**9.2%**	**2.7%**	**11.4%**
2017 (n=9,340)	21.8%	55.1%	8.5%	2.8%	11.8%

FAMILY

My child's school is focused on creating a caring learning environment

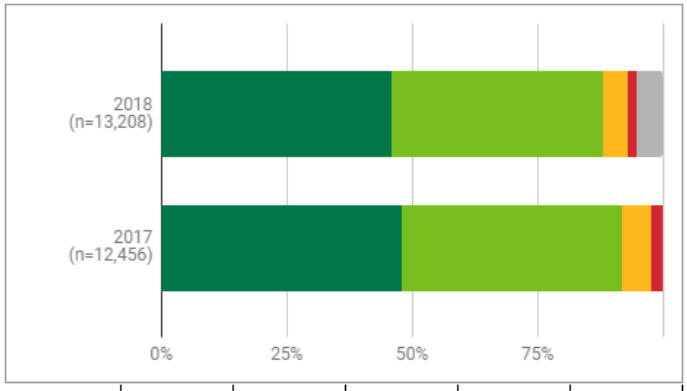


	SA	A	D	SD	DK/U
2018 (n=4,313)	**47.0%**	**44.6%**	**4.2%**	**1.9%**	**2.2%**
2017 (n=3,873)	45.1%	45.3%	5.5%	1.5%	2.5%

ENJOYMENT OF SCHOOL

STUDENTS GRADE 3&5

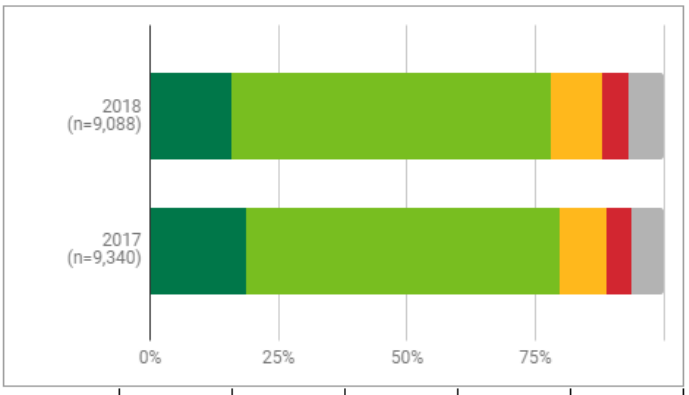
I like being at school



	SA	A	D	SD	DK/U
2018 (n=13,208)	**45.8%**	**42.4%**	**4.8%**	**1.9%**	**5.2%**
2017 (n=12,456)	47.8%	43.9%	5.9%	2.4%	0.0%

STUDENTS GRADE 8&11

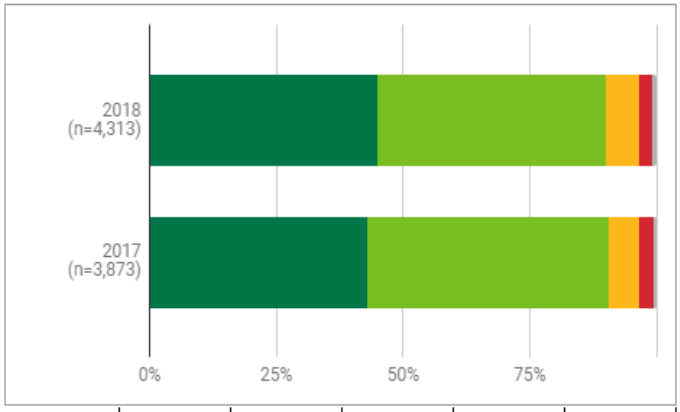
I like being at school



	SA	A	D	SD	DK/U
2018 (n=9,088)	**15.9%**	**62.0%**	**10.1%**	**5.1%**	**6.9%**
2017 (n=9,340)	18.6%	61.1%	9.2%	5.0%	6.2%

FAMILY

I feel my child enjoys going to school

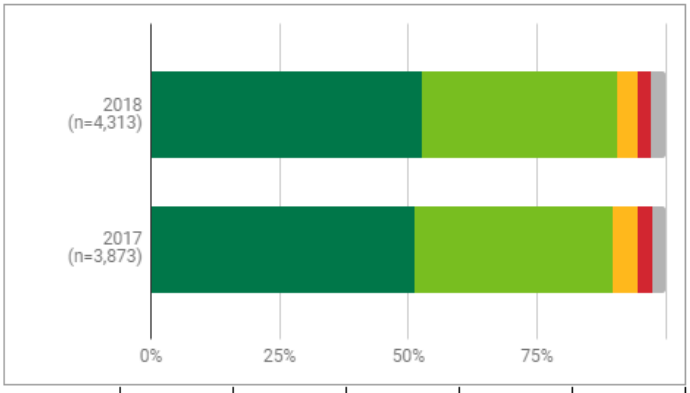


	SA	A	D	SD	DK/U
2018 (n=4,313)	**45.0%**	**45.1%**	**6.6%**	**2.5%**	**0.8%**
2017 (n=3,873)	42.9%	47.8%	6.0%	2.6%	0.7%

WELCOMING SCHOOLS

FAMILY

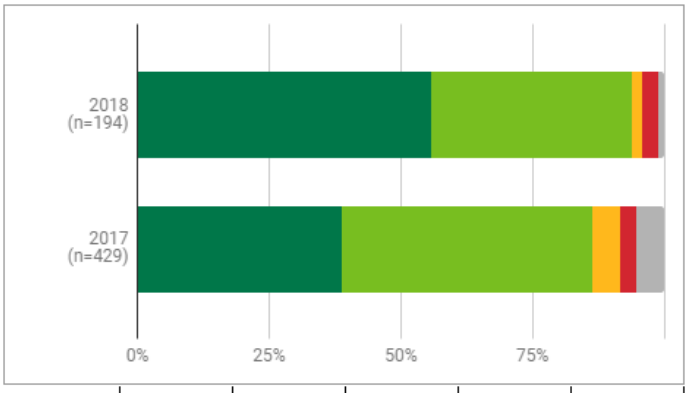
I feel welcome at my child's school



	SA	A	D	SD	DK/U
2018 (n=4,313)	**52.5%**	**38.0%**	**4.1%**	**2.4%**	**3.0%**
2017 (n=3,873)	51.3%	38.4%	4.9%	2.8%	2.7%

COMMUNITY

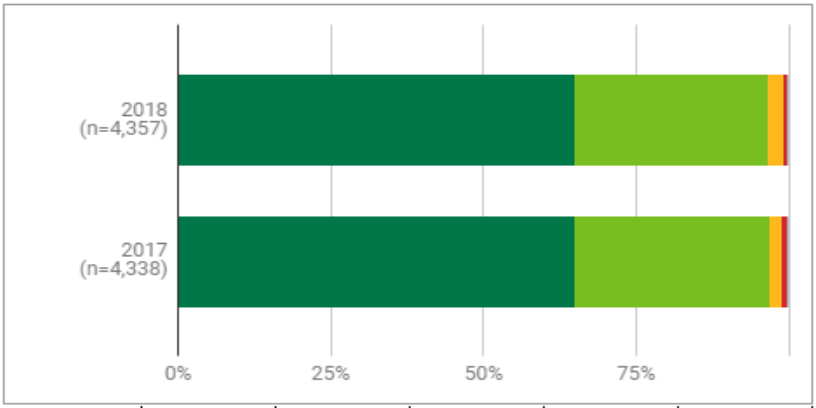
Our schools feel welcoming



	SA	A	D	SD	DK/U
2018 (n=194)	**55.7%**	**38.1%**	**2.1%**	**3.1%**	**1.0%**
2017 (n=429)	38.7%	47.6%	5.4%	3.0%	5.4%

STAFF

My school feels welcoming (T & L Staff)

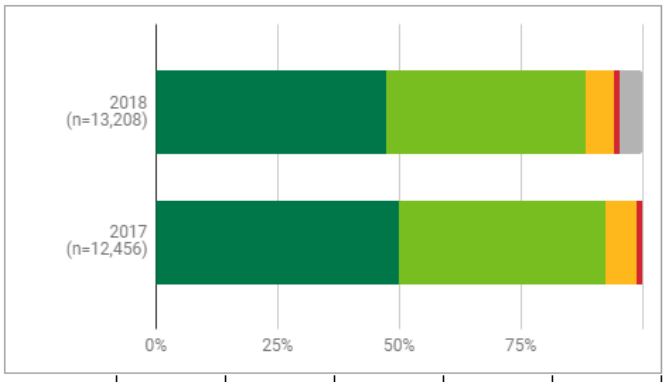


	SA	A	D	SD	DK/U
2018 (n=4,357)	**64.8%**	**31.9%**	**2.4%**	**0.5%**	**0.4%**
2017 (n=4,338)	65.0%	31.8%	2.2%	0.6%	0.4%

SCHOOL IS FRIENDLY

STUDENTS GRADE 3&5

My school is a friendly place

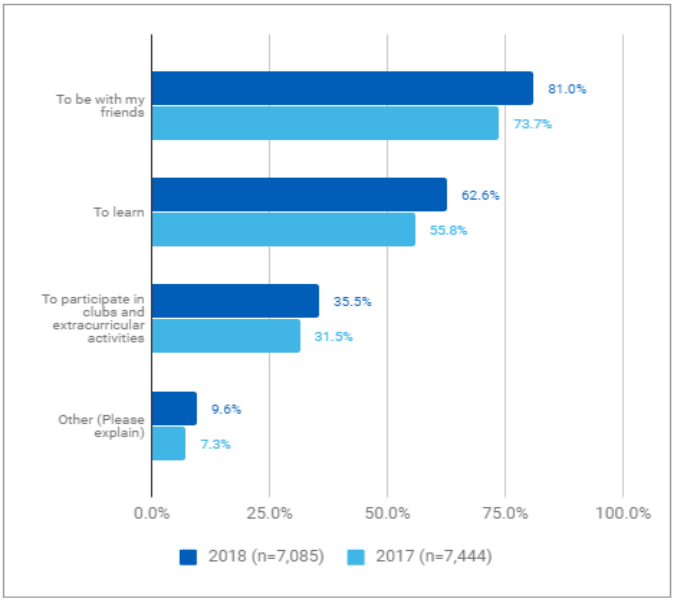


	SA	A	D	SD	DK/U
2018 (n=13,208)	**47.4%**	**41.0%**	**5.7%**	**1.3%**	**4.6%**
2017 (n=12,456)	50.0%	42.5%	6.5%	1.1%	0.0%

ENJOYMENT OF SCHOOL

STUDENTS GRADE 8&11

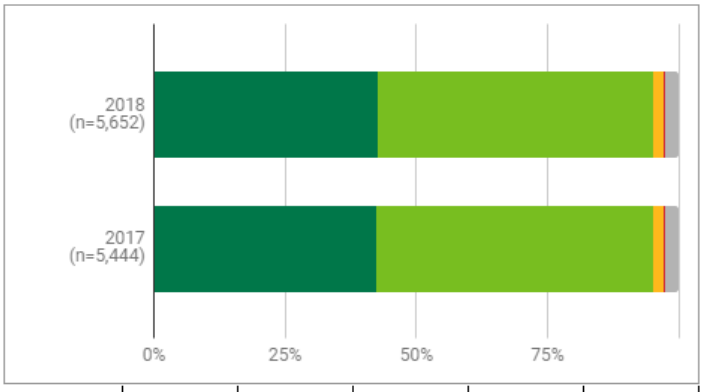
I like being at school. Why? (Select all that apply)



WELCOMING WORK ENVIRONMENTS

STAFF

District working environments are welcoming



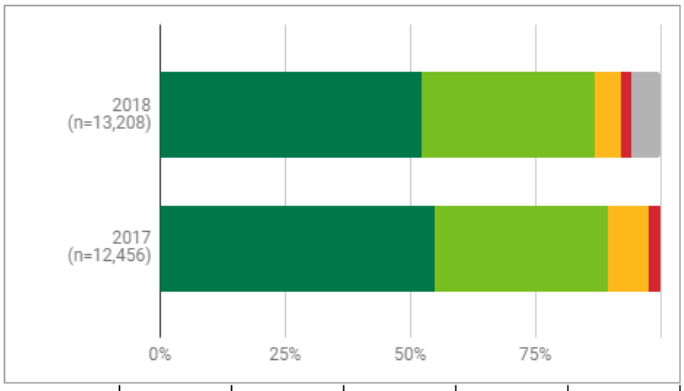
	SA	A	D	SD	DK/U
2018 (n=5,652)	**42.8%**	**52.3%**	**2.0%**	**0.4%**	**2.6%**
2017 (n=5,444)	42.3%	52.8%	2.1%	0.3%	2.5%

THEME: INCLUSIVE ENVIRONMENTS

BELONGING IN SCHOOL

STUDENTS GRADE 3&5

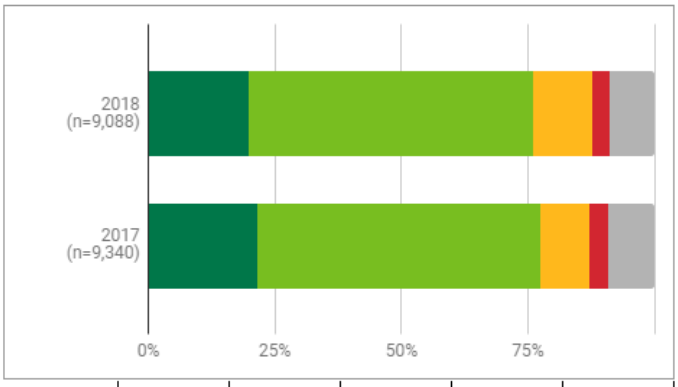
I feel I belong in my school



	SA	A	D	SD	DK/U
2018 (n=13,208)	**52.4%**	**34.5%**	**5.4%**	**2.0%**	**5.8%**
2017 (n=12,456)	55.0%	34.6%	7.9%	2.5%	0.0%

STUDENTS GRADE 8&11

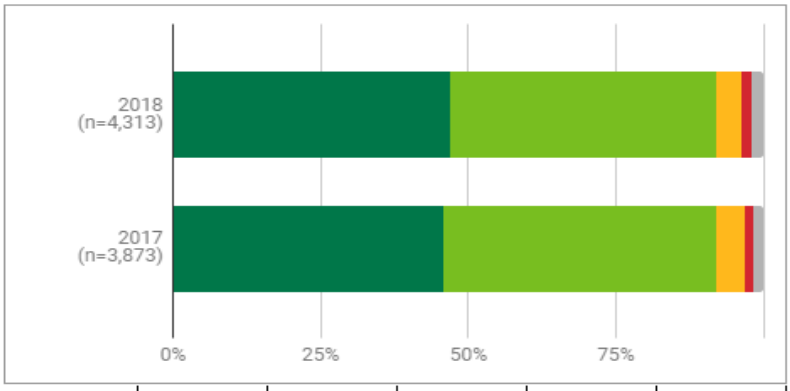
I feel I belong in my school



	SA	A	D	SD	DK/U
2018 (n=9,088)	**19.9%**	**56.2%**	**11.6%**	**3.6%**	**8.8%**
2017 (n=9,340)	21.5%	55.9%	9.8%	3.6%	9.2%

FAMILY

I feel my child belongs/is included in his/her school

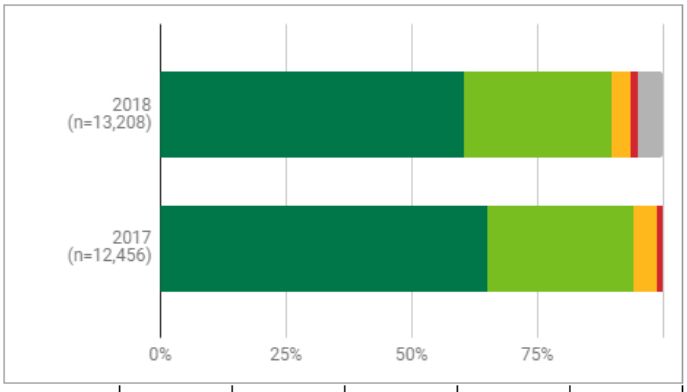


	SA	A	D	SD	DK/U
2018 (n=4,313)	**46.9%**	**45.1%**	**4.2%**	**1.8%**	**2.0%**
2017 (n=3,873)	45.9%	46.0%	4.9%	1.5%	1.7%

RESPECT FOR DIFFERENCES

STUDENTS GRADE 3&5

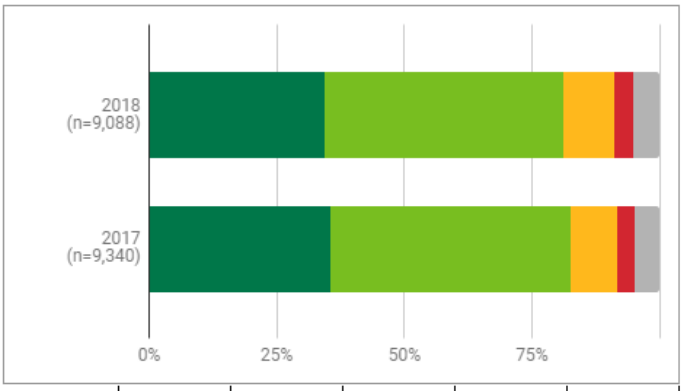
My school is a place where differences are respected (e.g. beliefs, cultures, identities, religions)



	SA	A	D	SD	DK/U
2018 (n=13,208)	**60.3%**	**29.6%**	**3.7%**	**1.4%**	**4.9%**
2017 (n=12,456)	65.0%	29.0%	4.7%	1.3%	0.0%

STUDENTS GRADE 8&11

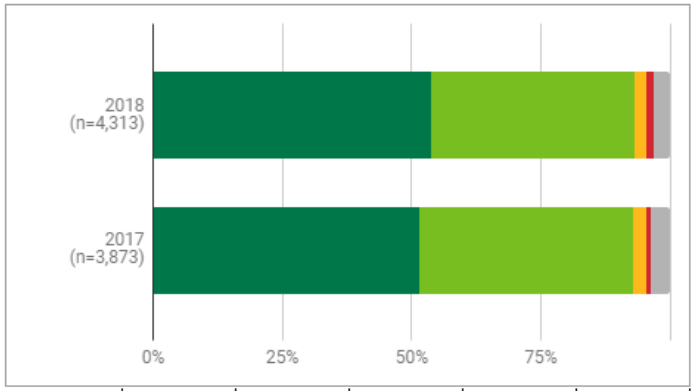
My school is a place where differences are respected (e.g. beliefs, cultures, identities, religions)



	SA	A	D	SD	DK/U
2018 (n=9,088)	**34.5%**	**46.7%**	**10.0%**	**3.6%**	**5.2%**
2017 (n=9,340)	35.5%	47.0%	9.3%	3.4%	4.8%

FAMILY

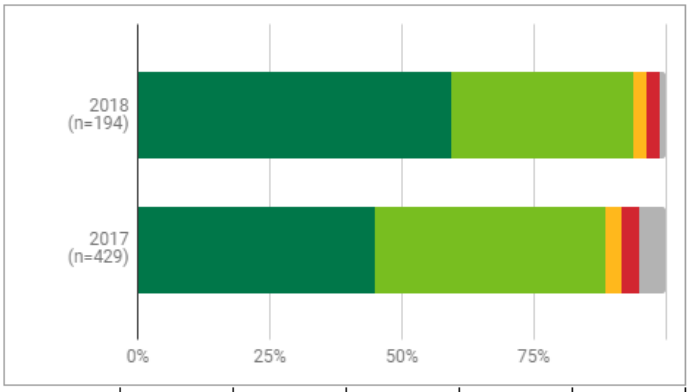
My child's school respects the diversity of all people (e.g. beliefs, cultures, identities and religions)



	SA	A	D	SD	DK/U
2018 (n=4,313)	**53.7%**	**39.3%**	**2.4%**	**1.5%**	**3.1%**
2017 (n=3,873)	51.5%	41.3%	2.6%	1.0%	3.7%

COMMUNITY

Our schools respect the diversity of all people (e.g. beliefs, cultures, identities and religions)

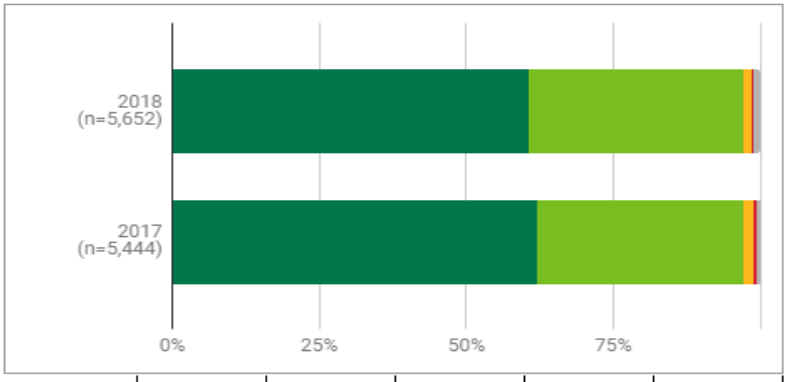


	SA	A	D	SD	DK/U
2018 (n=194)	**59.3%**	**34.5%**	**2.6%**	**2.6%**	**1.0%**
2017 (n=429)	45.0%	43.6%	3.0%	3.3%	5.1%

RESPECT FOR DIFFERENCES

STAFF

My school/central department respects the diversity of all people (e.g. beliefs, cultures, identities and religions)

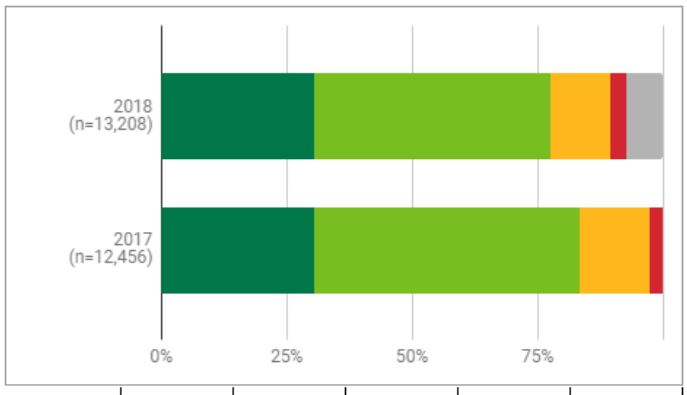


	SA	A	D	SD	DK/U
2018 (n=5,652)	**60.7%**	**36.4%**	**1.3%**	**0.4%**	**1.1%**
2017 (n=5,444)	62.0%	35.2%	1.7%	0.4%	0.7%

STUDENT KINDNESS INSIDE THE CLASSROOM

STUDENTS GRADE 3&5

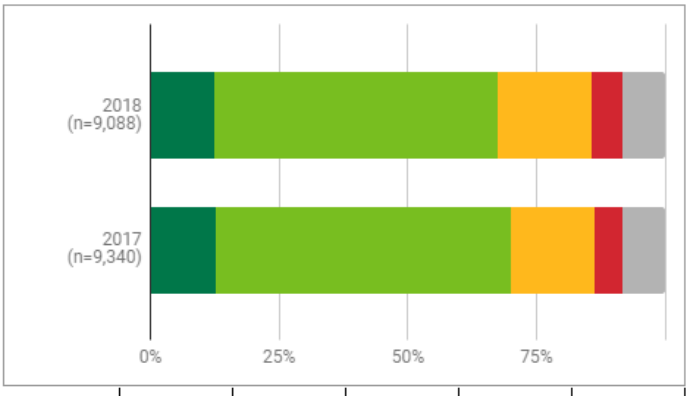
Students in my school are kind to each other inside the classroom



	SA	A	D	SD	DK/U
2018 (n=13,208)	**30.4%**	**47.1%**	**12.0%**	**3.2%**	**7.3%**
2017 (n=12,456)	30.4%	53.1%	13.8%	2.7%	0.0%

STUDENTS GRADE 8&11

Students in my school are kind to each other inside the classroom

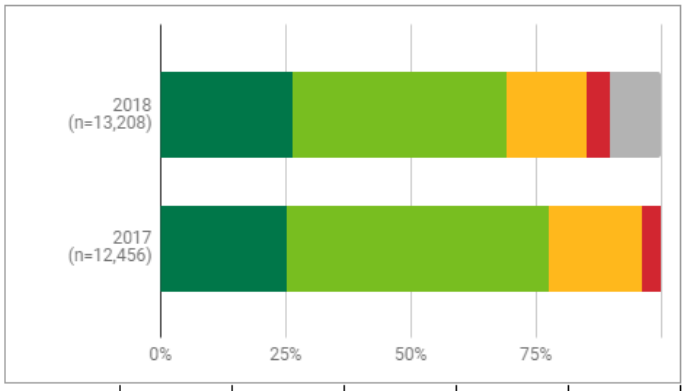


	SA	A	D	SD	DK/U
2018 (n=9,088)	**12.4%**	**55.1%**	**18.1%**	**6.2%**	**8.3%**
2017 (n=9,340)	12.5%	57.5%	16.2%	5.6%	8.2%

STUDENT KINDNESS OUTSIDE THE CLASSROOM

STUDENTS GRADE 3&5

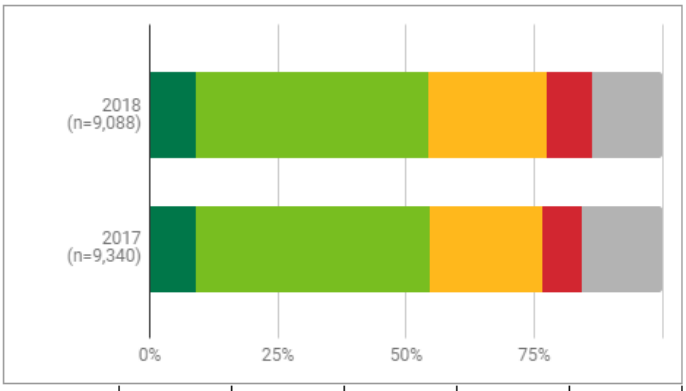
Students in my school are kind to each other outside the classroom



	SA	A	D	SD	DK/U
2018 (n=13,208)	**26.2%**	**42.8%**	**16.1%**	**4.8%**	**10.1%**
2017 (n=12,456)	25.3%	52.4%	18.6%	3.8%	0.0%

STUDENTS GRADE 8&11

Students in my school are kind to each other outside the classroom

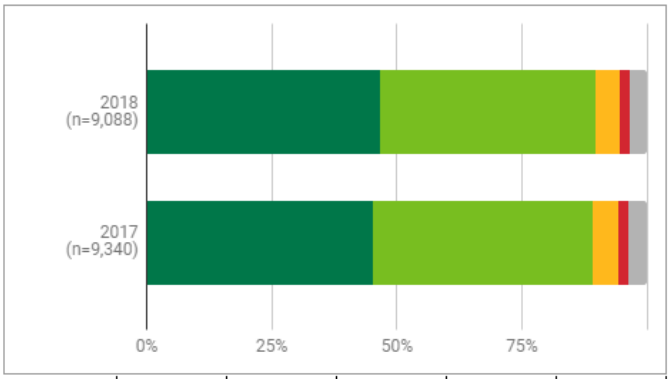


	SA	A	D	SD	DK/U
2018 (n=9,088)	**8.9%**	**45.4%**	**23.3%**	**8.6%**	**13.8%**
2017 (n=9,340)	8.8%	45.8%	21.8%	7.9%	15.6%

PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

STUDENTS GRADE 8&11

All students are welcome to participate in extracurricular school activities (e.g. clubs, teams)

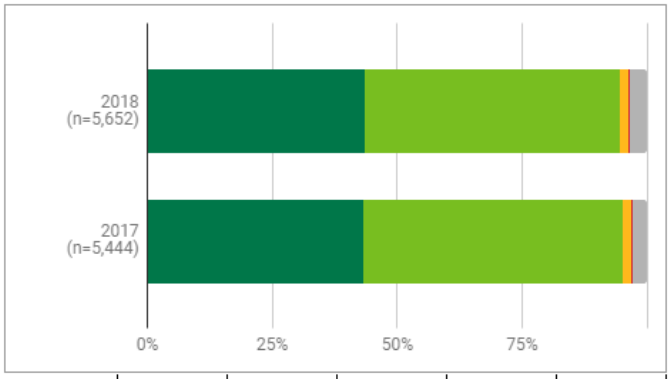


	SA	A	D	SD	DK/U
2018 (n=9,088)	**46.5%**	**43.1%**	**5.0%**	**1.9%**	**3.4%**
2017 (n=9,340)	45.1%	43.9%	5.3%	2.0%	3.8%

INCLUSIVE WORK ENVIRONMENTS

STAFF

District working environments are inclusive



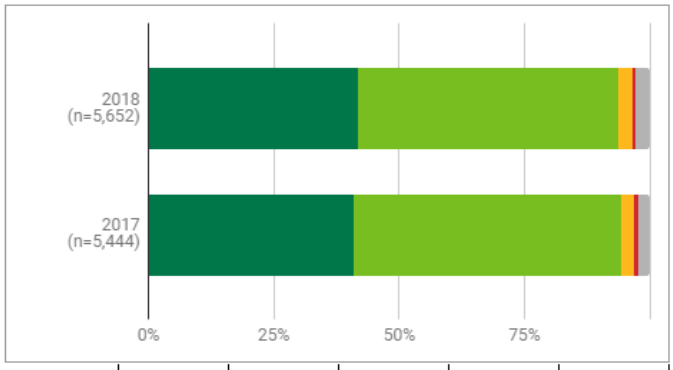
	SA	A	D	SD	DK/U
2018 (n=5,652)	**43.3%**	**51.3%**	**1.7%**	**0.3%**	**3.3%**
2017 (n=5,444)	43.3%	51.7%	1.7%	0.3%	3.0%

THEME: RESPECTFUL ENVIRONMENTS

RESPECTFUL WORK ENVIRONMENTS

STAFF

District working environments are respectful



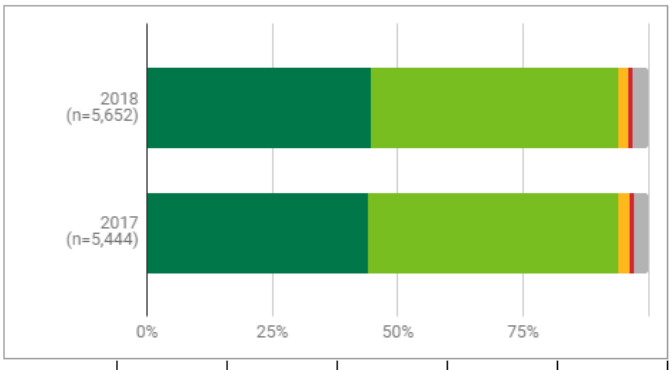
	SA	A	D	SD	DK/U
2018 (n=5,652)	**41.8%**	**52.0%**	**2.9%**	**0.6%**	**2.7%**
2017 (n=5,444)	40.8%	53.4%	2.8%	0.8%	2.3%

THEME: ETHICAL ENVIRONMENTS

ETHICAL WORK ENVIRONMENTS

STAFF

District working environments are ethical



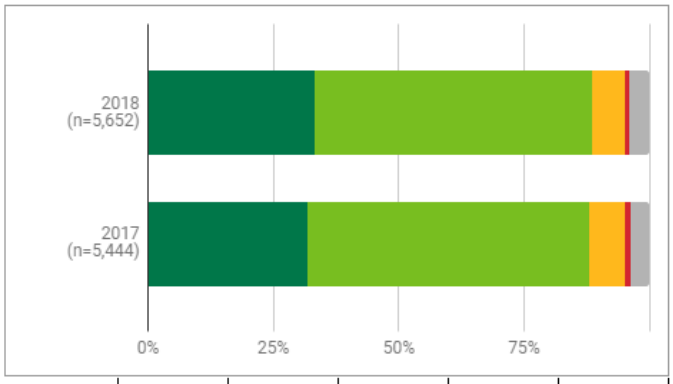
	SA	A	D	SD	DK/U
2018 (n=5,652)	**44.5%**	**49.5%**	**2.0%**	**0.7%**	**3.3%**
2017 (n=5,444)	44.0%	49.9%	2.5%	0.6%	3.0%

THEME: HEALTHY ENVIRONMENTS

HEALTHY WORK ENVIRONMENTS

STAFF

District working environments are healthy



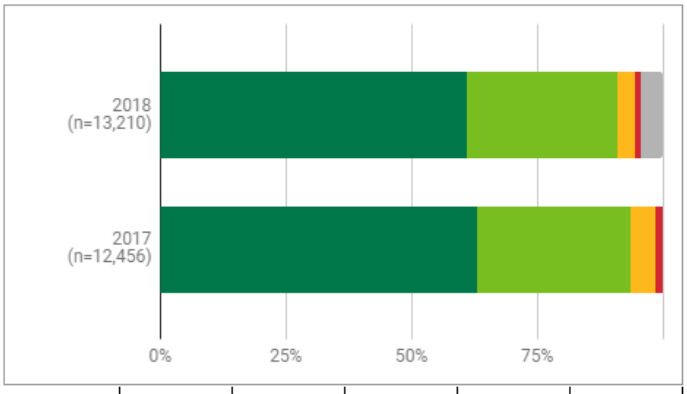
	SA	A	D	SD	DK/U
2018 (n=5,652)	**33.3%**	**55.3%**	**6.6%**	**0.9%**	**4.0%**
2017 (n=5,444)	31.7%	56.4%	7.0%	1.2%	3.7%

THEME: HEALTH AND WELL-BEING

DAILY PHYSICAL ACTIVITY

STUDENTS GRADE 3&5

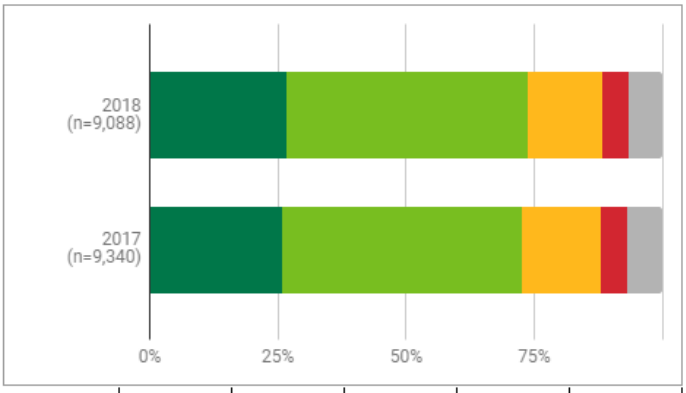
My school has helped me make good choices about daily physical activity



	SA	A	D	SD	DK/U
2018 (n=13,210)	**61.1%**	**30.0%**	**3.3%**	**1.2%**	**4.4%**
2017 (n=12,456)	63.1%	30.5%	4.9%	1.6%	0.0%

STUDENTS GRADE 8&11

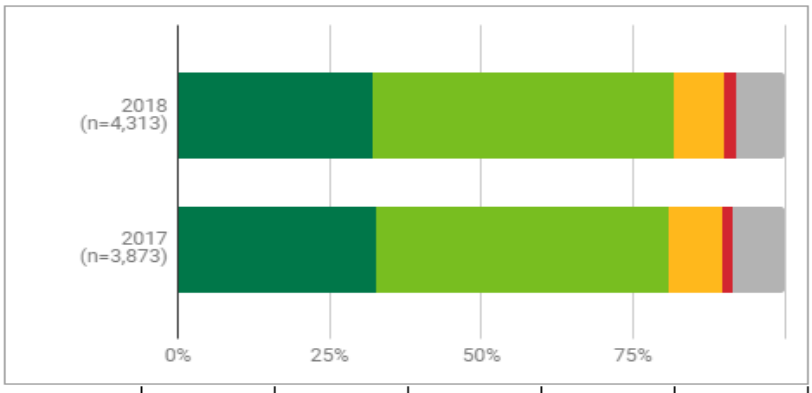
My school experience has helped me make good choices about daily physical activity



	SA	A	D	SD	DK/U
2018 (n=9,088)	**26.6%**	**47.1%**	**14.7%**	**5.1%**	**6.5%**
2017 (n=9,340)	25.7%	47.0%	15.4%	5.0%	6.9%

FAMILY

School has helped my child make good choices about daily physical activity

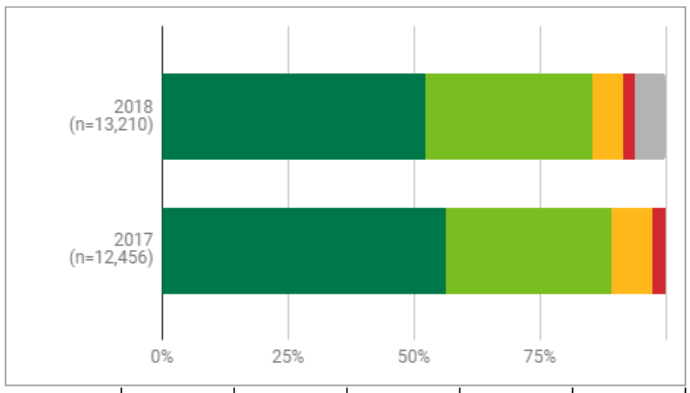


	SA	A	D	SD	DK/U
2018 (n=4,313)	**32.0%**	**49.8%**	**8.2%**	**2.0%**	**8.0%**
2017 (n=3,873)	32.7%	48.1%	9.0%	1.6%	8.7%

HEALTHY EATING

STUDENTS GRADE 3&5

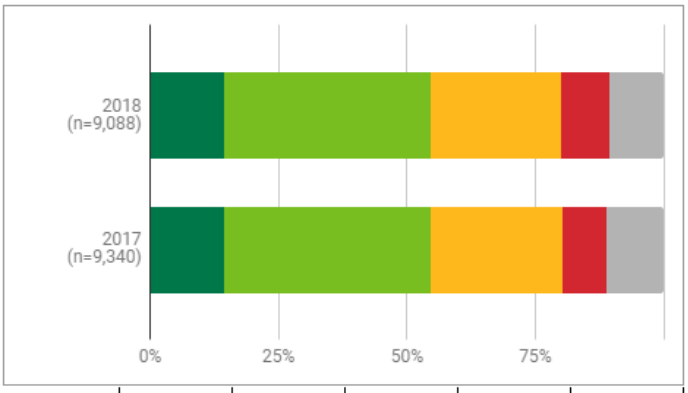
My school has helped me make good choices about healthy eating



	SA	A	D	SD	DK/U
2018 (n=13,210)	**52.3%**	**33.2%**	**6.1%**	**2.2%**	**6.1%**
2017 (n=12,456)	56.5%	32.8%	7.9%	2.8%	0.0%

STUDENTS GRADE 8&11

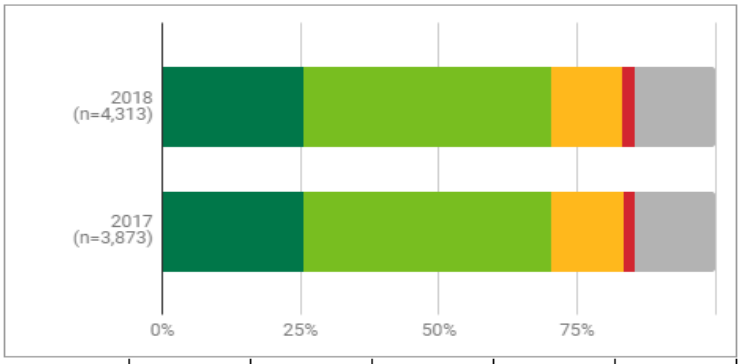
My school experience has helped me make good choices about healthy eating



	SA	A	D	SD	DK/U
2018 (n=9,088)	**14.5%**	**40.0%**	**25.4%**	**9.6%**	**10.5%**
2017 (n=9,340)	14.3%	40.2%	25.7%	8.5%	11.2%

FAMILY

School has helped my child make good choices about healthy eating

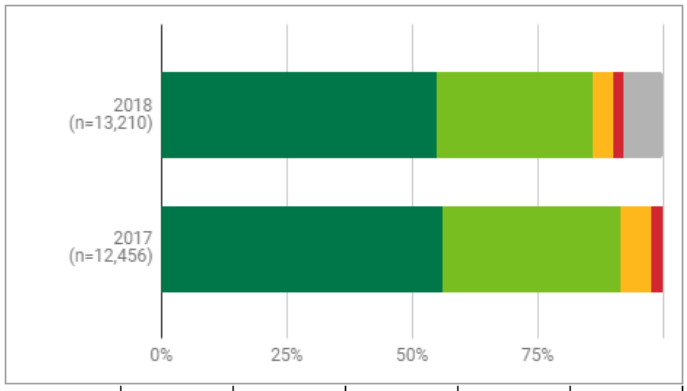


	SA	A	D	SD	DK/U
2018 (n=4,313)	**25.5%**	**44.8%**	**12.8%**	**2.5%**	**14.5%**
2017 (n=3,873)	25.6%	44.8%	13.0%	2.0%	14.7%

SUPPORT FOR MENTAL AND PHYSICAL WELL-BEING

STUDENTS GRADE 3&5

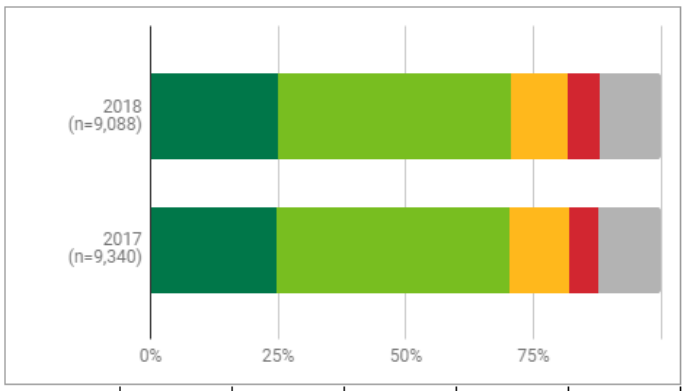
In my school, I can get the support I need for my mental and physical well-being



	SA	A	D	SD	DK/U
2018 (n=13,210)	**54.8%**	**31.2%**	**4.0%**	**2.0%**	**8.0%**
2017 (n=12,456)	56.0%	35.6%	6.1%	2.3%	0.0%

STUDENTS GRADE 8&11

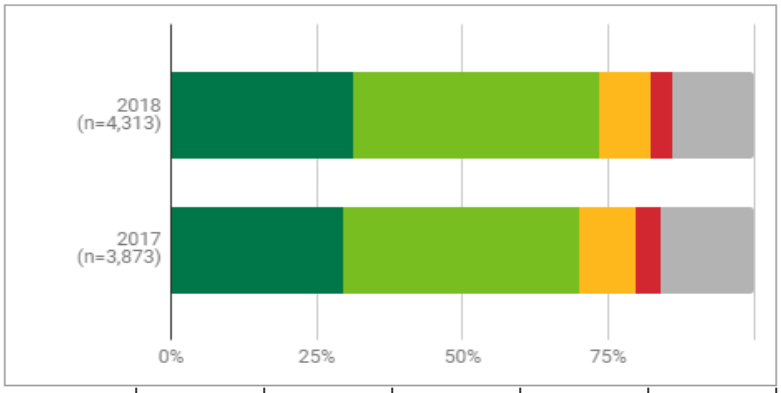
In my school, I can get the support I need for my mental and physical well-being



	SA	A	D	SD	DK/U
2018 (n=9,088)	**25.0%**	**45.6%**	**11.1%**	**6.2%**	**12.0%**
2017 (n=9,340)	24.7%	45.6%	11.6%	6.0%	12.2%

FAMILY

At school, my child can get the support they need for their mental or physical well-being

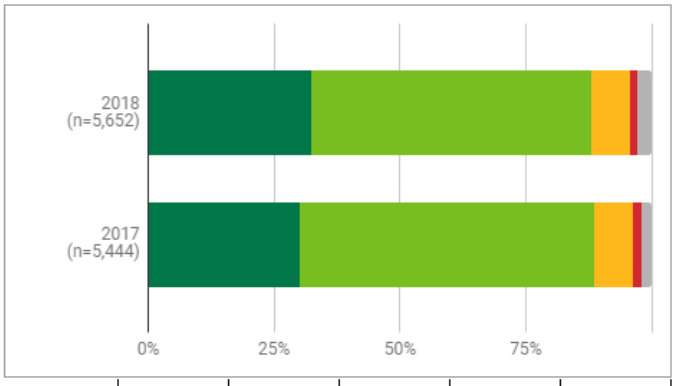


	SA	A	D	SD	DK/U
2018 (n=4,313)	**31.1%**	**42.5%**	**8.6%**	**3.9%**	**13.9%**
2017 (n=3,873)	29.6%	40.5%	9.5%	4.3%	16.1%

WORK ENVIRONMENTS CONTRIBUTE TO MY WELL-BEING

STAFF

Edmonton Public Schools promotes healthy work environments that contribute positively to my well-being



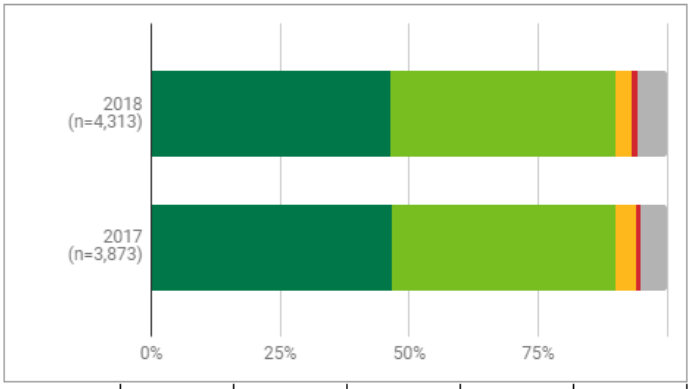
	SA	A	D	SD	DK/U
2018 (n=5,652)	**32.4%**	**55.6%**	**7.6%**	**1.6%**	**2.9%**
2017 (n=5,444)	30.1%	58.5%	7.5%	1.7%	2.1%

THEME: CITIZENSHIP AND LEADERSHIP

STUDENTS ARE ENCOURAGED TO DEMONSTRATE CITIZENSHIP

FAMILY

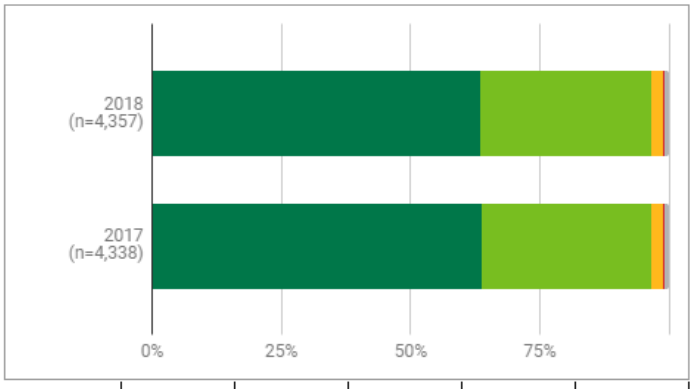
My child's school encourages students to demonstrate citizenship (being involved in your community and respecting other people)



	SA	A	D	SD	DK/U
2018 (n=4,313)	**46.3%**	**43.8%**	**3.0%**	**1.1%**	**5.8%**
2017 (n=3,873)	46.5%	43.6%	4.0%	0.7%	5.2%

STAFF

My school encourages students to demonstrate citizenship (T & L Staff)

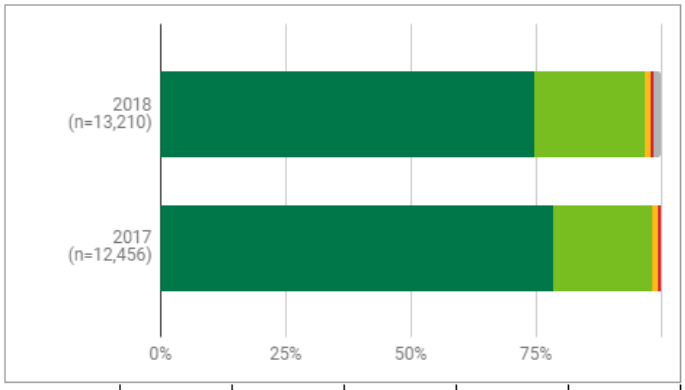


	SA	A	D	SD	DK/U
2018 (n=4,357)	**63.6%**	**33.0%**	**2.2%**	**0.3%**	**0.9%**
2017 (n=4,338)	63.7%	32.9%	2.2%	0.3%	0.8%

STUDENTS KNOW HOW TO BEHAVE

STUDENTS GRADE 3&5

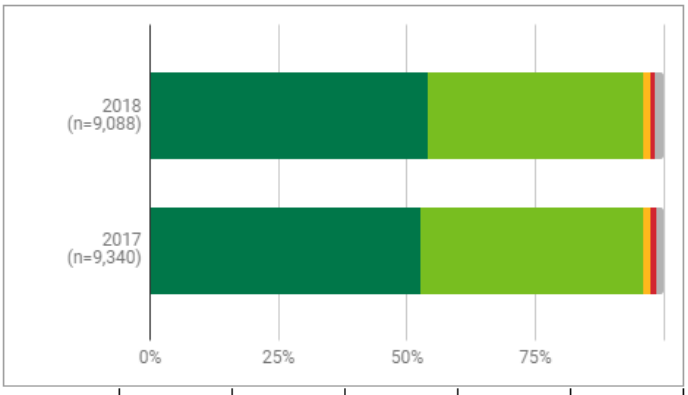
I know how I need to behave in school



	SA	A	D	SD	DK/U
2018 (n=13,210)	**74.6%**	**22.3%**	**0.9%**	**0.6%**	**1.6%**
2017 (n=12,456)	78.3%	19.8%	1.2%	0.7%	0.0%

STUDENTS GRADE 8&11

I know how I need to behave in school

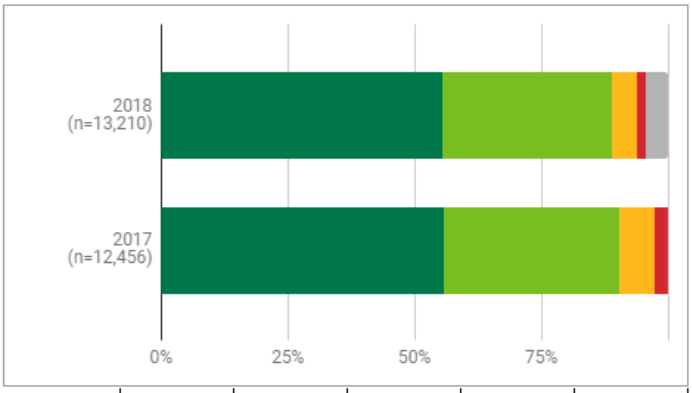


	SA	A	D	SD	DK/U
2018 (n=9,088)	**53.9%**	**42.1%**	**1.5%**	**0.8%**	**1.7%**
2017 (n=9,340)	52.6%	43.4%	1.5%	1.0%	1.5%

STUDENTS KNOW HOW TO ASK FOR HELP

STUDENTS GRADE 3&5

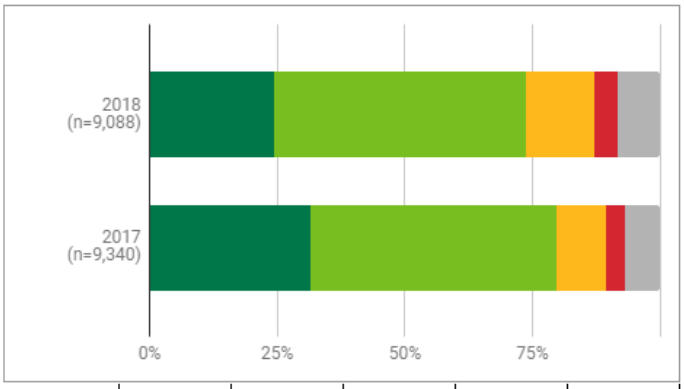
When I have a problem with friends at school, I know how to ask for help



	SA	A	D	SD	DK/U
2018 (n=13,210)	**55.6%**	**33.4%**	**4.7%**	**1.9%**	**4.4%**
2017 (n=12,456)	55.9%	34.6%	6.9%	2.7%	0.0%

STUDENTS GRADE 8&11

When I have a problem with peers at school, I know how to ask for help (2017: When I have a problem at school, I know who to ask for help)

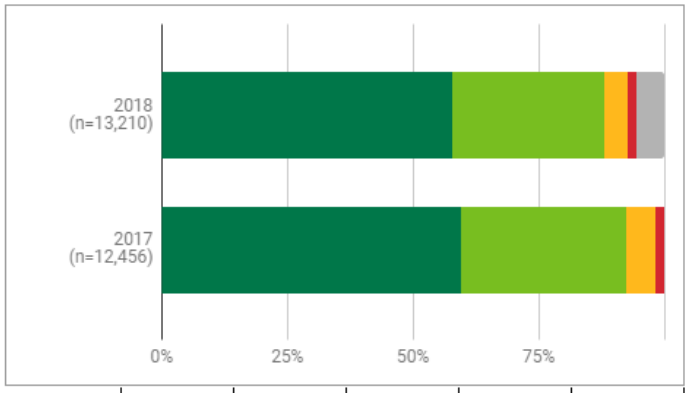


	SA	A	D	SD	DK/U
2018 (n=9,088)	**24.2%**	**49.4%**	**13.5%**	**4.6%**	**8.3%**
2017 (n=9,340)	31.4%	48.4%	9.5%	3.7%	6.9%

STUDENTS KNOW HOW TO HELP OTHERS

STUDENTS GRADE 3&5

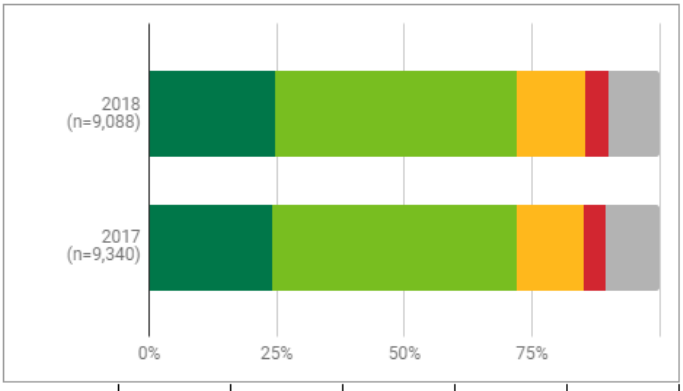
My school has helped me help others



	SA	A	D	SD	DK/U
2018 (n=13,210)	**57.7%**	**30.4%**	**4.7%**	**1.6%**	**5.7%**
2017 (n=12,456)	59.6%	32.7%	5.8%	1.9%	0.0%

STUDENTS GRADE 8&11

My school experience has helped me help others

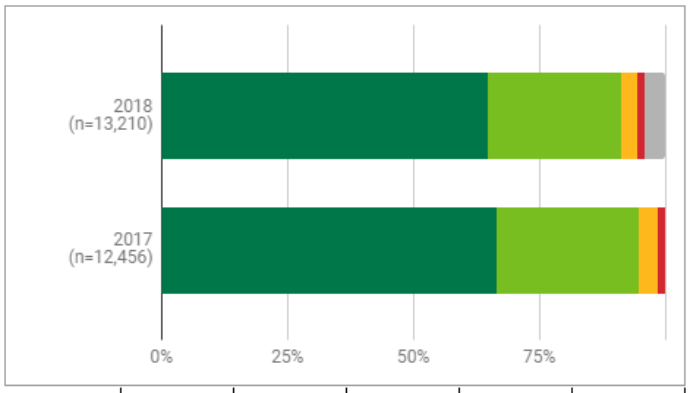


	SA	A	D	SD	DK/U
2018 (n=9,088)	**24.7%**	**47.3%**	**13.4%**	**4.5%**	**10.0%**
2017 (n=9,340)	24.0%	48.0%	13.1%	4.2%	10.7%

STUDENTS MAKE GOOD ENVIRONMENTAL CHOICES

STUDENTS GRADE 3&5

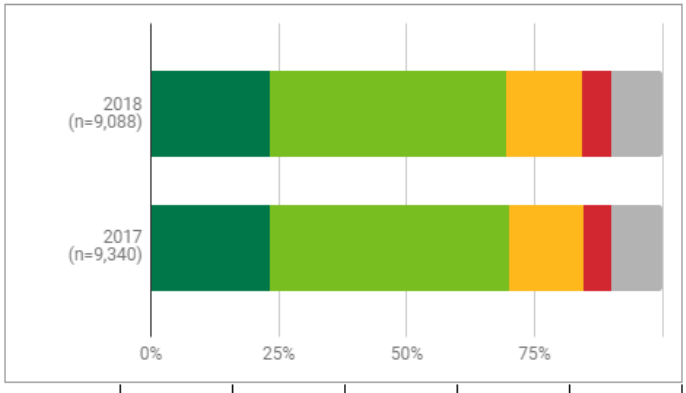
My school has helped me make choices that are good for the environment (e.g. recycling)



	SA	A	D	SD	DK/U
2018 (n=13,210)	**64.9%**	**26.5%**	**3.1%**	**1.3%**	**4.2%**
2017 (n=12,456)	66.5%	28.3%	3.7%	1.5%	0.0%

STUDENTS GRADE 8&11

My school experience has helped me make choices that are good for the environment (e.g. recycling)

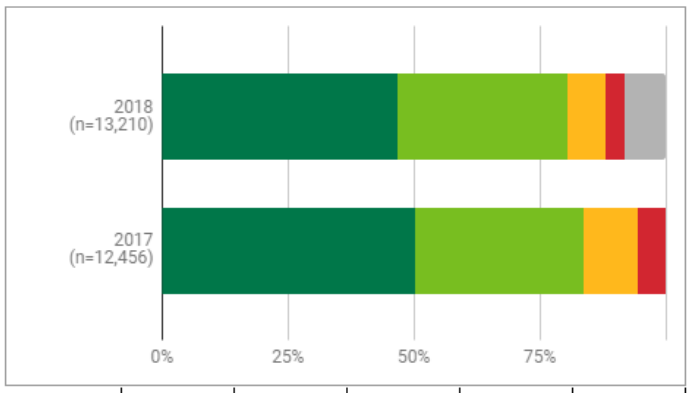


	SA	A	D	SD	DK/U
2018 (n=9,088)	**23.2%**	**46.2%**	**14.9%**	**5.7%**	**10.1%**
2017 (n=9,340)	23.1%	46.9%	14.5%	5.4%	10.1%

STUDENTS HAVE CHANCES TO BE A LEADER AT SCHOOL

STUDENTS GRADE 3&5

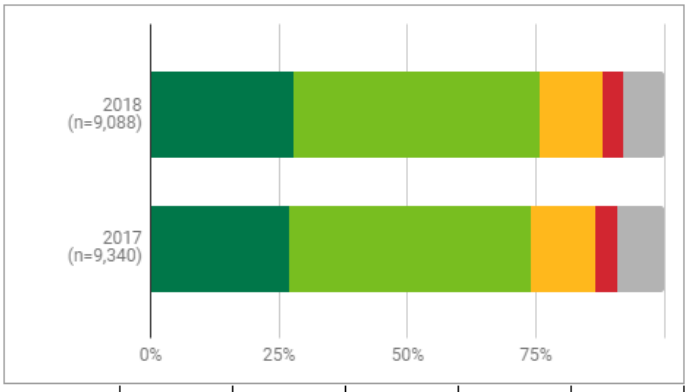
I have chances to be a leader at school (e.g. lead a class activity, be a study buddy, lead a school club, school council)



	SA	A	D	SD	DK/U
2018 (n=13,210)	**46.6%**	**33.8%**	**7.7%**	**3.7%**	**8.2%**
2017 (n=12,456)	50.2%	33.4%	10.9%	5.5%	0.0%

STUDENTS GRADE 8&11

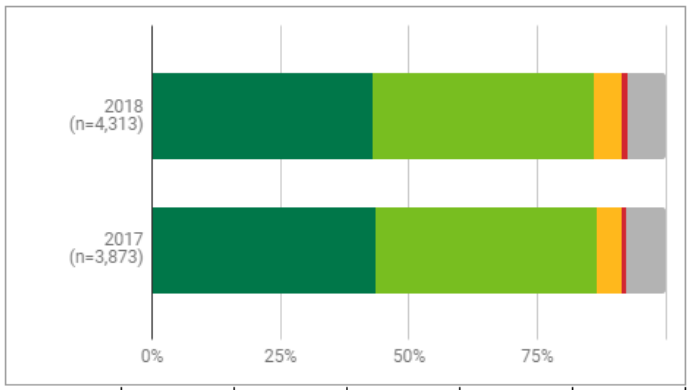
I have chances to be a leader at school (e.g. lead a class activity, be a study buddy, lead a school club, school council)



	SA	A	D	SD	DK/U
2018 (n=9,088)	**27.7%**	**47.9%**	**12.4%**	**4.0%**	**7.9%**
2017 (n=9,340)	26.9%	47.1%	12.5%	4.5%	9.1%

FAMILY

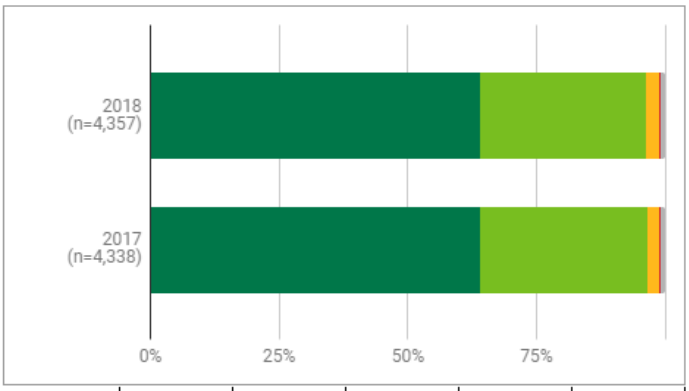
My child's school encourages students to demonstrate leadership



	SA	A	D	SD	DK/U
2018 (n=4,313)	**42.9%**	**43.1%**	**5.2%**	**1.2%**	**7.5%**
2017 (n=3,873)	43.5%	43.0%	4.9%	0.9%	7.8%

STAFF

My school encourages students to demonstrate leadership (T & L Staff)



	SA	A	D	SD	DK/U
2018 (n=4,357)	**64.0%**	**32.2%**	**2.5%**	**0.4%**	**0.9%**
2017 (n=4,338)	64.1%	32.4%	2.3%	0.4%	0.8%

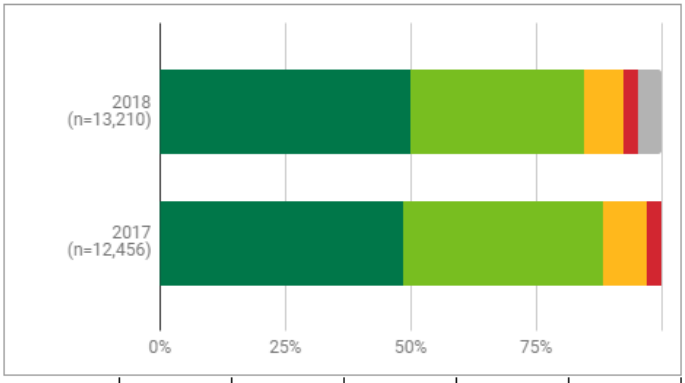
PRIORITY 2: Provide welcoming, high quality learning and working environments.	
GOAL TWO: Quality infrastructure for all	**OUTCOME:** Students and staff benefit from high quality learning and working environments that facilitate quality program delivery through effective planning, managing and investing in district infrastructure.

THEME: LEARNING AND WORKING SPACES

TEMPERATURE

STUDENTS GRADE 3&5

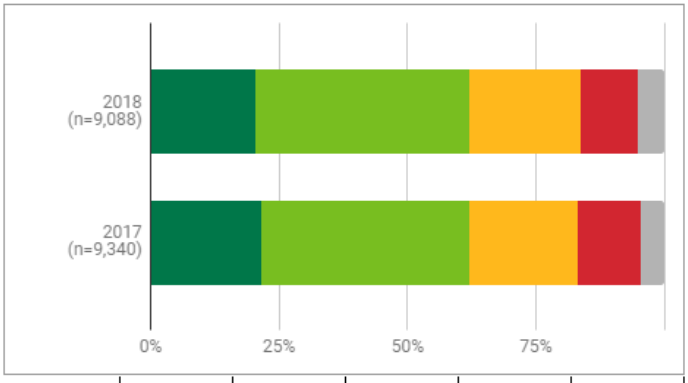
Learning spaces inside the school are kept at a comfortable temperature



	SA	A	D	SD	DK/U
2018 (n=13,210)	**49.9%**	**34.8%**	**7.7%**	**2.8%**	**4.8%**
2017 (n=12,456)	48.5%	39.7%	8.9%	2.9%	0.0%

STUDENTS GRADE 8&11

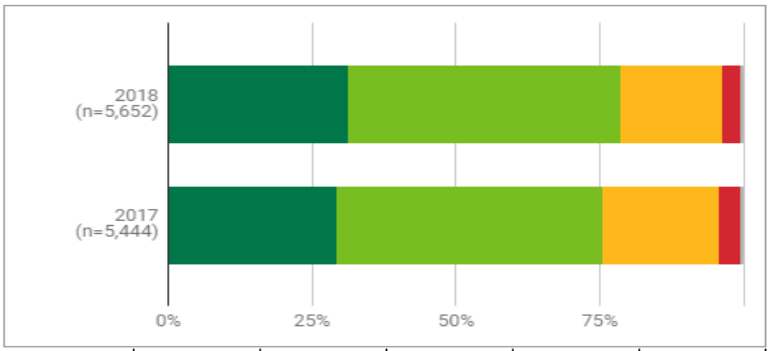
Learning spaces inside the school are kept at a comfortable temperature



	SA	A	D	SD	DK/U
2018 (n=9,088)	**20.5%**	**41.5%**	**21.6%**	**11.3%**	**5.0%**
2017 (n=9,340)	21.5%	40.6%	21.1%	12.1%	4.7%

STAFF

My place of work is kept at a comfortable temperature

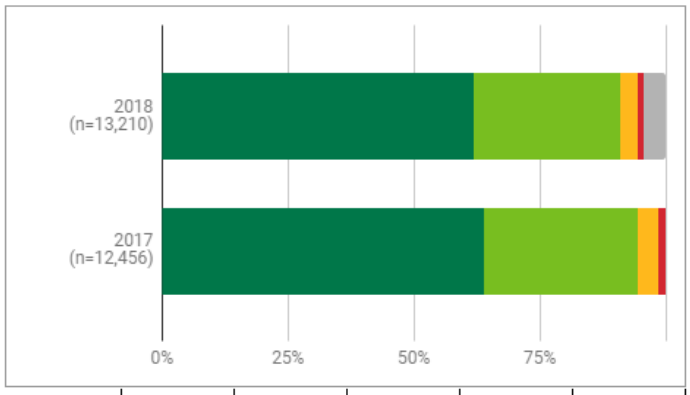


	SA	A	D	SD	DK/U
2018 (n=5,652)	**31.2%**	**47.4%**	**17.6%**	**3.1%**	**0.7%**
2017 (n=5,444)	29.3%	46.1%	20.2%	3.9%	0.6%

BUILDING IS WELL MAINTAINED

STUDENTS GRADE 3&5

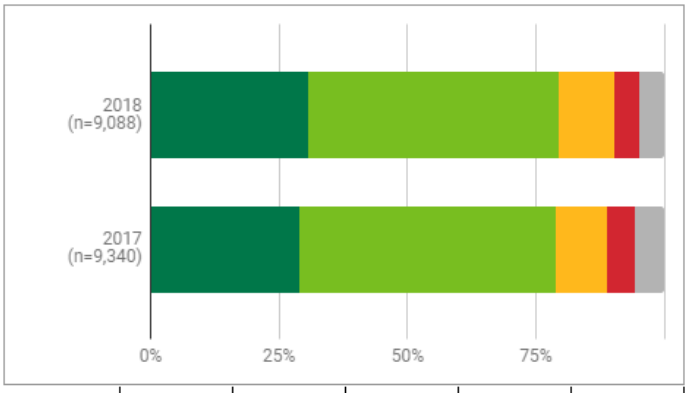
My school building is well kept



	SA	A	D	SD	DK/U
2018 (n=13,210)	**61.8%**	**29.1%**	**3.5%**	**1.3%**	**4.3%**
2017 (n=12,456)	63.9%	30.5%	4.1%	1.5%	0.0%

STUDENTS GRADE 8&11

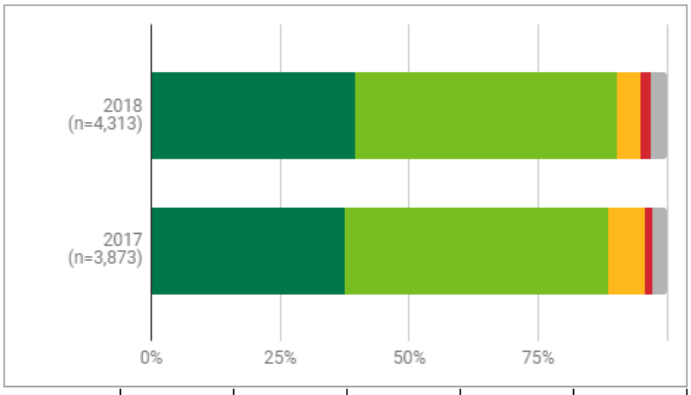
My school building is well maintained



	SA	A	D	SD	DK/U
2018 (n=9,088)	**30.8%**	**48.5%**	**10.9%**	**4.8%**	**5.0%**
2017 (n=9,340)	29.1%	49.7%	10.1%	5.4%	5.7%

FAMILY

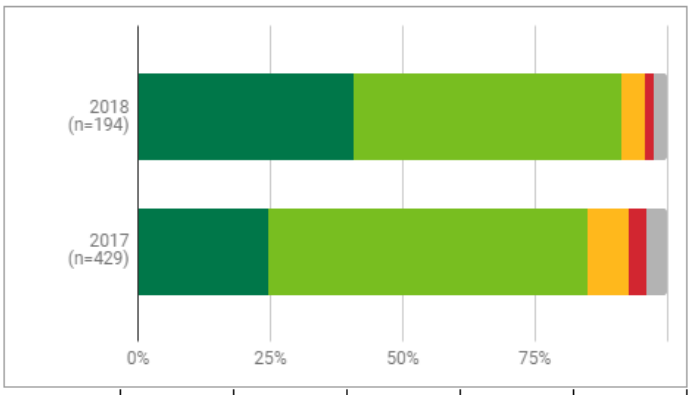
My child's school building is well maintained



	SA	A	D	SD	DK/U
2018 (n=4,313)	**39.6%**	**50.6%**	**4.7%**	**1.9%**	**3.2%**
2017 (n=3,873)	37.4%	51.2%	7.0%	1.4%	3.0%

COMMUNITY

Our schools are well maintained facilities within the community

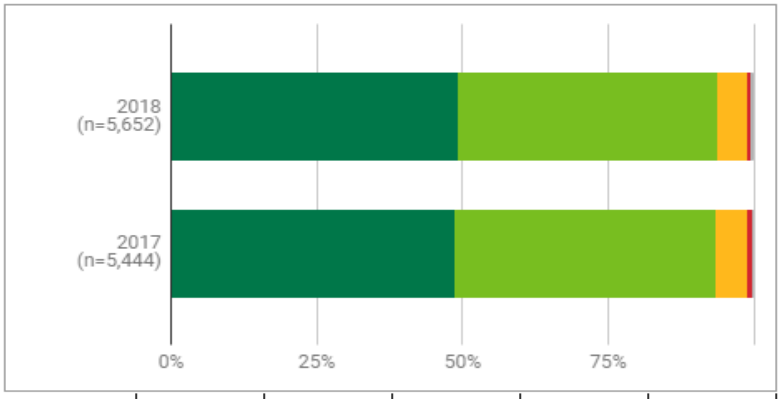


	SA	A	D	SD	DK/U
2018 (n=194)	**40.7%**	**50.5%**	**4.6%**	**1.5%**	**2.6%**
2017 (n=429)	24.5%	60.4%	7.9%	3.3%	4.0%

BUILDING IS WELL MAINTAINED

STAFF

My place of work is well maintained

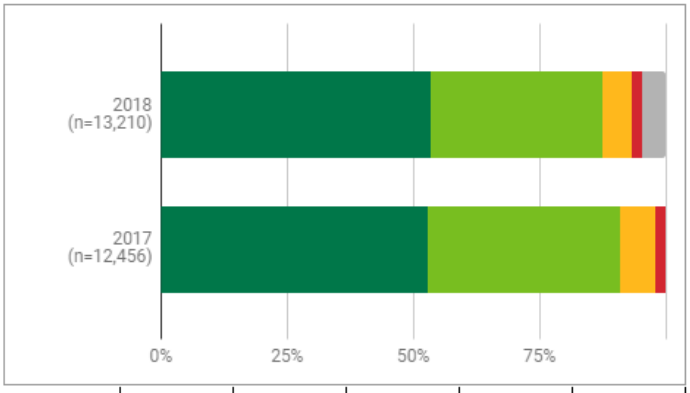


	SA	A	D	SD	DK/U
2018 (n=5,652)	**49.1%**	**44.6%**	**5.0%**	**0.6%**	**0.7%**
2017 (n=5,444)	48.5%	44.9%	5.5%	0.8%	0.4%

CLEANLINESS

STUDENTS GRADE 3&5

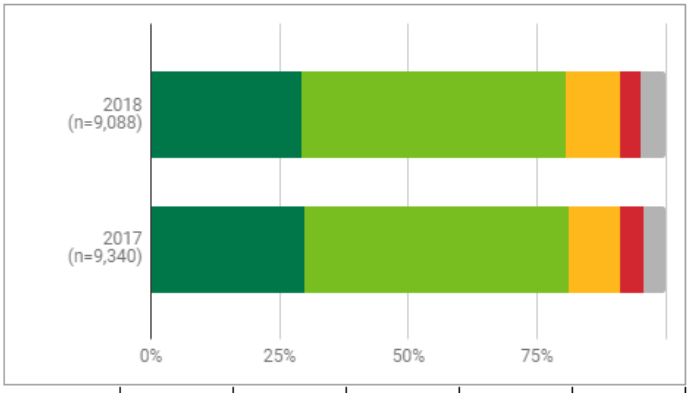
Learning spaces inside the school are kept clean



	SA	A	D	SD	DK/U
2018 (n=13,210)	**53.4%**	**33.9%**	**5.9%**	**2.0%**	**4.8%**
2017 (n=12,456)	52.9%	38.1%	7.0%	2.0%	0.0%

STUDENTS GRADE 8&11

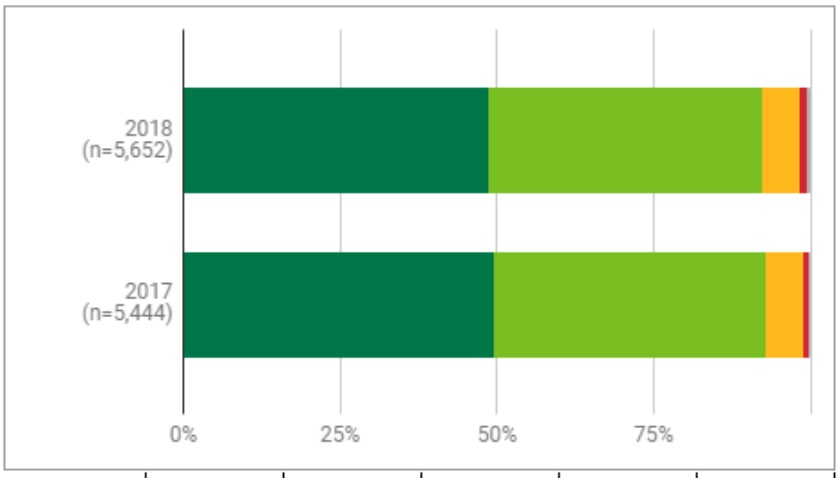
Learning spaces inside the school are kept clean



	SA	A	D	SD	DK/U
2018 (n=9,088)	**29.1%**	**51.6%**	**10.3%**	**4.0%**	**5.0%**
2017 (n=9,340)	29.8%	51.3%	10.1%	4.5%	4.4%

STAFF

My place of work is kept clean

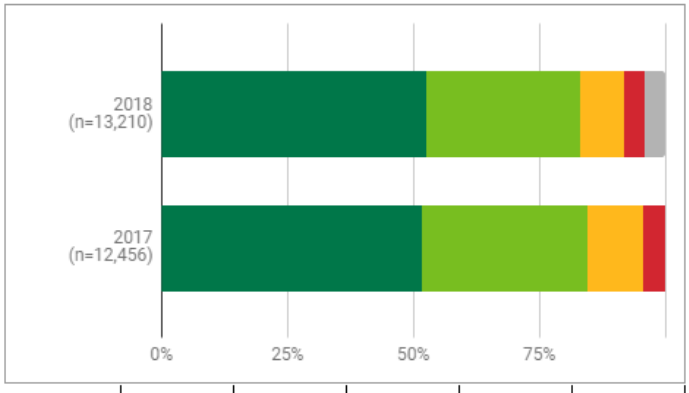


	SA	A	D	SD	DK/U
2018 (n=5,652)	**48.7%**	**43.5%**	**6.2%**	**1.1%**	**0.5%**
2017 (n=5,444)	49.4%	43.5%	5.9%	1.0%	0.2%

COMFORTABLE FURNITURE

STUDENTS GRADE 3&5

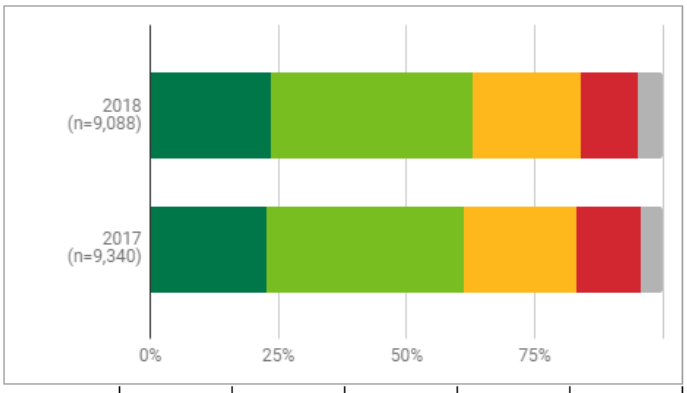
Learning spaces inside the school have comfortable furniture



	SA	A	D	SD	DK/U
2018 (n=13,210)	**52.7%**	**30.4%**	**8.7%**	**4.0%**	**4.2%**
2017 (n=12,456)	51.7%	33.0%	10.8%	4.5%	0.0%

STUDENTS GRADE 8&11

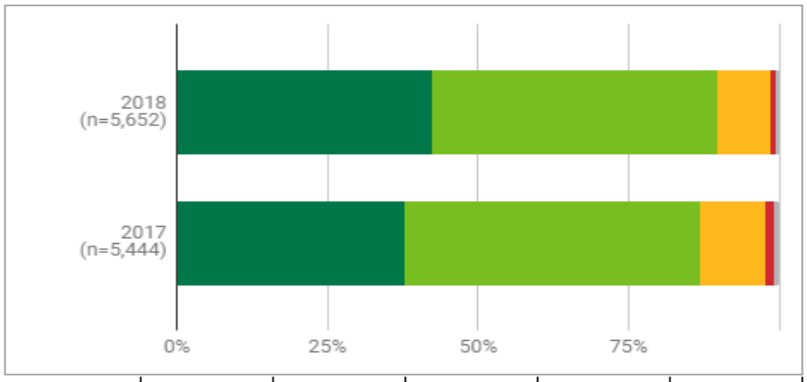
Learning spaces inside the school have comfortable furniture



	SA	A	D	SD	DK/U
2018 (n=9,088)	**23.6%**	**39.3%**	**21.1%**	**11.0%**	**4.9%**
2017 (n=9,340)	22.6%	38.5%	22.0%	12.5%	4.4%

STAFF

My place of work has comfortable furniture

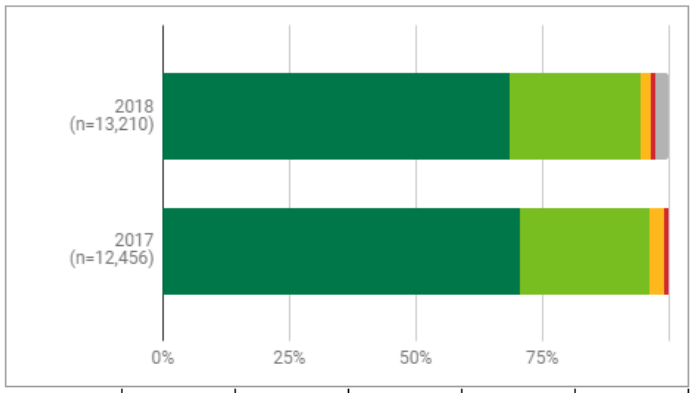


	SA	A	D	SD	DK/U
2018 (n=5,652)	**42.3%**	**47.3%**	**8.8%**	**0.9%**	**0.7%**
2017 (n=5,444)	37.7%	49.2%	10.8%	1.5%	0.8%

ADEQUATE LIGHTING

STUDENTS GRADE 3&5

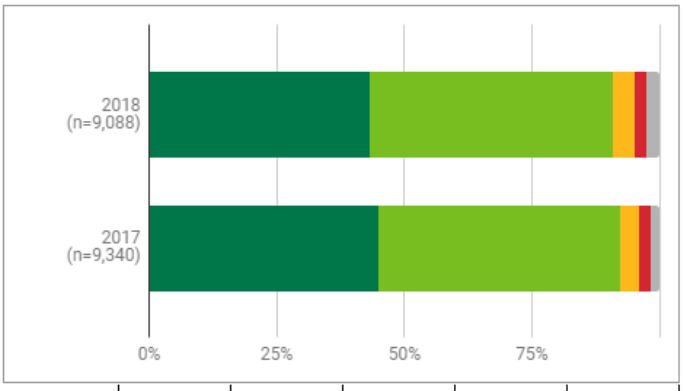
Learning spaces inside the school have enough light for me to do my work



	SA	A	D	SD	DK/U
2018 (n=13,210)	**68.6%**	**25.9%**	**2.0%**	**0.8%**	**2.6%**
2017 (n=12,456)	70.6%	25.7%	2.8%	1.0%	0.0%

STUDENTS GRADE 8&11

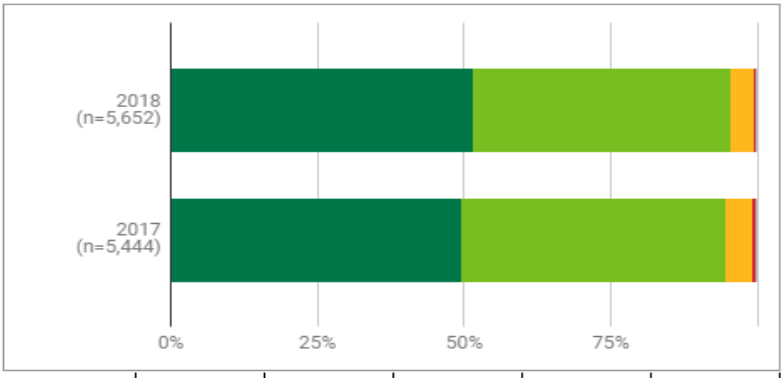
Learning spaces inside the school have enough light for me to do my work



	SA	A	D	SD	DK/U
2018 (n=9,088)	**43.2%**	**47.6%**	**4.5%**	**2.1%**	**2.6%**
2017 (n=9,340)	44.8%	47.5%	3.9%	2.2%	1.7%

STAFF

My place of work has adequate lighting

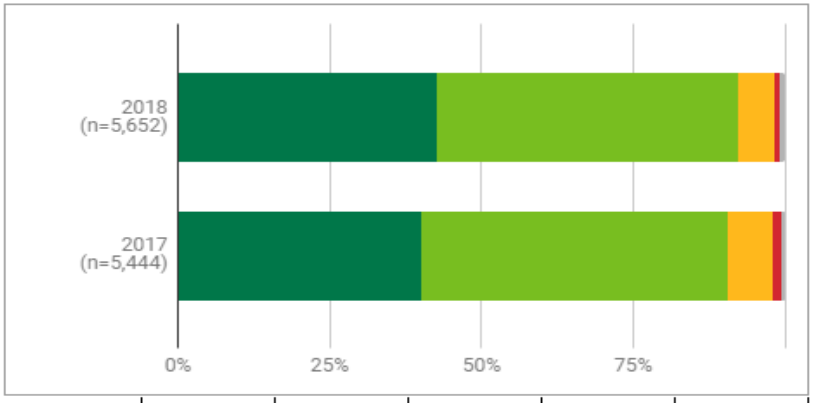


	SA	A	D	SD	DK/U
2018 (n=5,652)	**51.6%**	**43.8%**	**3.9%**	**0.5%**	**0.3%**
2017 (n=5,444)	49.5%	45.1%	4.4%	0.8%	0.2%

FREE OF CLUTTER

STAFF

My place of work is free of clutter



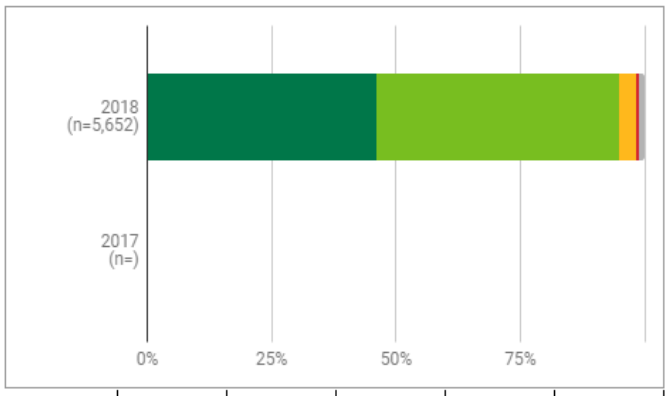
	SA	A	D	SD	DK/U
2018 (n=5,652)	**42.8%**	**49.6%**	**6.0%**	**0.9%**	**0.8%**
2017 (n=5,444)	40.0%	50.5%	7.5%	1.3%	0.7%

THEME: ACCESS TO TECHNOLOGY

RELIABLE NETWORK

STAFF

My place of work has a reliable high-speed network (2018: New question, no data available for 2017)

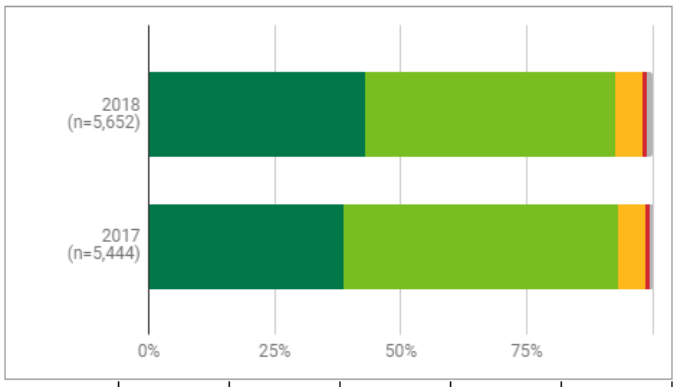


	SA	A	D	SD	DK/U
2018 (n=5,652)	**46.0%**	**48.7%**	**3.7%**	**0.5%**	**1.1%**
2017 (n=)					

RELIABLE TECHNOLOGY DEVICES

STAFF

My place of work has reliable technology devices (2017: Technology in my place of work is reliable)

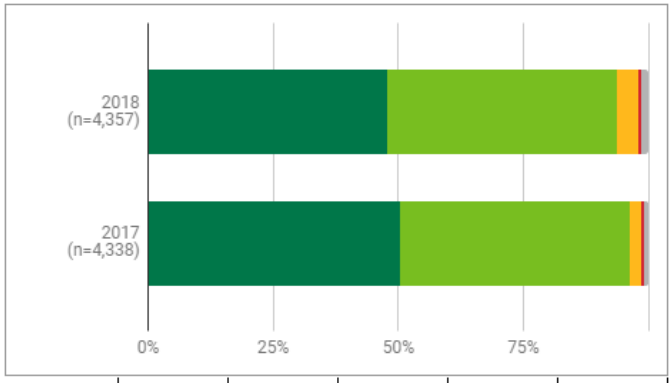


	SA	A	D	SD	DK/U
2018 (n=5,652)	**43.0%**	**49.5%**	**5.6%**	**0.8%**	**1.1%**
2017 (n=5,444)	38.6%	54.6%	5.4%	0.8%	0.6%

TECHNOLOGY TO SUPPORT STUDENT SUCCESS

STAFF

My school has access to appropriate technology and digital learning environments to support teaching and learning (T & L Staff) (2017: My school has access to technology to support teaching and learning)



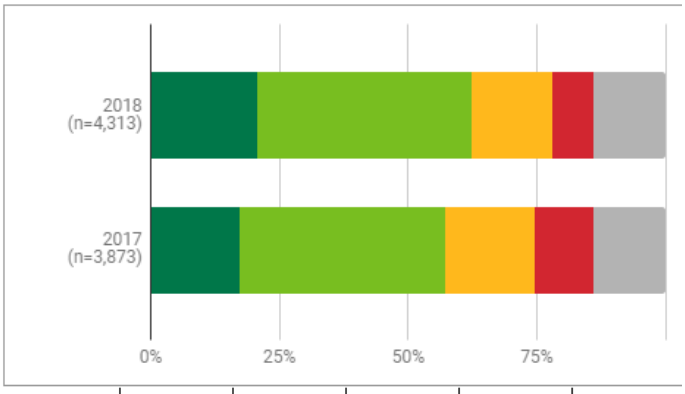
	SA	A	D	SD	DK/U
2018 (n=4,357)	**47.7%**	**46.0%**	**4.1%**	**0.8%**	**1.4%**
2017 (n=4,338)	50.2%	46.2%	2.2%	0.4%	1.0%

THEME: COMMUNITY ACCESS

APPROPRIATE LOCATION OF SCHOOLS

FAMILY

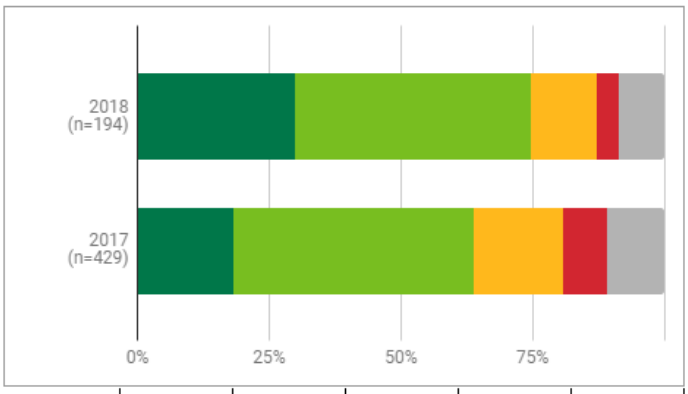
Schools in Edmonton Public Schools are appropriately located to meet K-12 student population demand



	SA	A	D	SD	DK/U
2018 (n=4,313)	**20.7%**	**41.5%**	**15.8%**	**8.0%**	**14.0%**
2017 (n=3,873)	17.2%	40.0%	17.4%	11.2%	14.1%

COMMUNITY

Our schools are appropriately located to meet K-12 student population demand

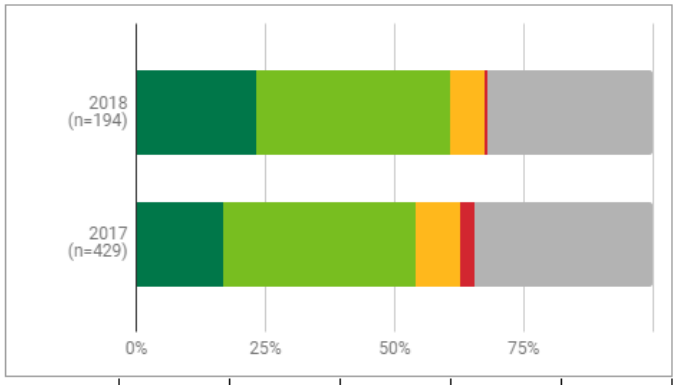


	SA	A	D	SD	DK/U
2018 (n=194)	**29.9%**	**44.8%**	**12.4%**	**4.1%**	**8.8%**
2017 (n=429)	18.2%	45.7%	16.8%	8.4%	11.0%

BOOKING AVAILABILITY

COMMUNITY

Our schools are available to book for community activities

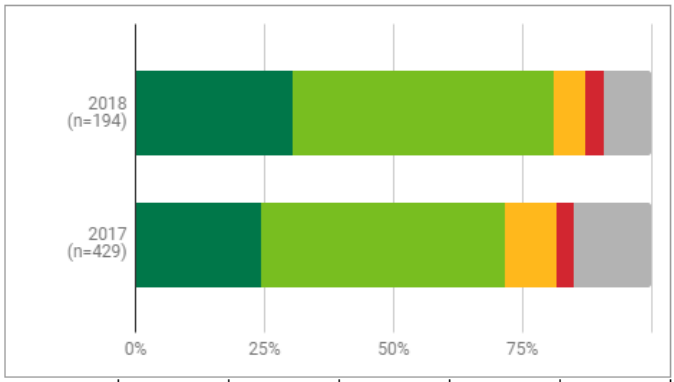


	SA	A	D	SD	DK/U
2018 (n=194)	**23.2%**	**37.6%**	**6.7%**	**0.5%**	**32.0%**
2017 (n=429)	16.8%	37.3%	8.6%	2.8%	34.5%

SCHOOL ACCESSIBILITY

COMMUNITY

Our schools are accessible by people with limited mobility

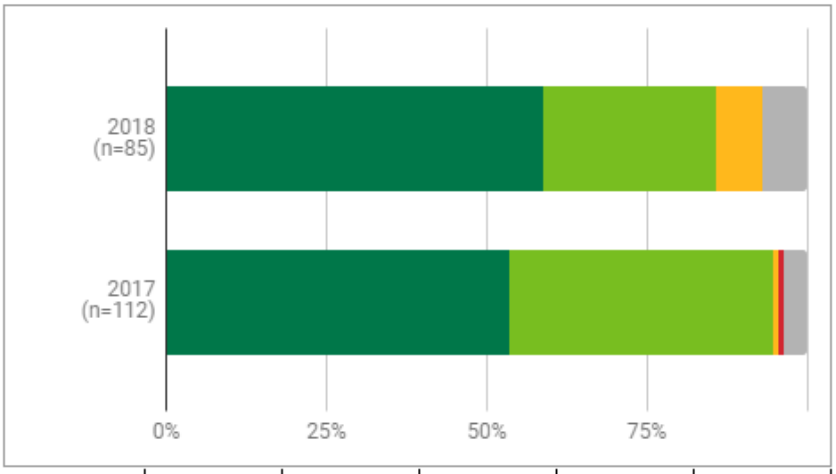


	SA	A	D	SD	DK/U
2018 (n=194)	**30.4%**	**50.5%**	**6.2%**	**3.6%**	**9.3%**
2017 (n=429)	24.2%	47.3%	10.0%	3.5%	14.9%

REQUIRED SPACE FOR PARTNERS

COMMUNITY

My organization has access to the school space required to support the services and programs we offer (CEOs and Organization Members)



	SA	A	D	SD	DK/U
2018 (n=85)	**58.8%**	**27.1%**	**7.1%**	**0.0%**	**7.1%**
2017 (n=112)	53.6%	41.1%	0.9%	0.9%	3.6%

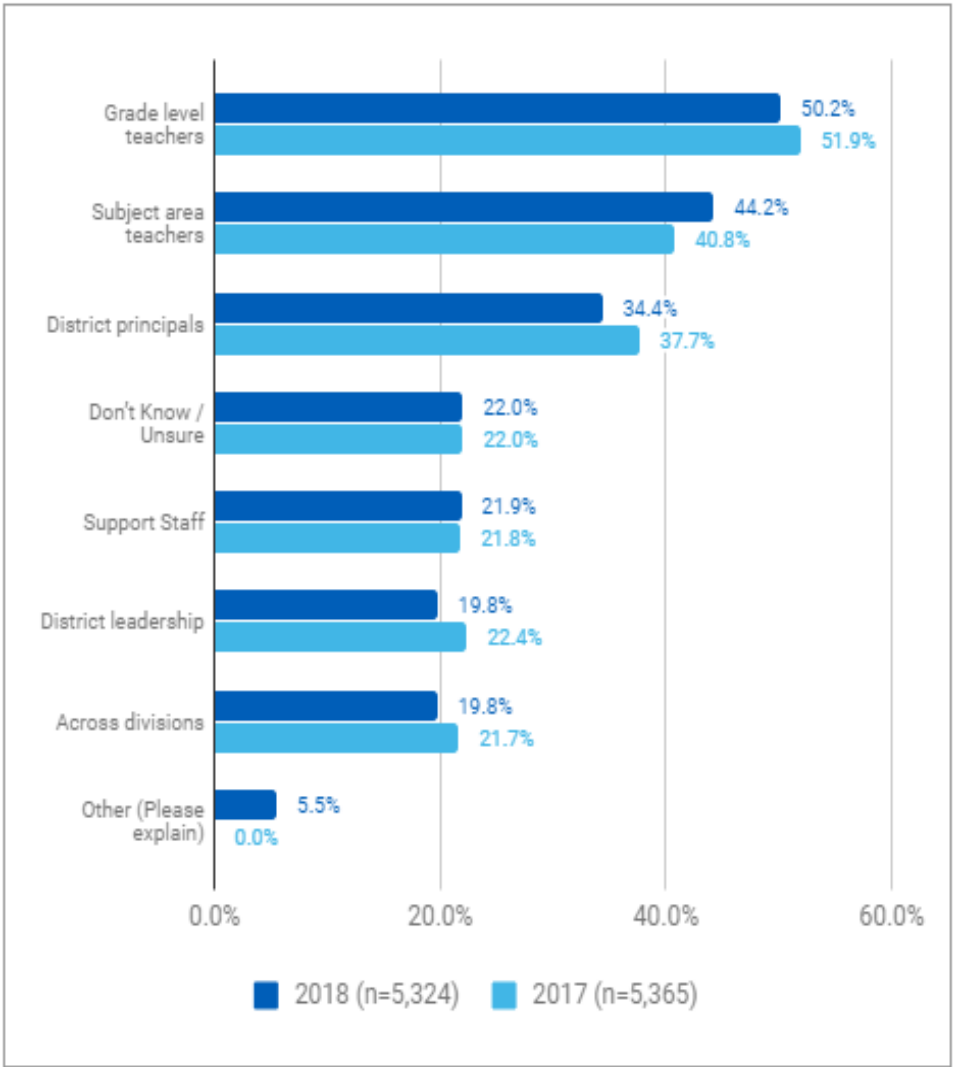
PRIORITY 2: Provide welcoming, high quality learning and working environments.	
GOAL THREE: Building capacity through a culture of collaboration and distributed leadership	**OUTCOME:** Throughout their careers, all staff are provided opportunities to enhance their professional capacity and leadership with a culture of collaboration.

THEME: CATCHMENT WORK

*CATCHMENT WORK HAS IMPROVED COLLABORATION

STAFF

Based on your experience, catchment work has improved collaboration among: (Select all that apply) (Excluding Custodial, Maintenance, Supply) (Excluding Custodial only in 2017)



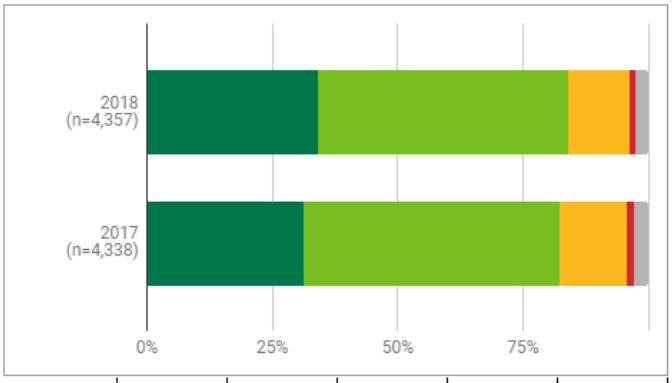
MULTIPLE RESPONSE - one or more options selected per response

THEME: BUILDING CAPACITY

SUPPORTING STUDENTS NEEDING SPECIALIZED SUPPORTS AND SERVICES

STAFF

I have the knowledge and skills to program for/support students in need of specialized supports and services (T & L Staff)

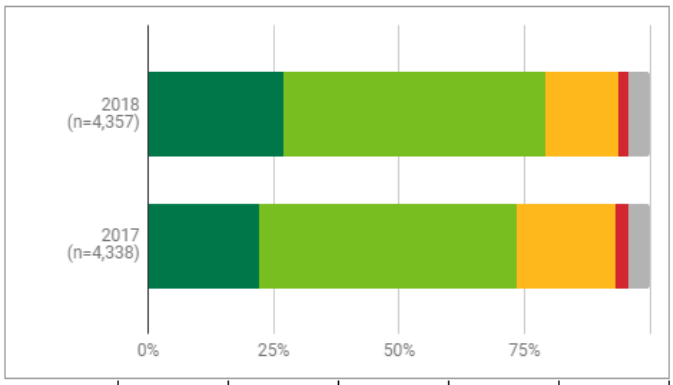


	SA	A	D	SD	DK/U
2018 (n=4,357)	**34.1%**	**49.9%**	**12.3%**	**1.1%**	**2.5%**
2017 (n=4,338)	31.1%	51.3%	13.3%	1.4%	2.9%

SUPPORTING ELL STUDENTS

STAFF

I have the knowledge and skills to program for/support students who are English Language Learners (T & L Staff)

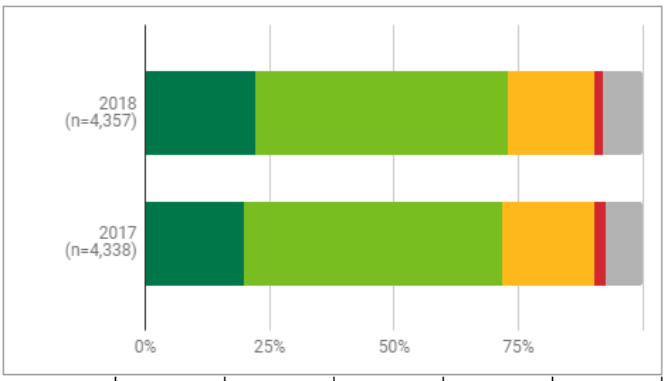


	SA	A	D	SD	DK/U
2018 (n=4,357)	**26.9%**	**52.2%**	**14.7%**	**1.8%**	**4.4%**
2017 (n=4,338)	22.2%	51.3%	19.8%	2.5%	4.2%

SUPPORTING FNMI STUDENTS

STAFF

I have the knowledge and skills to program for/support students who are First Nations, Métis, or Inuit (T & L Staff)



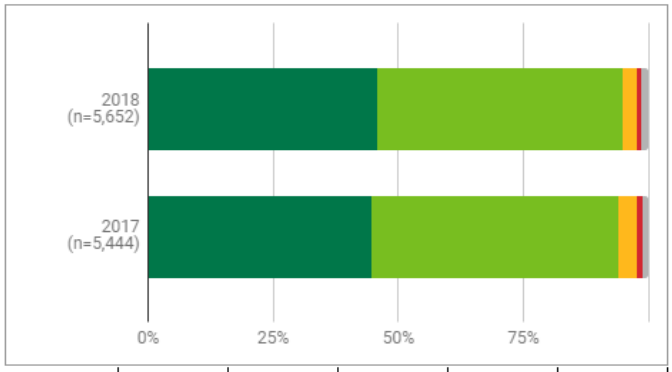
	SA	A	D	SD	DK/U
2018 (n=4,357)	**22.0%**	**51.0%**	**17.3%**	**1.8%**	**7.9%**
2017 (n=4,338)	19.8%	51.9%	18.7%	2.2%	7.4%

THEME: PROFESSIONAL DEVELOPMENT AND GROWTH

EPSB SUPPORTS PROFESSIONAL DEVELOPMENT

STAFF

Edmonton Public Schools supports employee professional development and growth

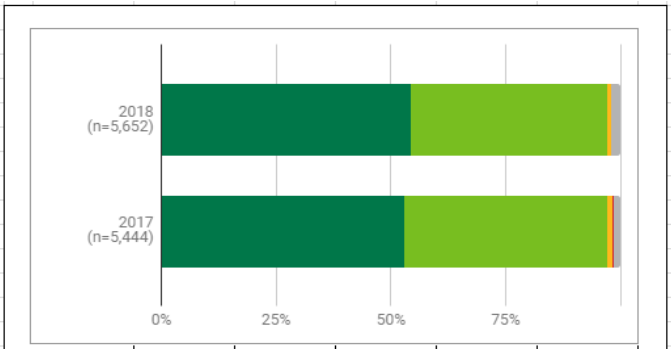


	SA	A	D	SD	DK/U
2018 (n=5,652)	**45.7%**	**49.3%**	**2.8%**	**0.7%**	**1.6%**
2017 (n=5,444)	44.6%	49.4%	3.8%	0.9%	1.3%

SELF REFLECTION GUIDES PROFESSIONAL GROWTH

STAFF

I use self-reflection to guide my professional growth

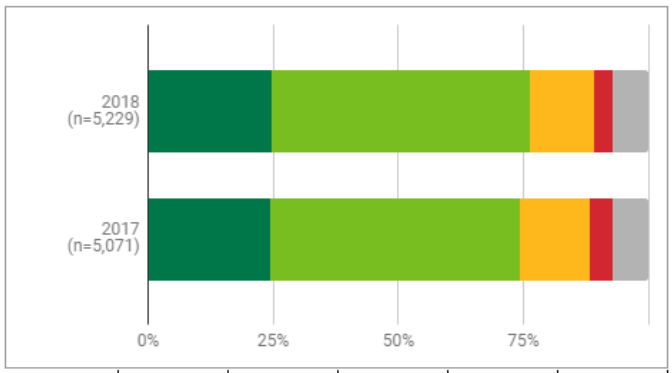


	SA	A	D	SD	DK/U
2018 (n=5,652)	**54.4%**	**42.7%**	**1.0%**	**0.1%**	**1.9%**
2017 (n=5,444)	52.9%	44.0%	1.3%	0.2%	1.5%

*PROFESSIONAL GROWTH ENHANCED BY CATCHMENT PL

STAFF

The following professional learning opportunities are effective in enhancing your professional growth: Catchment level professional learning opportunities

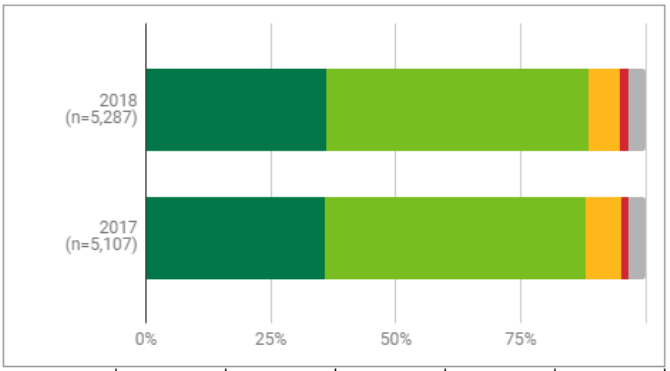


	SA	A	D	SD	DK/U
2018 (n=5,229)	**24.6%**	**51.7%**	**12.9%**	**3.8%**	**7.1%**
2017 (n=5,071)	24.3%	50.0%	13.9%	4.6%	7.2%

*PROFESSIONAL GROWTH ENHANCED BY SCHOOL-BASED PL

STAFF

The following professional learning opportunities are effective in enhancing your professional growth:School-based professional learning opportunities



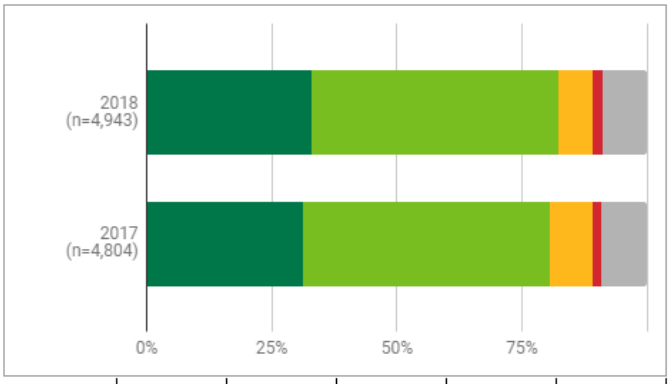
	SA	A	D	SD	DK/U
2018 (n=5,287)	**36.1%**	**52.5%**	**6.2%**	**1.8%**	**3.4%**
2017 (n=5,107)	35.7%	52.3%	7.0%	1.4%	3.6%

**Note: Respondents who selected N/A were not counted in the responses*

*PROFESSIONAL GROWTH ENHANCED BY COACHING AND MENTORING

STAFF

The following professional learning opportunities are effective in enhancing your professional growth: Formalized coaching and mentoring

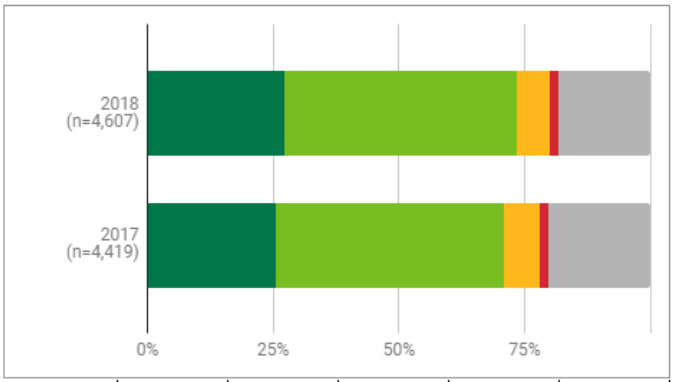


	SA	A	D	SD	DK/U
2018 (n=4,943)	**32.9%**	**49.5%**	**6.9%**	**1.8%**	**9.0%**
2017 (n=4,804)	31.3%	49.4%	8.5%	1.7%	9.1%

*PROFESSIONAL GROWTH ENHANCED BY DISTRICT SUMMER LEARNING

STAFF

The following professional learning opportunities are effective in enhancing your professional growth: Opportunity to participate in District summer learning opportunities

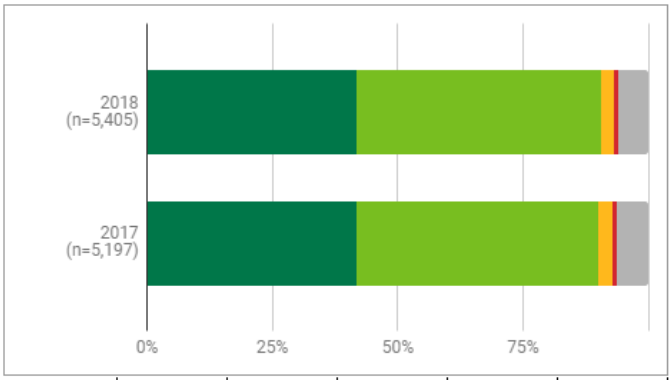


	SA	A	D	SD	DK/U
2018 (n=4,607)	**27.2%**	**46.2%**	**6.7%**	**1.6%**	**18.3%**
2017 (n=4,419)	25.4%	45.4%	7.2%	1.8%	20.3%

*PROFESSIONAL GROWTH ENHANCED BY SELF-DIRECTED PL

STAFF

The following professional learning opportunities are effective in enhancing your professional growth: Self-directed professional learning opportunities



	SA	A	D	SD	DK/U
2018 (n=5,405)	**41.7%**	**48.8%**	**2.8%**	**0.6%**	**6.1%**
2017 (n=5,197)	41.7%	48.3%	3.0%	0.7%	6.3%

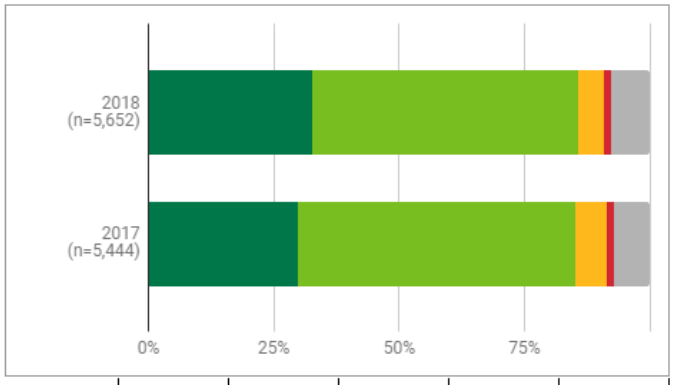
**Note: Respondents who selected N/A were not counted in the responses*

THEME: CAREER DEVELOPMENT

CAREER DEVELOPMENT AVAILABLE

STAFF

Career development opportunities are available to me within the District

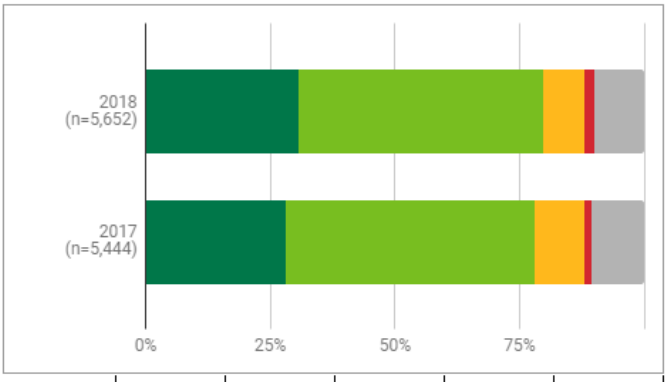


	SA	A	D	SD	DK/U
2018 (n=5,652)	**32.5%**	**53.3%**	**5.0%**	**1.3%**	**7.9%**
2017 (n=5,444)	29.9%	55.4%	6.3%	1.4%	7.1%

SUPPORTED IN CAREER PATH

STAFF

I am supported in the navigation of my career path

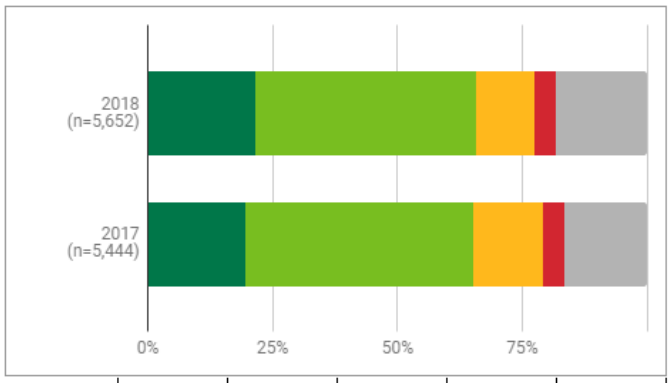


	SA	A	D	SD	DK/U
2018 (n=5,652)	**30.6%**	**49.3%**	**8.2%**	**1.9%**	**10.0%**
2017 (n=5,444)	28.1%	49.9%	9.8%	1.5%	10.6%

TRANSPARENT INTERNAL JOB COMPETITION

STAFF

The internal job competition process within the District is transparent

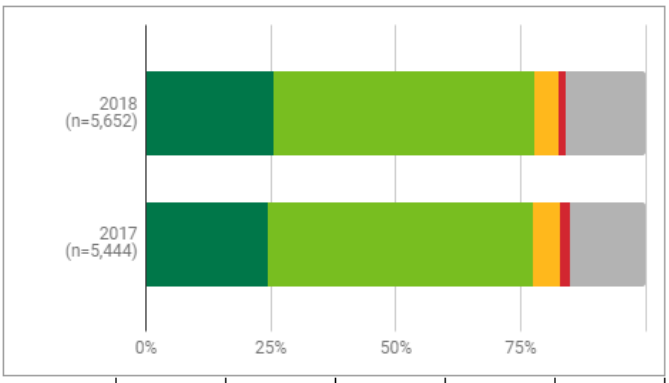


	SA	A	D	SD	DK/U
2018 (n=5,652)	**21.4%**	**44.2%**	**11.9%**	**4.2%**	**18.3%**
2017 (n=5,444)	19.5%	45.7%	13.9%	4.3%	16.6%

INTERNAL MOBILITY OPPORTUNITIESHelp me

STAFF

There are opportunities to experience internal mobility in the District



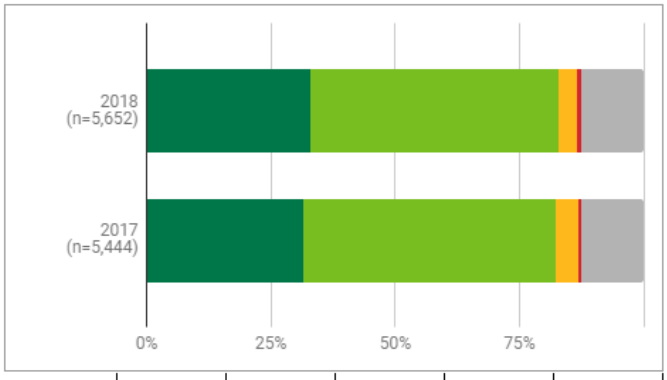
	SA	A	D	SD	DK/U
2018 (n=5,652)	**25.5%**	**52.1%**	**4.8%**	**1.7%**	**15.9%**
2017 (n=5,444)	24.4%	53.1%	5.4%	2.1%	15.1%

THEME: LEADERSHIP DEVELOPMENT

ACCESS TO LEADERSHIP PL

STAFF

I can access professional learning to help me develop my leadership skills

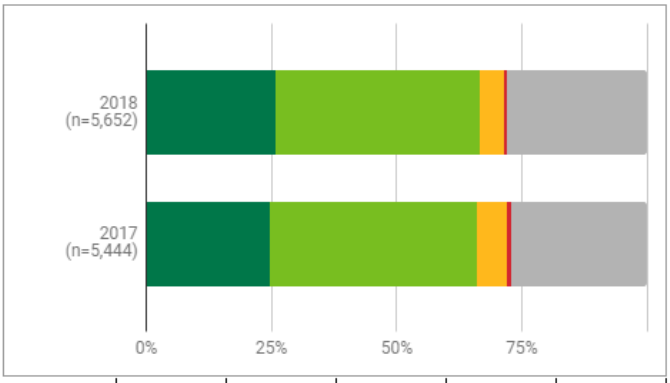


	SA	A	D	SD	DK/U
2018 (n=5,652)	**32.9%**	**49.9%**	**3.8%**	**0.8%**	**12.7%**
2017 (n=5,444)	31.5%	50.8%	4.5%	0.8%	12.5%

LEADERSHIP DEVELOPMENT IN DISTRICT HAS HELPED ME BE A BETTER LEADER

STAFF

The leadership development opportunities I have experienced in the District have helped me become a better leader

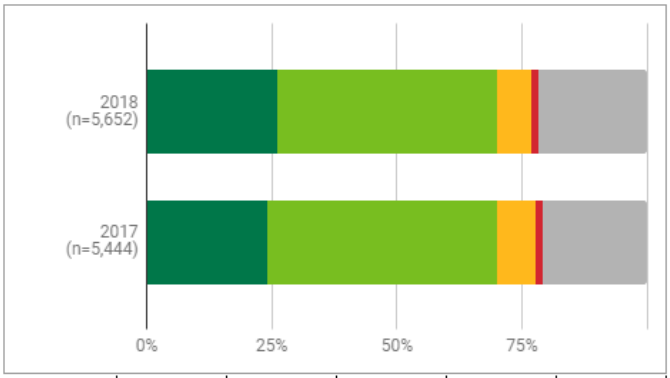


	SA	A	D	SD	DK/U
2018 (n=5,652)	**25.8%**	**40.8%**	**4.8%**	**0.7%**	**27.8%**
2017 (n=5,444)	24.5%	41.4%	6.0%	1.0%	27.0%

OPPORTUNITIES TO USE LEADERSHIP SKILLS

STAFF

I have opportunities to use my leadership skills in the District



	SA	A	D	SD	DK/U
2018 (n=5,652)	**26.2%**	**43.9%**	**6.9%**	**1.3%**	**21.7%**
2017 (n=5,444)	24.1%	46.1%	7.7%	1.5%	20.7%

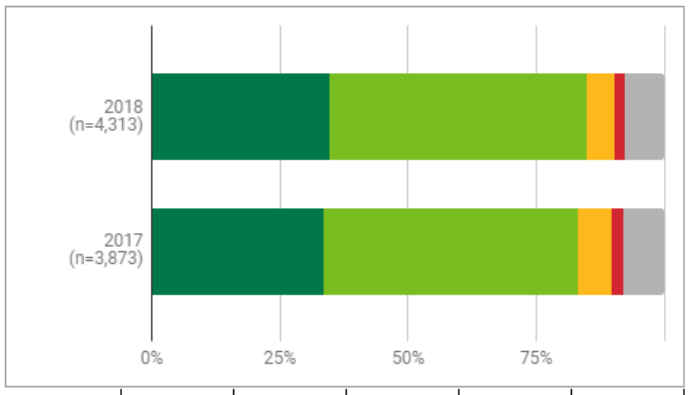
PRIORITY 2: Provide welcoming, high quality learning and working environments.	
GOAL FOUR: A culture of excellence and accountability	**OUTCOME:** The District is grounded in effective, efficient, equitable and evidence-based practices.

THEME: CORNERSTONE VALUES

ACCOUNTABILITY

FAMILY

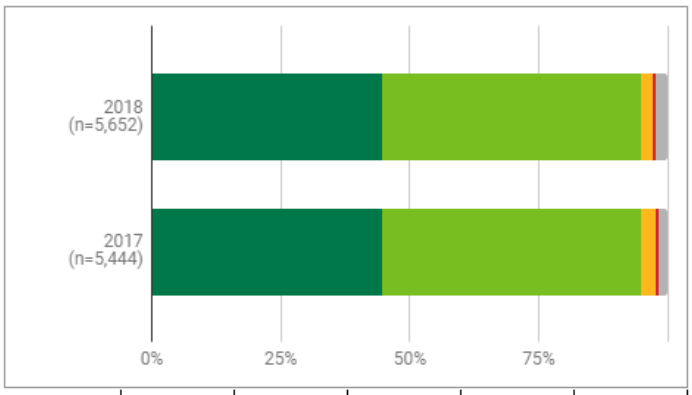
In general, staff at my child's school demonstrate accountability



	SA	A	D	SD	DK/U
2018 (n=4,313)	**34.7%**	**50.2%**	**5.2%**	**2.2%**	**7.7%**
2017 (n=3,873)	33.4%	49.8%	6.7%	2.1%	8.0%

STAFF

In general, staff in my school or central department demonstrate accountability

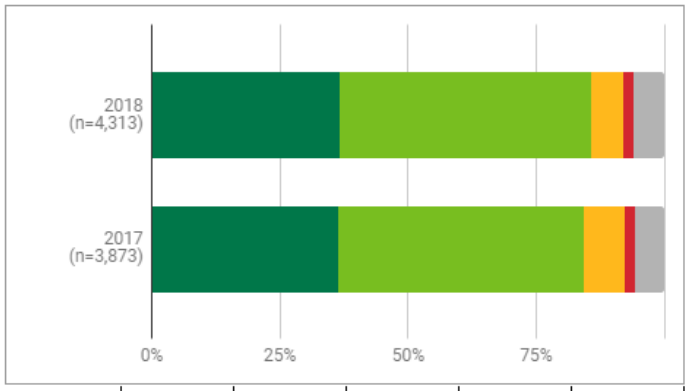


	SA	A	D	SD	DK/U
2018 (n=5,652)	**44.7%**	**50.0%**	**2.4%**	**0.7%**	**2.2%**
2017 (n=5,444)	44.7%	50.2%	2.8%	0.5%	1.9%

COLLABORATION

FAMILY

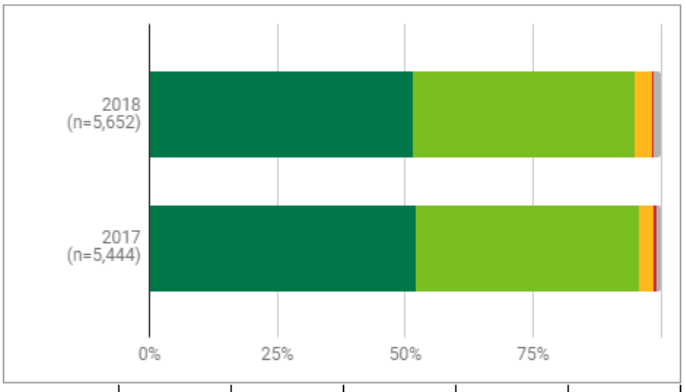
In general, staff at my child's school demonstrate collaboration with parents/guardians



	SA	A	D	SD	DK/U
2018 (n=4,313)	**36.7%**	**49.0%**	**6.3%**	**2.1%**	**5.9%**
2017 (n=3,873)	36.2%	48.1%	8.1%	1.9%	5.8%

STAFF

In general, staff in my school or central department demonstrate collaboration

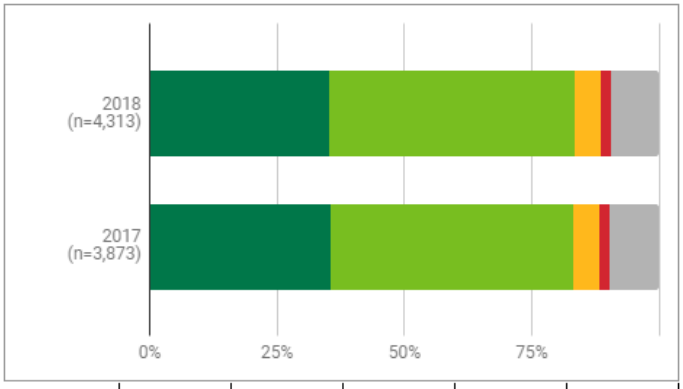


	SA	A	D	SD	DK/U
2018 (n=5,652)	**51.3%**	**43.6%**	**3.3%**	**0.4%**	**1.3%**
2017 (n=5,444)	51.9%	43.8%	2.9%	0.5%	0.9%

EQUITY

FAMILY

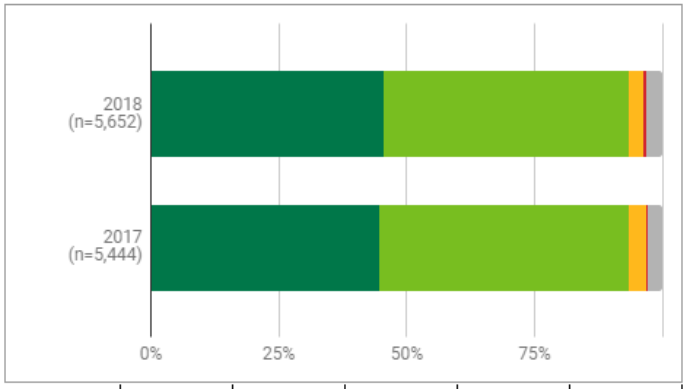
In general, staff at my child's school demonstrate equity



	SA	A	D	SD	DK/U
2018 (n=4,313)	**35.3%**	**48.2%**	**5.1%**	**1.9%**	**9.5%**
2017 (n=3,873)	35.4%	47.8%	5.2%	2.0%	9.6%

STAFF

In general, staff in my school or central department demonstrate equity

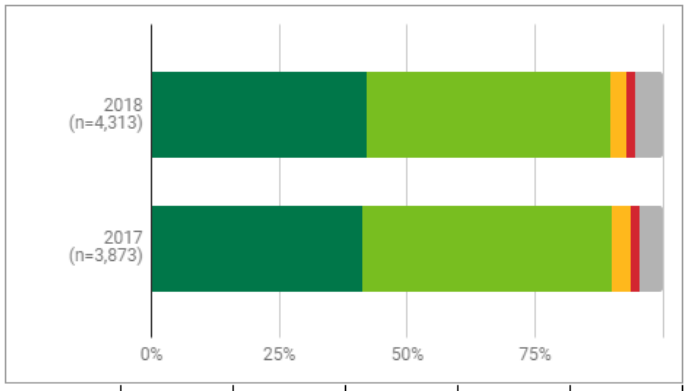


	SA	A	D	SD	DK/U
2018 (n=5,652)	**45.4%**	**47.9%**	**2.9%**	**0.7%**	**3.1%**
2017 (n=5,444)	44.7%	48.8%	3.2%	0.5%	2.8%

INTEGRITY

FAMILY

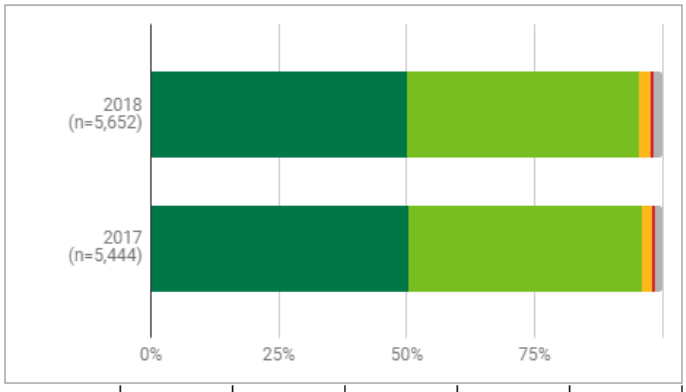
In general, staff at my child's school demonstrate integrity



	SA	A	D	SD	DK/U
2018 (n=4,313)	**42.2%**	**47.4%**	**3.3%**	**1.7%**	**5.4%**
2017 (n=3,873)	41.1%	48.8%	3.7%	1.6%	4.7%

STAFF

In general, staff in my school or central department demonstrate integrity

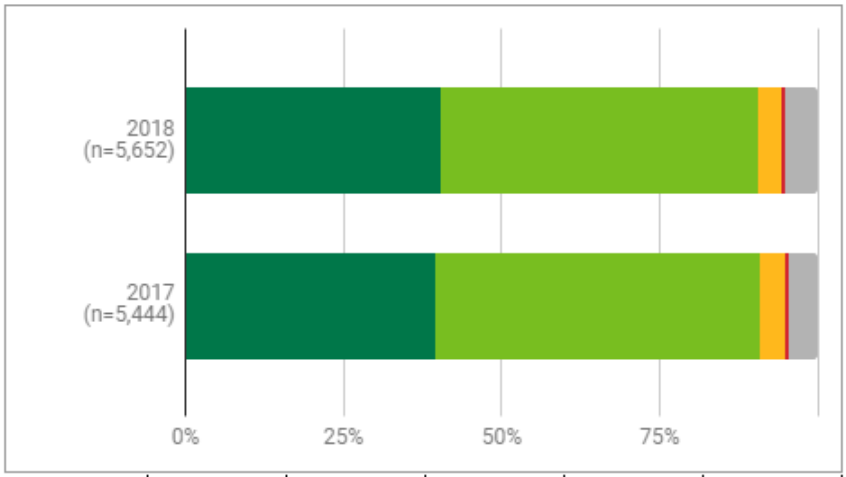


	SA	A	D	SD	DK/U
2018 (n=5,652)	**50.0%**	**45.3%**	**2.5%**	**0.5%**	**1.7%**
2017 (n=5,444)	50.2%	45.8%	2.1%	0.6%	1.3%

COLLABORATION BETWEEN SCHOOLS AND CENTRAL DEPARTMENTS

STAFF

In general, staff at my school or central department demonstrate collaboration with other schools or central departments



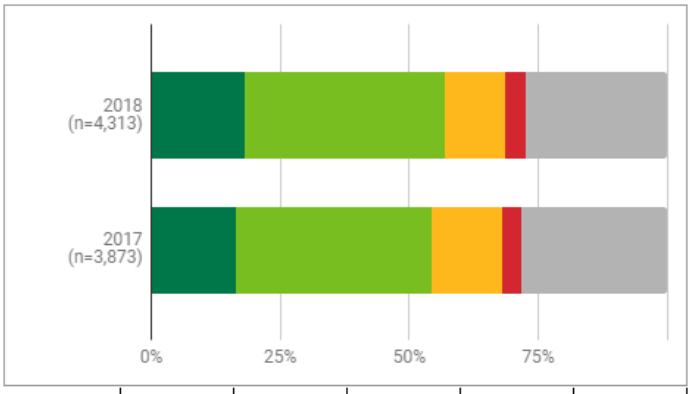
	SA	A	D	SD	DK/U
2018 (n=5,652)	**40.4%**	**50.0%**	**3.9%**	**0.4%**	**5.2%**
2017 (n=5,444)	39.4%	51.3%	4.2%	0.5%	4.6%

THEME: ACCOUNTABILITY AND EXCELLENCE

TRANSPARENT USE OF RESOURCES

FAMILY

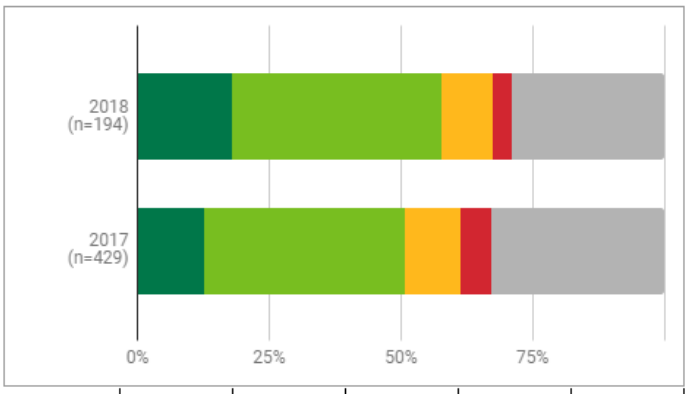
Edmonton Public Schools is transparent in how it uses its resources



	SA	A	D	SD	DK/U
2018 (n=4,313)	**18.2%**	**38.7%**	**11.7%**	**4.2%**	**27.3%**
2017 (n=3,873)	16.4%	38.0%	13.5%	4.0%	28.1%

COMMUNITY

Edmonton Public Schools is transparent in how it uses its resources

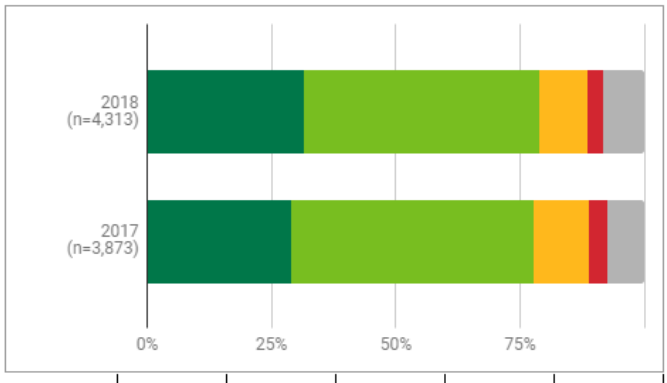


	SA	A	D	SD	DK/U
2018 (n=194)	**18.0%**	**39.7%**	**9.8%**	**3.6%**	**28.9%**
2017 (n=429)	12.6%	38.2%	10.5%	5.8%	32.9%

ADEQUATE SUPPORTS FOR SUCCESS

FAMILY

There are adequate supports in place at my child's school to help them be successful in their education

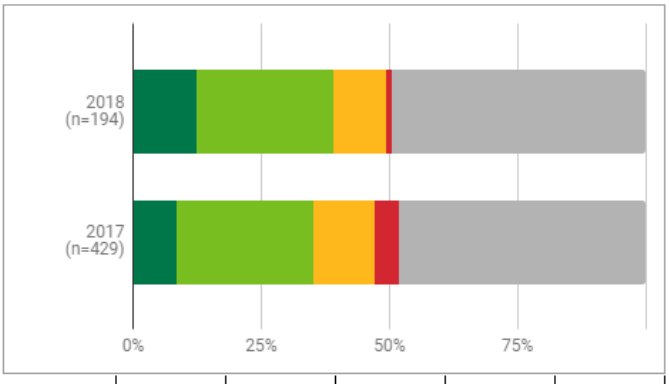


	SA	A	D	SD	DK/U
2018 (n=4,313)	**31.6%**	**47.3%**	**9.8%**	**3.2%**	**8.2%**
2017 (n=3,873)	28.9%	48.6%	11.3%	3.5%	7.6%

FINANCIAL ACCESSIBILITY

COMMUNITY

Edmonton Public Schools' financial information is easily accessible

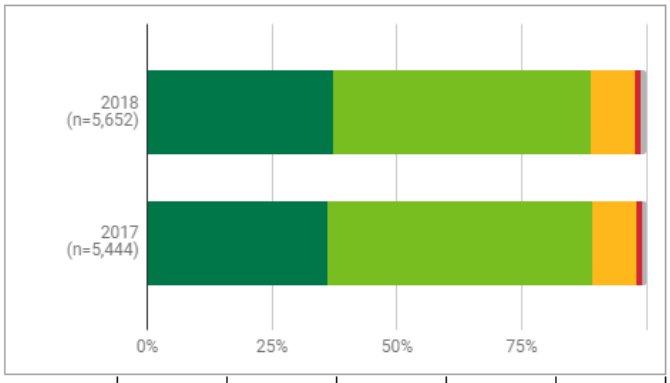


	SA	A	D	SD	DK/U
2018 (n=194)	**12.4%**	**26.8%**	**10.3%**	**1.0%**	**49.5%**
2017 (n=429)	8.4%	26.8%	11.9%	4.9%	48.0%

RESOURCES AND SUPPORTS FOR JOB EFFECTIVENESS

STAFF

I have the resources and supports I need to do my job effectively

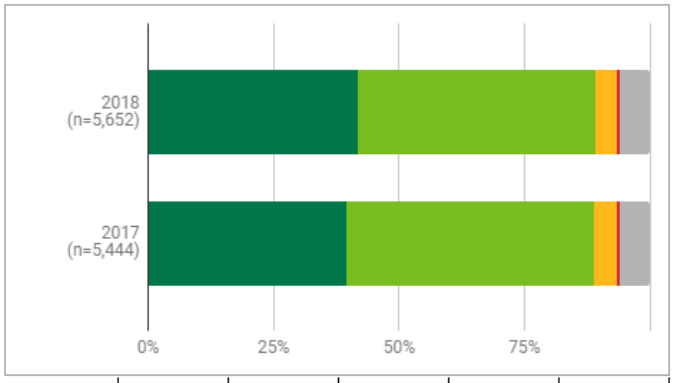


	SA	A	D	SD	DK/U
2018 (n=5,652)	**37.3%**	**51.4%**	**8.9%**	**1.2%**	**1.2%**
2017 (n=5,444)	36.0%	53.0%	8.9%	1.2%	0.8%

SCHOOL OR CENTRAL DEPARTMENT OPERATES EFFICIENTLY

STAFF

My school or central department operates as efficiently as possible within its allocated resources

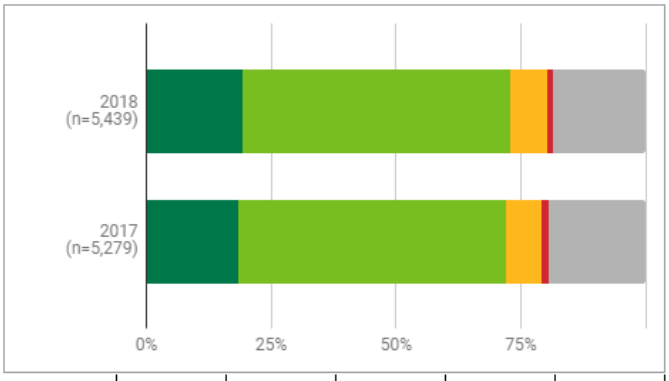


	SA	A	D	SD	DK/U
2018 (n=5,652)	**41.7%**	**47.5%**	**4.0%**	**0.8%**	**5.9%**
2017 (n=5,444)	39.4%	49.4%	4.6%	0.6%	6.0%

*ALIGNMENT BETWEEN SCHOOL, CATCHMENT, CENTRAL

STAFF

There is alignment between school, catchment and central work

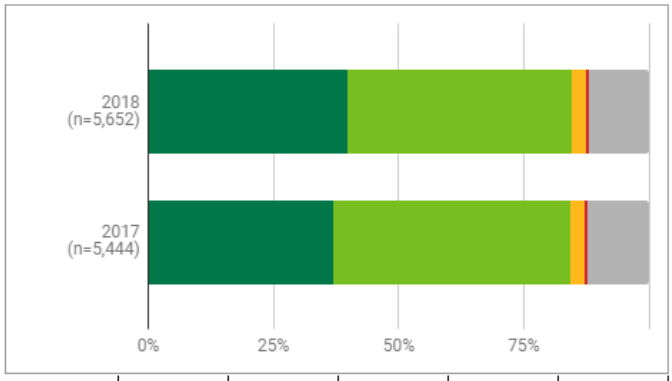


	SA	A	D	SD	DK/U
2018 (n=5,439)	**19.3%**	**53.6%**	**7.5%**	**0.9%**	**18.7%**
2017 (n=5,279)	18.3%	53.8%	7.2%	1.2%	19.5%

SCHOOL OR CENTRAL DEPARTMENT USES RESEARCH AND EVIDENCE

STAFF

My school or central department uses research and evidence to inform school or central department planning and decision-making



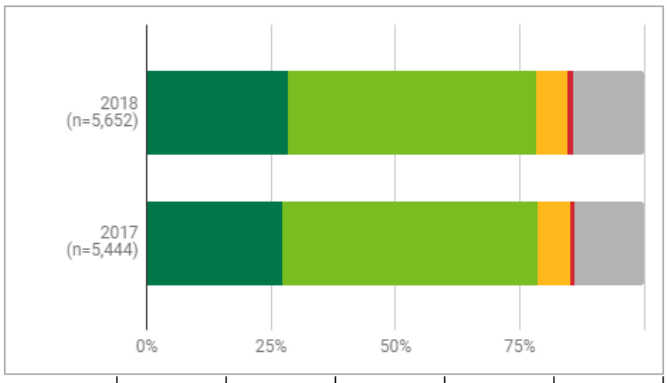
	SA	A	D	SD	DK/U
2018 (n=5,652)	**39.6%**	**44.9%**	**2.9%**	**0.6%**	**12.0%**
2017 (n=5,444)	37.0%	47.3%	2.8%	0.6%	12.3%

**Note: Respondents who selected N/A were not counted in the responses*

EPSB OPERATES EFFICIENTLY

STAFF

Edmonton Public Schools operates as efficiently as possible within its allocated resources

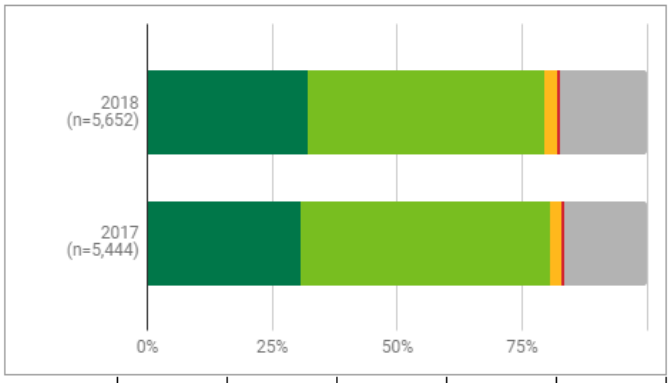


	SA	A	D	SD	DK/U
2018 (n=5,652)	**28.4%**	**49.8%**	**6.4%**	**1.1%**	**14.4%**
2017 (n=5,444)	27.4%	51.3%	6.5%	0.9%	13.9%

EPSB USES RESEARCH AND EVIDENCE

STAFF

Edmonton Public Schools uses research and evidence to inform District planning and decision-making

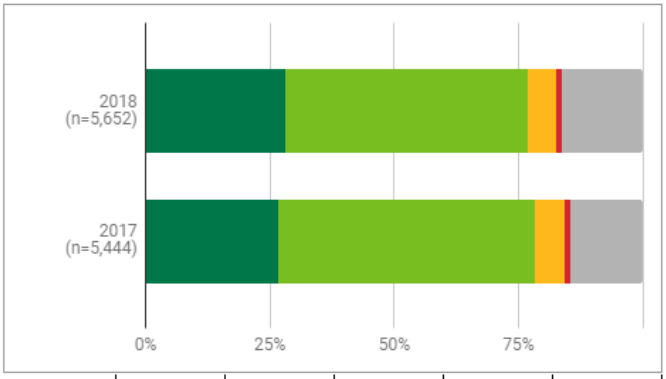


	SA	A	D	SD	DK/U
2018 (n=5,652)	**32.0%**	**47.3%**	**2.7%**	**0.5%**	**17.5%**
2017 (n=5,444)	30.7%	49.9%	2.3%	0.6%	16.5%

EPSB DEMONSTRATES TRANSPARENCY

STAFF

Edmonton Public Schools demonstrates transparency in its planning and decision-making



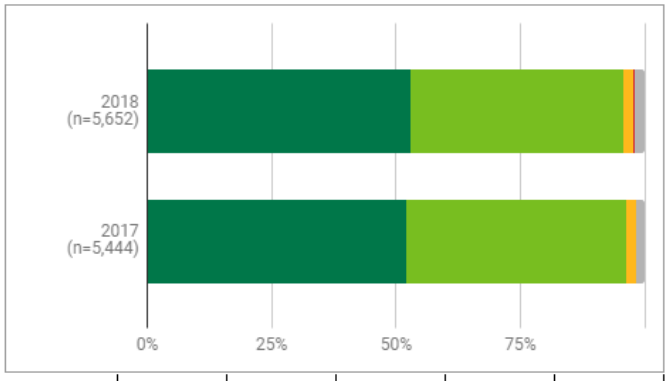
	SA	A	D	SD	DK/U
2018 (n=5,652)	**28.0%**	**48.9%**	**5.7%**	**1.2%**	**16.2%**
2017 (n=5,444)	26.5%	51.9%	5.8%	1.3%	14.5%

THEME: STAFF ENGAGEMENT

EPSB IS A GREAT PLACE TO WORK

STAFF

Edmonton Public Schools is a great place to work

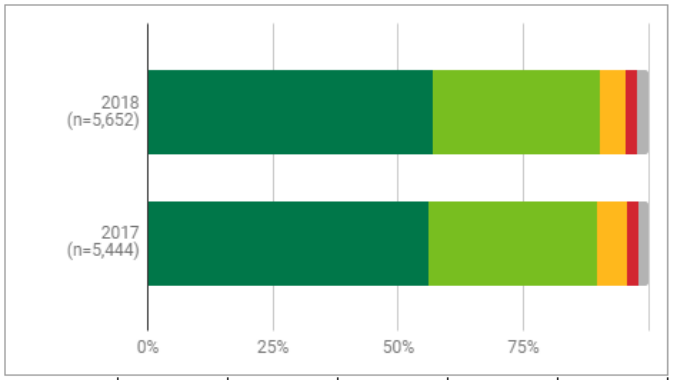


	SA	A	D	SD	DK/U
2018 (n=5,652)	**52.8%**	**42.9%**	**2.1%**	**0.2%**	**2.1%**
2017 (n=5,444)	52.1%	44.0%	2.0%	0.2%	1.6%

COMMUNICATION WITH SUPERVISOR

STAFF

There is open and honest communication between me and my direct supervisor(s) (2017: There is open and honest communication between myself and my direct supervisor(s))

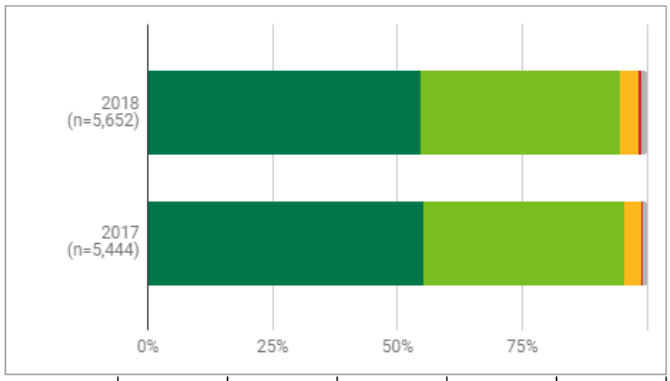


	SA	A	D	SD	DK/U
2018 (n=5,652)	**56.8%**	**33.5%**	**5.3%**	**2.1%**	**2.4%**
2017 (n=5,444)	56.1%	33.5%	6.1%	2.4%	1.9%

COMMUNICATION BETWEEN COLLEAGUES

STAFF

There is open and honest communication between me and my colleagues (2017: There is open and honest communication between myself and my colleagues)

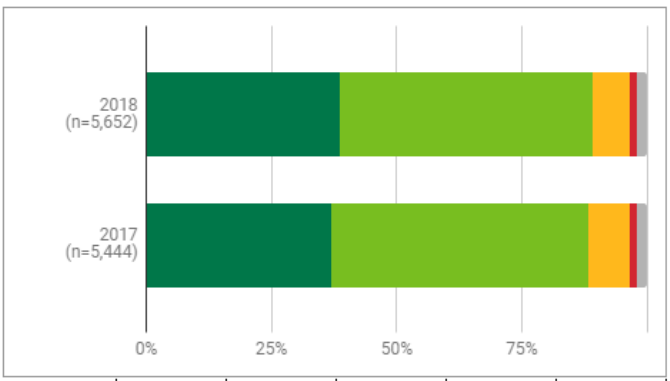


	SA	A	D	SD	DK/U
2018 (n=5,652)	**54.6%**	**40.1%**	**3.5%**	**0.6%**	**1.3%**
2017 (n=5,444)	55.1%	40.3%	3.3%	0.6%	0.8%

WORK RESPONSIBILITIES

STAFF

My work responsibilities are fair and reasonable

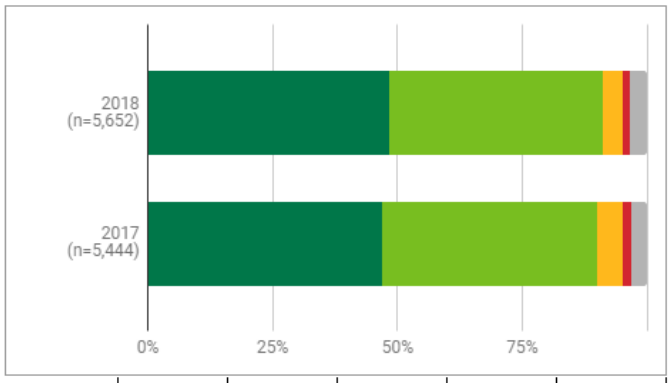


	SA	A	D	SD	DK/U
2018 (n=5,652)	**38.8%**	**50.4%**	**7.4%**	**1.4%**	**2.0%**
2017 (n=5,444)	36.8%	51.4%	8.5%	1.3%	2.0%

WORK IS VALUED

STAFF

My work is valued

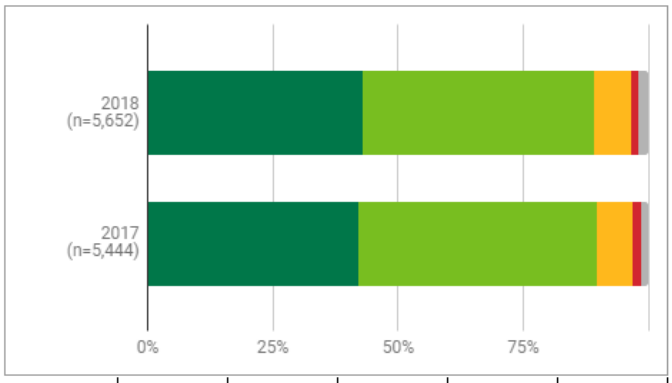


	SA	A	D	SD	DK/U
2018 (n=5,652)	**48.2%**	**42.8%**	**4.1%**	**1.3%**	**3.5%**
2017 (n=5,444)	46.8%	43.2%	5.3%	1.6%	3.1%

OPPORTUNITIES FOR INPUT

STAFF

I have opportunities to provide input into decisions that affect my work

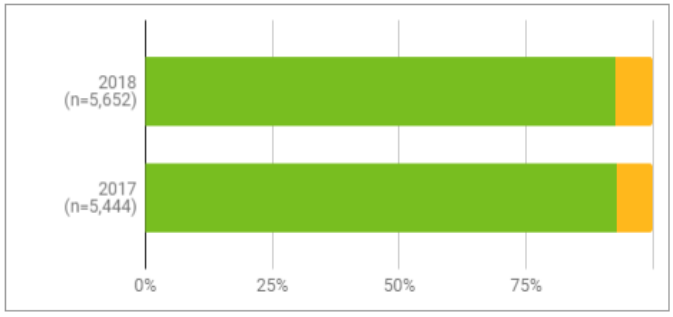


	SA	A	D	SD	DK/U
2018 (n=5,652)	**42.8%**	**46.4%**	**7.3%**	**1.6%**	**1.9%**
2017 (n=5,444)	42.0%	47.7%	7.1%	1.6%	1.5%

AWARENESS OF THE GOALS IN THE SCHOOL/DEPARTMENT PLAN

STAFF

I am aware of the goals outlined in my school or central department plan

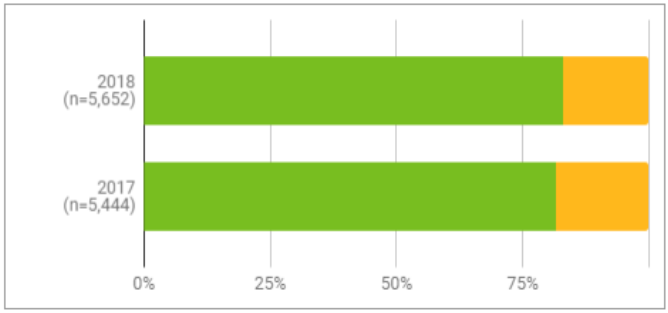


	Yes	No
2018 (n=5,652)	**92.7%**	**7.3%**
2017 (n=5,444)	92.9%	7.1%

PROVIDING INPUT TO THE SCHOOL/DEPARTMENT PLAN

STAFF

I have had opportunities to provide input into my school or central department plan

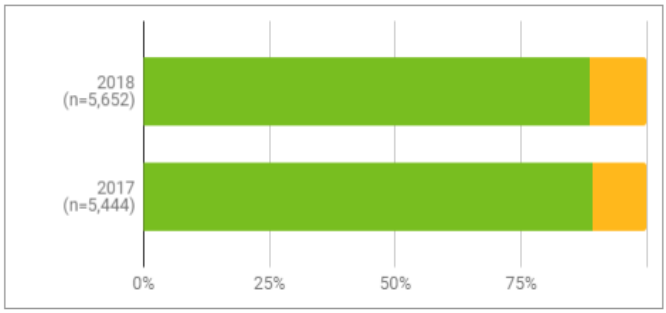


	Yes	No
2018 (n=5,652)	**82.9%**	**17.1%**
2017 (n=5,444)	81.7%	18.3%

ACHIEVING GOALS OF THE SCHOOL/DEPARTMENT PLAN

STAFF

I am aware of what my school or central department is doing to achieve the goals in my school or central department plan

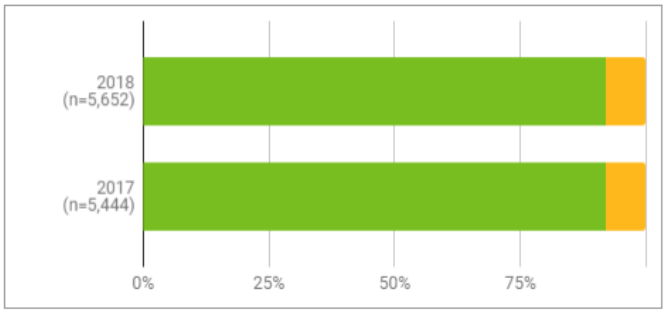


	Yes	No
2018 (n=5,652)	**88.6%**	**11.4%**
2017 (n=5,444)	89.1%	10.9%

CONTRIBUTION TO THE SCHOOL/DEPARTMENT PLAN

STAFF

I understand how my work contributes to my school or central department plan



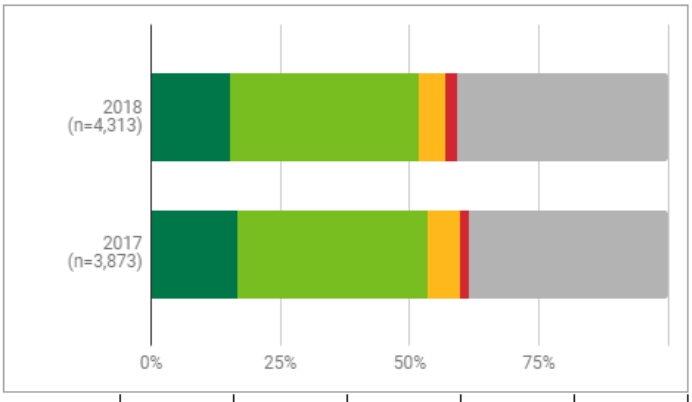
	Yes	No
2018 (n=5,652)	**92.1%**	**7.9%**
2017 (n=5,444)	92.1%	7.9%

THEME: DISTRICT LEADERSHIP

LEADERSHIP OF THE SUPERINTENDENT

FAMILY

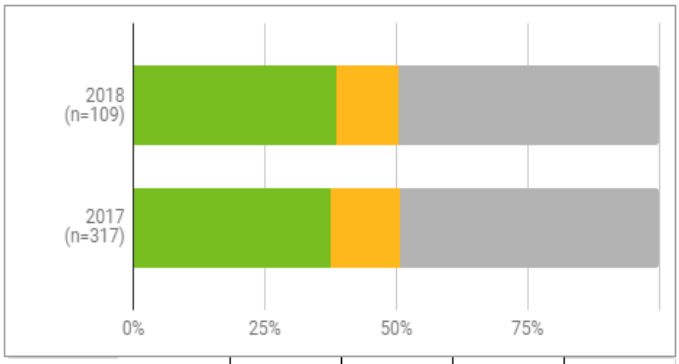
I have confidence in the leadership of the Superintendent of Schools



	SA	A	D	SD	DK/U
2018 (n=4,313)	**15.1%**	**36.5%**	**5.3%**	**2.3%**	**40.7%**
2017 (n=3,873)	16.8%	36.8%	6.3%	1.8%	38.4%

COMMUNITY

I have confidence in the leadership of the Superintendent of Schools (General Public) (2017: Do you have confidence in the leadership of the Superintendent of Schools)

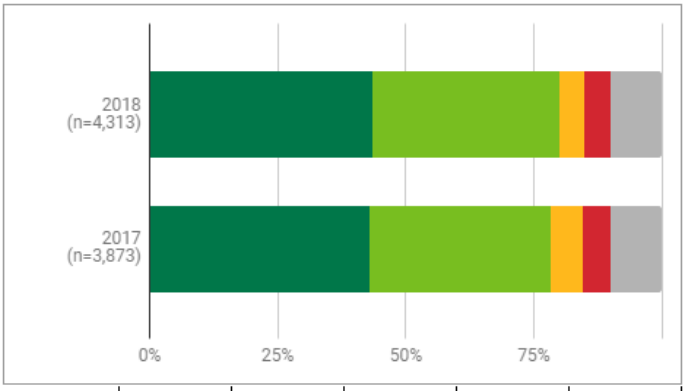


	Yes	No	DK/U
2018 (n=109)	**38.5%**	**11.9%**	**49.5%**
2017 (n=317)	37.5%	13.2%	49.2%

LEADERSHIP OF THE PRINCIPAL

FAMILY

I have confidence in the leadership of my child's principal



	SA	A	D	SD	DK/U
2018 (n=4,313)	**43.6%**	**36.4%**	**4.9%**	**5.1%**	**10.1%**
2017 (n=3,873)	43.0%	35.3%	6.3%	5.3%	10.1%

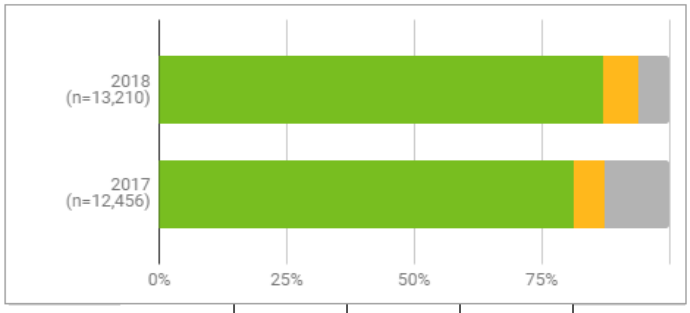
PRIORITY 3: Enhance public education through communication, engagement and partnerships.	
GOAL ONE: Parents as partners	**OUTCOME:** Parents are provided opportunities to be involved in their child's education.

THEME: FAMILY ENGAGEMENT AND INVOLVEMENT

FAMILY TALKS ABOUT LEARNING

STUDENTS GRADE 3&5

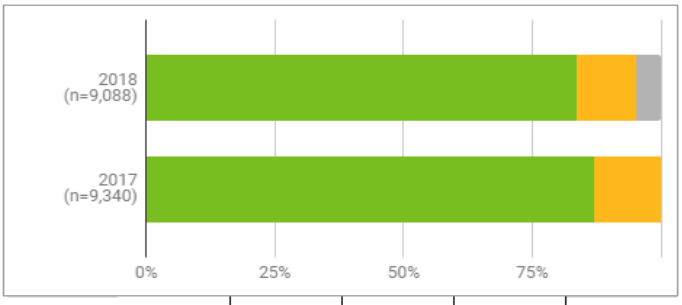
My parent(s)/guardian(s) talks with me about my learning



	Yes	No	DK/U
2018 (n=13,210)	**87.0%**	**7.0%**	**6.0%**
2017 (n=12,456)	81.2%	6.2%	12.6%

STUDENTS GRADE 8&11

My parent(s)/guardian(s) talks with me about my learning (2017: Don't Know / Unsure was not included as an option for selection)

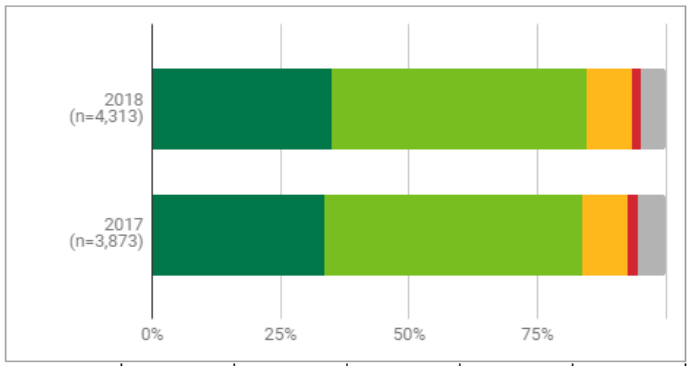


	Yes	No	DK/U
2018 (n=9,088)	**83.6%**	**11.5%**	**5.0%**
2017 (n=9,340)	86.9%	13.1%	0.0%

OPPORTUNITIES FOR FAMILY INVOLVEMENT

FAMILY

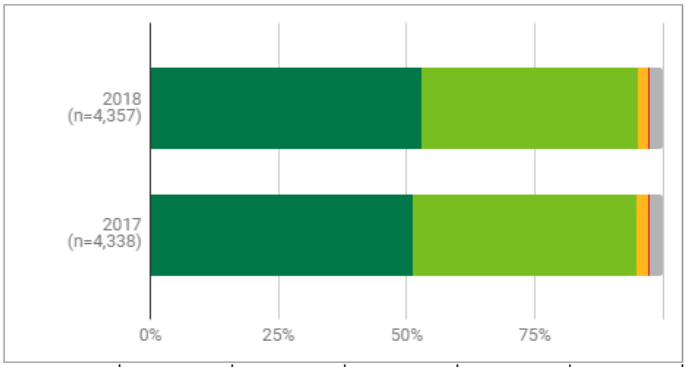
I am aware of opportunities to be involved in my child's education



	SA	A	D	SD	DK/U
2018 (n=4,313)	**34.9%**	**49.5%**	**8.9%**	**1.7%**	**5.0%**
2017 (n=3,873)	33.6%	50.2%	8.8%	2.0%	5.4%

STAFF

My school offers parent(s)/guardian(s) multiple ways to be involved in their child's education (T & L Staff)

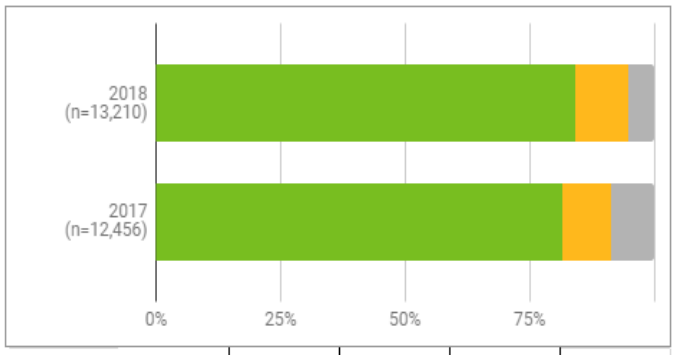


	SA	A	D	SD	DK/U
2018 (n=4,357)	**52.8%**	**42.3%**	**2.1%**	**0.2%**	**2.7%**
2017 (n=4,338)	51.3%	43.6%	2.2%	0.3%	2.6%

FAMILY HELPS WITH SCHOOL WORK

STUDENTS GRADE 3&5

I get help from my parent(s)/guardian(s) with my school work

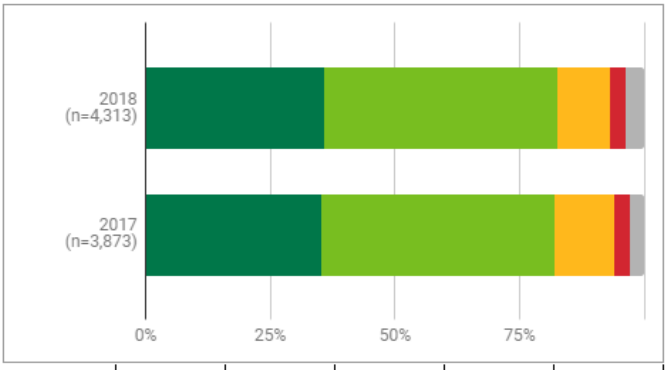


	Yes	No	DK/U
2018 (n=13,210)	**84.2%**	**10.6%**	**5.1%**
2017 (n=12,456)	81.5%	9.8%	8.7%

INFORMATION ABOUT CHILD'S LEARNING HELPS SUPPORT CHILD

FAMILY

The information I receive about my child's learning at school helps me to support my child

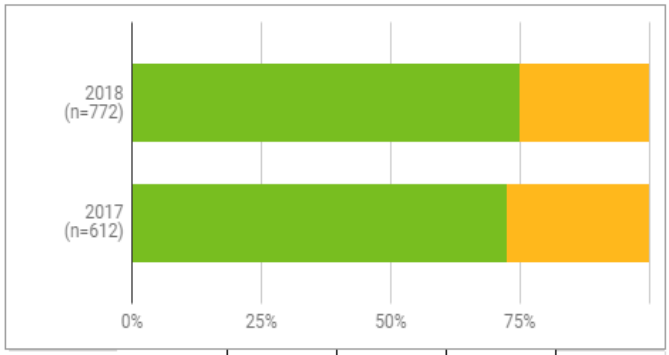


	SA	A	D	SD	DK/U
2018 (n=4,313)	**35.9%**	**46.6%**	**10.6%**	**3.2%**	**3.7%**
2017 (n=3,873)	35.2%	46.9%	11.9%	3.0%	2.9%

INDIVIDUALIZED PROGRAM PLAN TEAM

FAMILY

Do you feel part of a team with the teachers and other staff working on the Individualized Program Plan (IPP) with your child? (Families of students with an IPP) (2017: Don't Know / Unsure was included as a response option; It was removed for 2018)

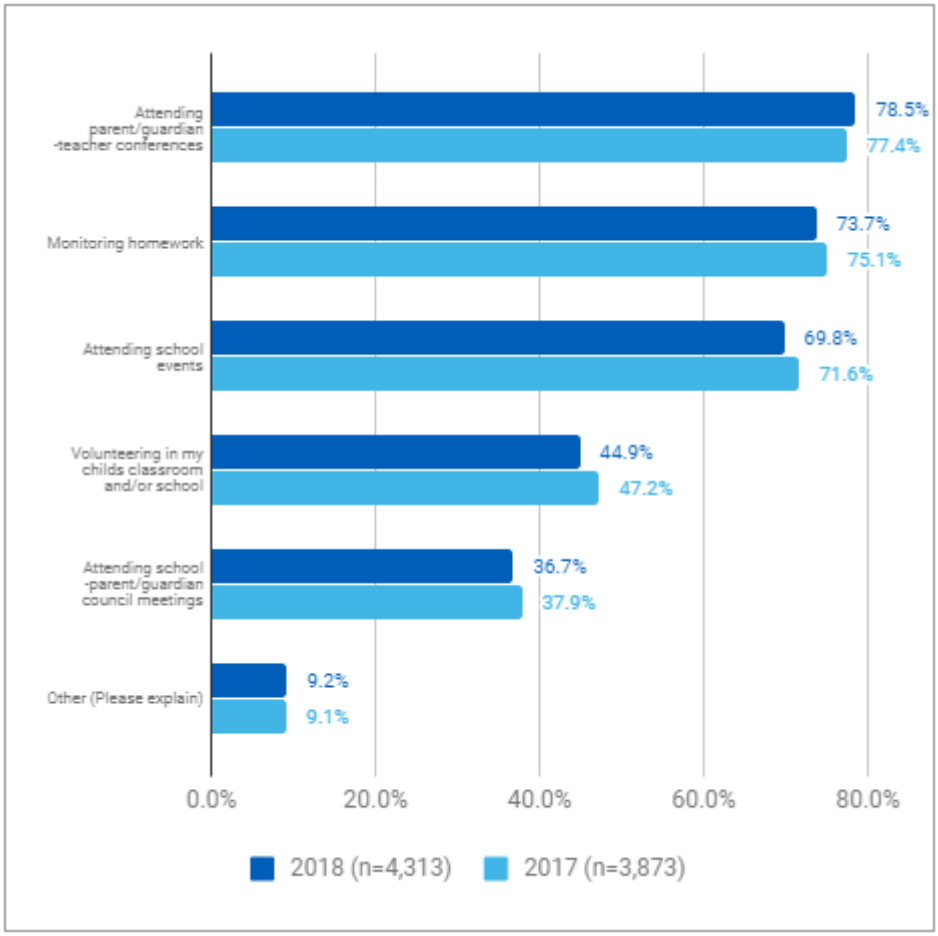


	Yes	No	DK/U
2018 (n=772)	**74.9%**	**25.1%**	**0.0%**
2017 (n=612)	72.4%	27.6%	0.0%

*AREAS OF INVOLVEMENT IN EDUCATION

FAMILY

This year I have had the opportunity to be involved in my child's education by: (Select all that apply)



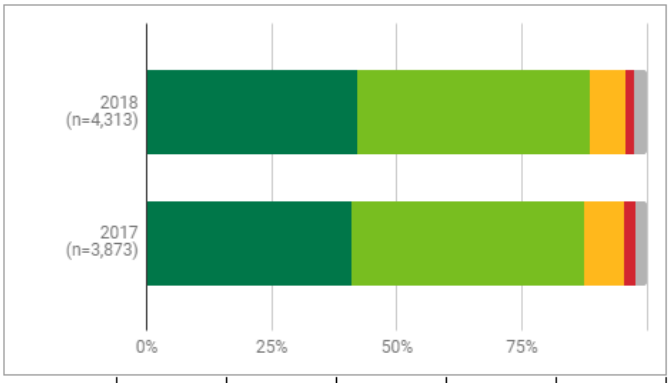
MULTIPLE RESPONSE - one or more options selected per response

THEME: HOME/SCHOOL COMMUNICATION

COMMUNICATION OPPORTUNITIES

FAMILY

I have adequate opportunities to communicate with my child's teacher(s)

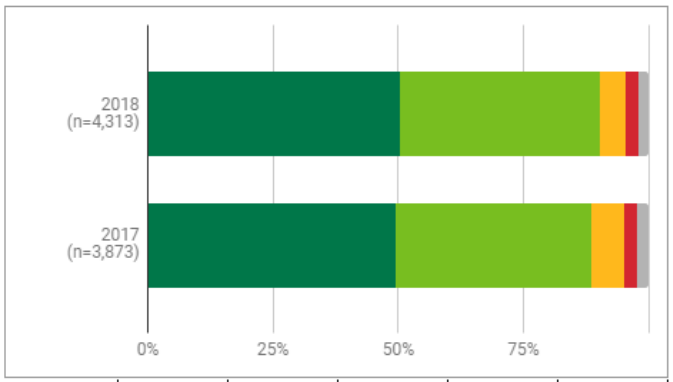


	SA	A	D	SD	DK/U
2018 (n=4,313)	**42.2%**	**46.5%**	**6.9%**	**1.8%**	**2.6%**
2017 (n=3,873)	40.8%	46.6%	8.1%	2.2%	2.3%

CONTACTING SCHOOL ABOUT CONCERNS

FAMILY

I am comfortable contacting my child's school about an issue or concern with my child's educational experience

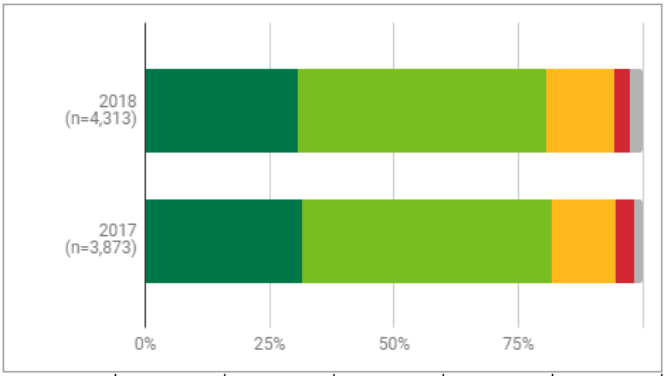


	SA	A	D	SD	DK/U
2018 (n=4,313)	**50.5%**	**39.8%**	**5.1%**	**2.7%**	**1.9%**
2017 (n=3,873)	49.4%	39.1%	6.5%	2.7%	2.3%

COMMUNICATION OF ACADEMIC PROGRESS

FAMILY

My child's academic progress is communicated to me in an ongoing and timely manner

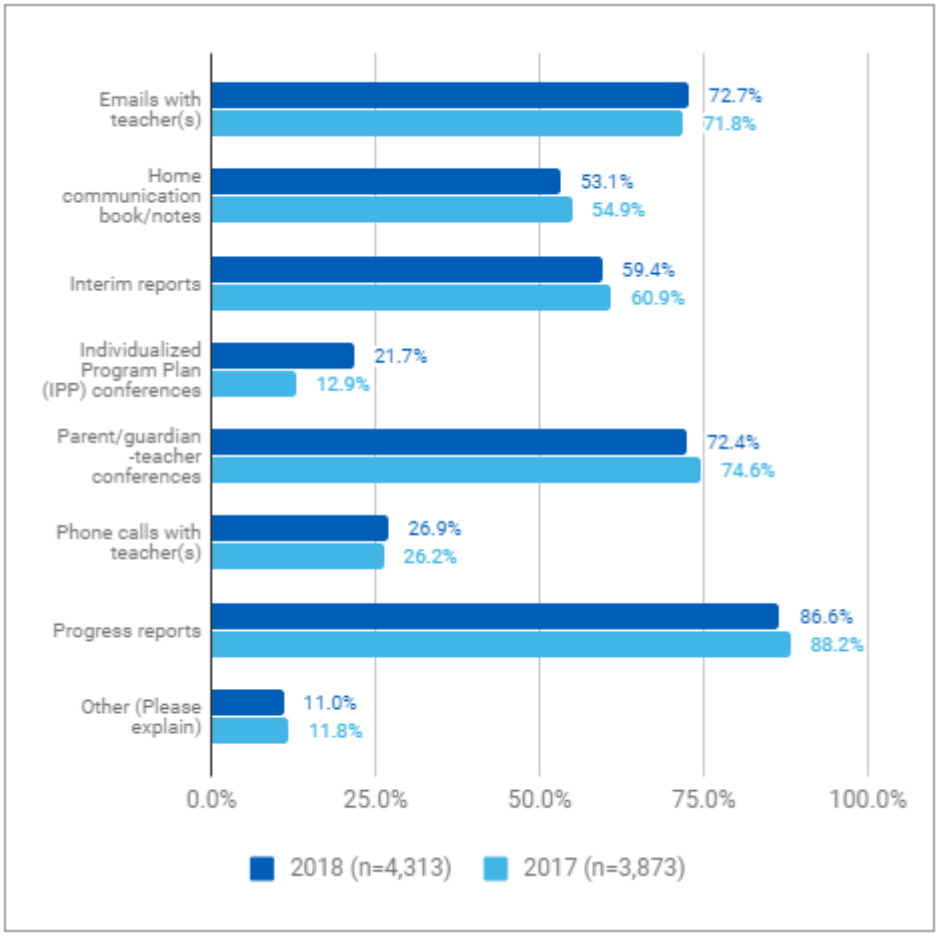


	SA	A	D	SD	DK/U
2018 (n=4,313)	**30.7%**	**49.9%**	**13.7%**	**3.1%**	**2.6%**
2017 (n=3,873)	31.6%	50.2%	12.9%	3.5%	1.8%

*PREFERRED WAYS TO RECEIVE INFORMATION ABOUT LEARNING

FAMILY

How do you prefer to get information about your child's learning? (Select all that apply)



MULTIPLE RESPONSE - one or more options selected per response

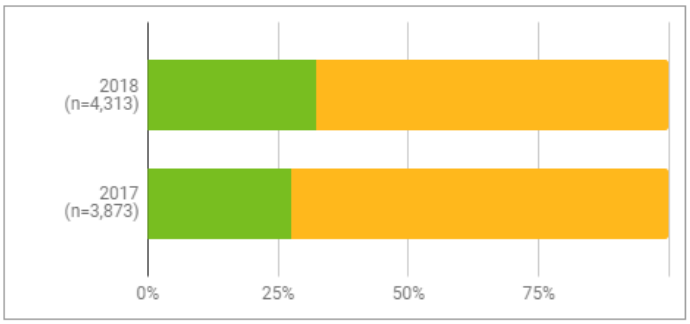
PRIORITY 3: Enhance public education through communication, engagement and partnerships.	
GOAL TWO: Supports for the whole child	**OUTCOME:** Community partnerships are established to provide supports and services to foster growth and success of students and families.

THEME: PARTNERSHIPS

AWARENESS OF EDMONTON PUBLIC SCHOOLS FOUNDATION

FAMILY

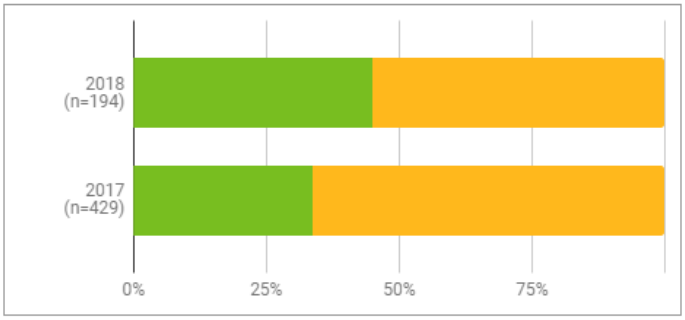
I am aware of the Edmonton Public Schools Foundation



	Yes	No
2018 (n=4,313)	**32.4%**	**67.6%**
2017 (n=3,873)	27.5%	72.5%

COMMUNITY

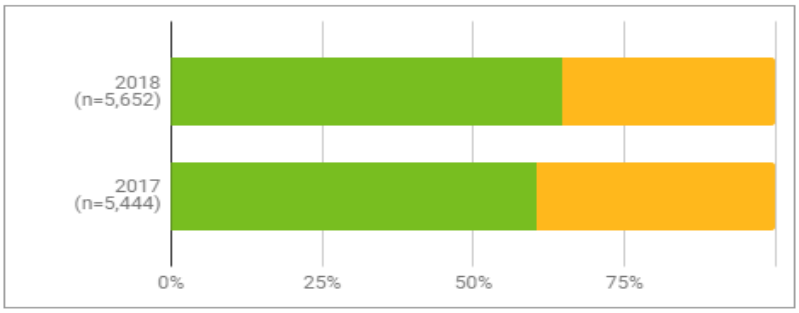
I am aware of the Edmonton Public Schools Foundation (2017: Are you aware of the Edmonton Public Schools Foundation)



	Yes	No
2018 (n=194)	**44.8%**	**55.2%**
2017 (n=429)	33.8%	66.2%

STAFF

I am aware of the Edmonton Public Schools Foundation

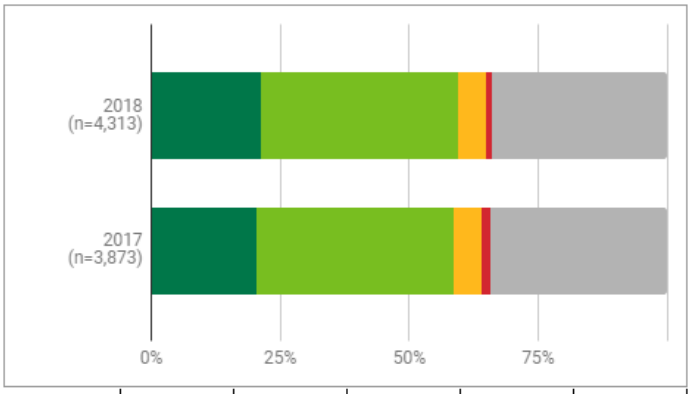


	Yes	No
2018 (n=5,652)	**64.6%**	**35.4%**
2017 (n=5,444)	60.5%	39.5%

PARTNERSHIPS FOR STUDENT SUCCESS

FAMILY

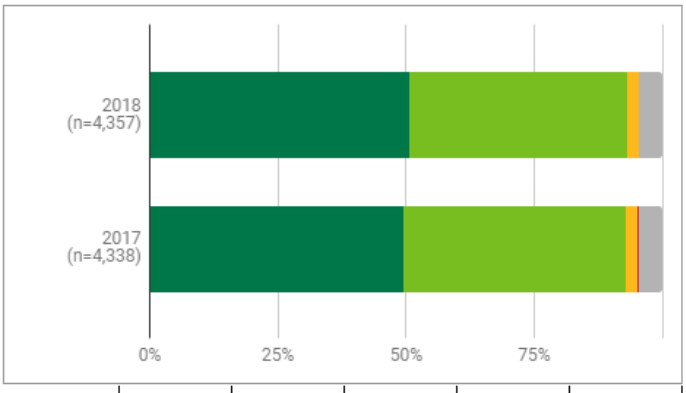
My child's school has community partnerships that support student success



	SA	A	D	SD	DK/U
2018 (n=4,313)	**21.3%**	**38.1%**	**5.3%**	**1.4%**	**33.9%**
2017 (n=3,873)	20.3%	38.4%	5.3%	1.6%	34.4%

STAFF

My school has partnerships that support student success (T & L Staff)

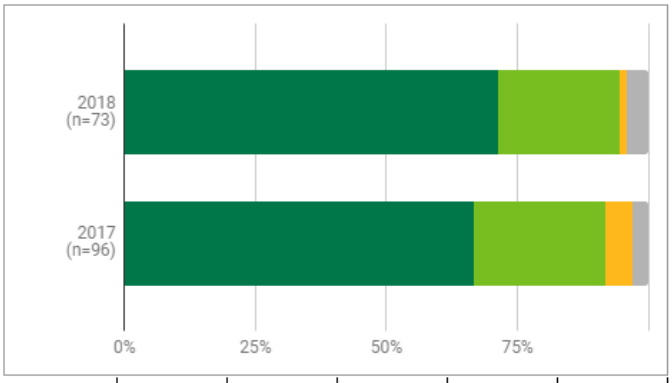


	SA	A	D	SD	DK/U
2018 (n=4,357)	**50.7%**	**42.4%**	**2.1%**	**0.2%**	**4.6%**
2017 (n=4,338)	49.6%	43.2%	2.3%	0.3%	4.6%

PARTNERS RELATIONSHIP WITH STAFF

COMMUNITY

I have a positive working relationship with the staff at this school (Organization Member)

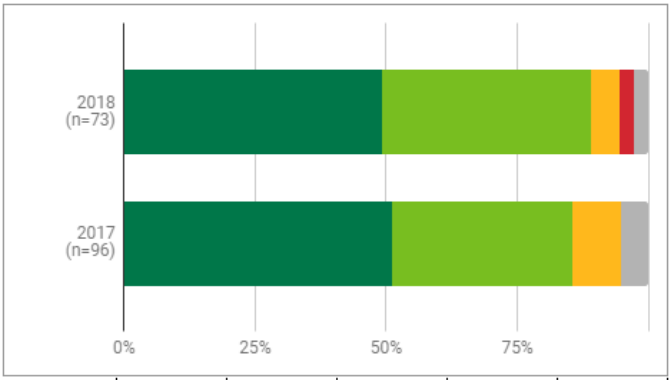


	SA	A	D	SD	DK/U
2018 (n=73)	**71.2%**	**23.3%**	**1.4%**	**0.0%**	**4.1%**
2017 (n=96)	66.7%	25.0%	5.2%	0.0%	3.1%

EFFECTIVE DECISION MAKING

COMMUNITY

There are effective decision making processes between myself and school staff (Organization Member)

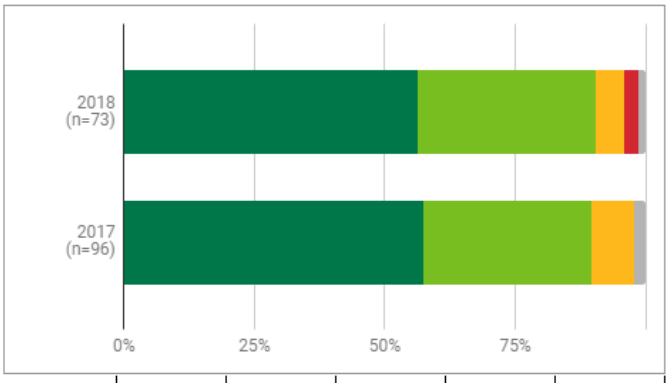


	SA	A	D	SD	DK/U
2018 (n=73)	**49.3%**	**39.7%**	**5.5%**	**2.7%**	**2.7%**
2017 (n=96)	51.0%	34.4%	9.4%	0.0%	5.2%

EFFECTIVE COMMUNICATION

COMMUNITY

There is effective communication between myself and school staff (Organization Member)

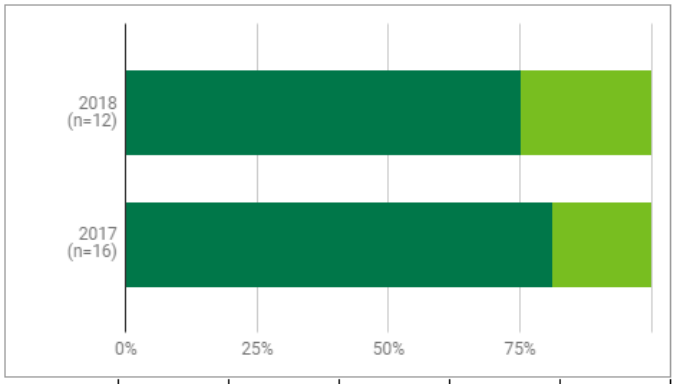


	SA	A	D	SD	DK/U
2018 (n=73)	**56.2%**	**34.2%**	**5.5%**	**2.7%**	**1.4%**
2017 (n=96)	57.3%	32.3%	8.3%	0.0%	2.1%

POSITIVE WORKING RELATIONSHIP

COMMUNITY

My organization has a positive working relationship with Edmonton Public Schools (CEOs)

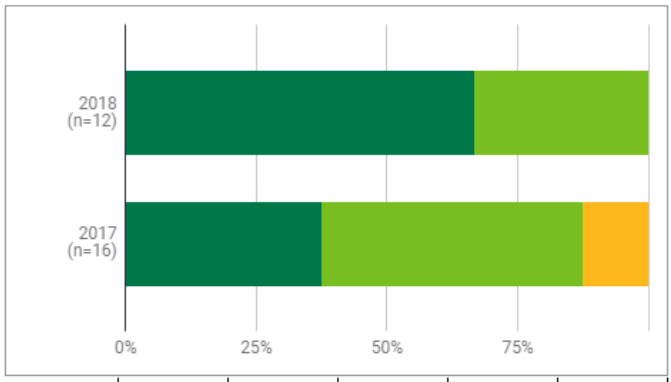


	SA	A	D	SD	DK/U
2018 (n=12)	**75.0%**	**25.0%**	**0.0%**	**0.0%**	**0.0%**
2017 (n=16)	81.3%	18.8%	0.0%	0.0%	0.0%

CONNECTING WITH EPSB

COMMUNITY

It is easy for my organization to connect with individuals/departments in Edmonton Public Schools (CEOs)

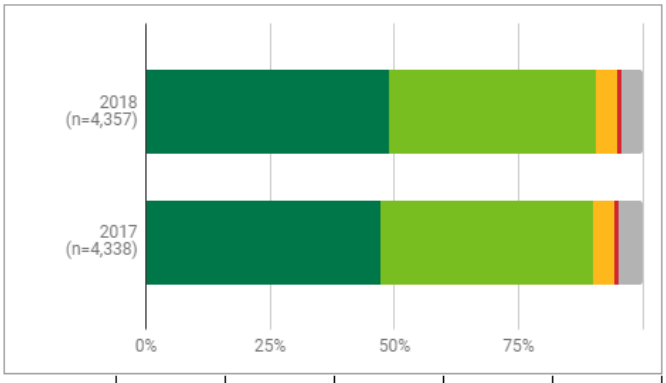


	SA	A	D	SD	DK/U
2018 (n=12)	**66.7%**	**33.3%**	**0.0%**	**0.0%**	**0.0%**
2017 (n=16)	37.5%	50.0%	12.5%	0.0%	0.0%

SUPPORT FOR STUDENTS WITH CHALLENGING CIRCUMSTANCES

STAFF

My school has partnerships that provide access to supports and services for students with challenging circumstances (T & L Staff)

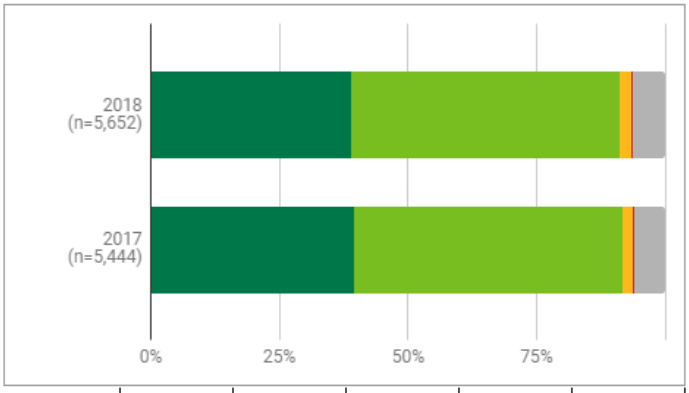


	SA	A	D	SD	DK/U
2018 (n=4,357)	**48.8%**	**41.7%**	**4.5%**	**0.7%**	**4.3%**
2017 (n=4,338)	47.3%	42.6%	4.4%	0.9%	4.8%

PARTNERSHIPS SUPPORTING STUDENT SUCCESS

STAFF

Edmonton Public Schools as a whole has partnerships that support student success



	SA	A	D	SD	DK/U
2018 (n=5,652)	**38.8%**	**52.4%**	**2.3%**	**0.2%**	**6.3%**
2017 (n=5,444)	39.4%	52.2%	2.0%	0.3%	6.1%

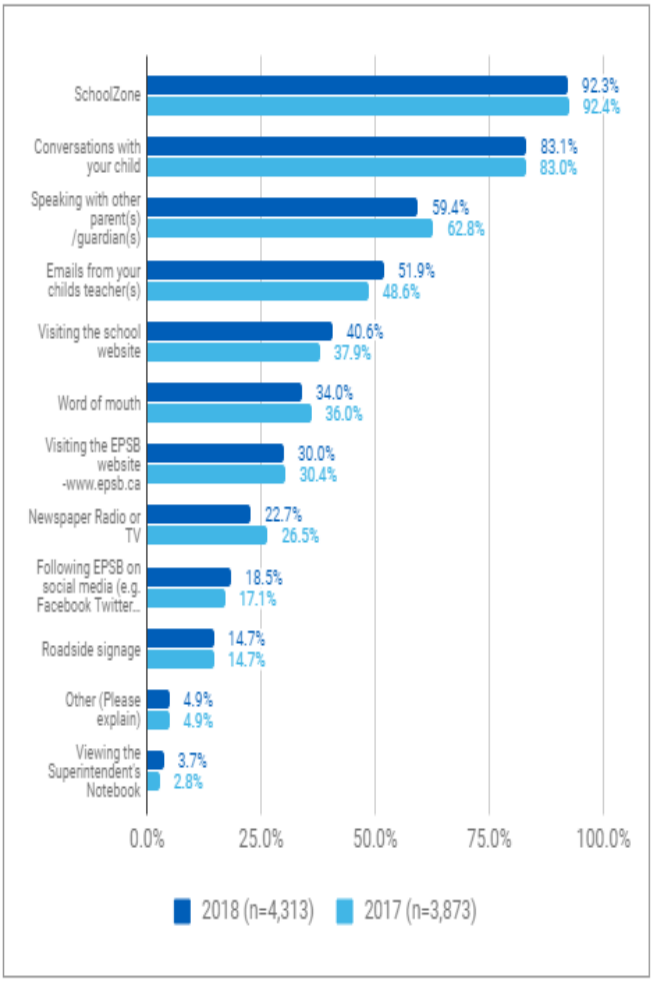
PRIORITY 3: Enhance public education through communication, engagement and partnerships.	
GOAL THREE: Engaged and effective governance	**OUTCOME:** The District is committed to ongoing communication, participation and engagement that enhances public education.

THEME: DISTRICT COMMUNICATION

*KEEPING INFORMED ABOUT EPSB

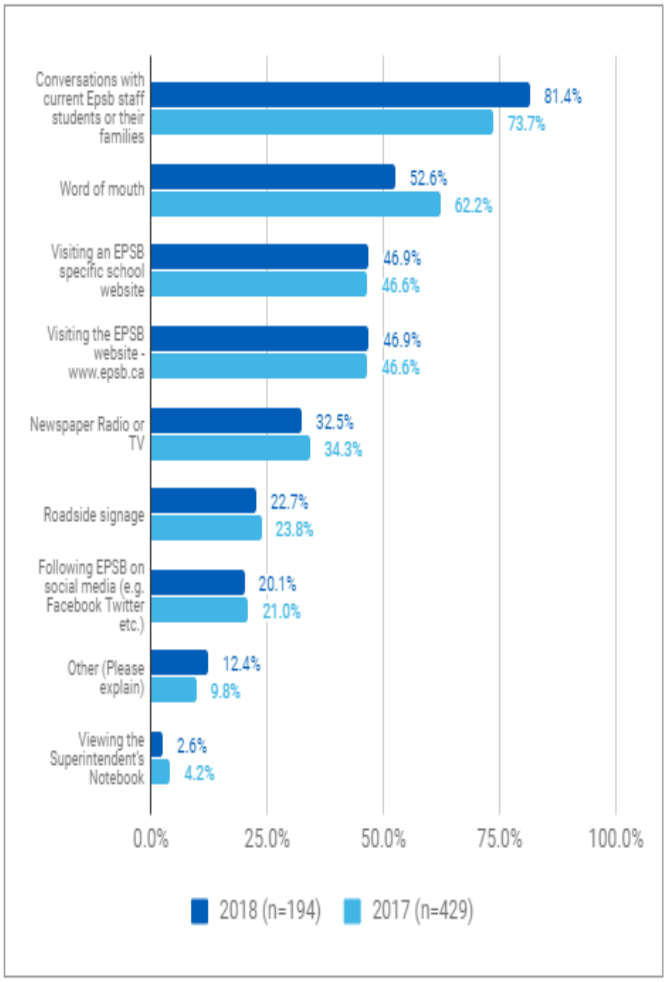
FAMILY

Select the ways you keep informed about EPSB (Select all that apply)



COMMUNITY

Select the ways you keep informed about EPSB (Select all that apply)

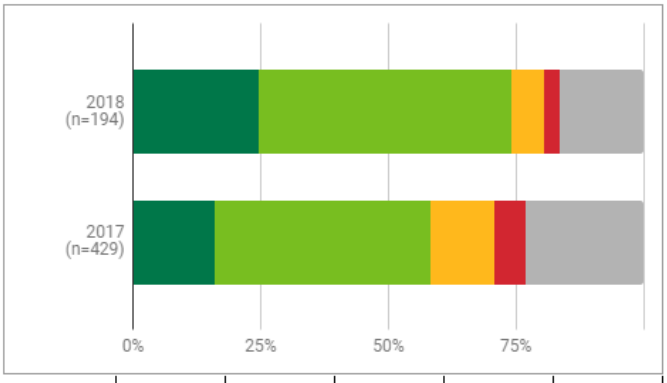


MULTIPLE RESPONSE - one or more options selected per response

FEEDBACK TO IMPROVE SERVICES

COMMUNITY

Edmonton Public Schools uses feedback from parent/guardians, students and the broader community to improve services to students and communities



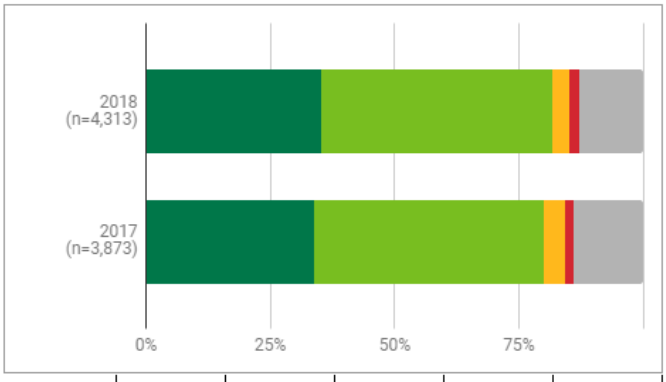
	SA	A	D	SD	DK/U
2018 (n=194)	**24.7%**	**49.5%**	**6.2%**	**3.1%**	**16.5%**
2017 (n=429)	16.1%	42.2%	12.6%	6.1%	23.1%

THEME: COMMUNITY INVOLVEMENT

STAFF BUILD POSITIVE RELATIONSHIPS

FAMILY

Staff in my child's school build trusting positive relationships within the school community

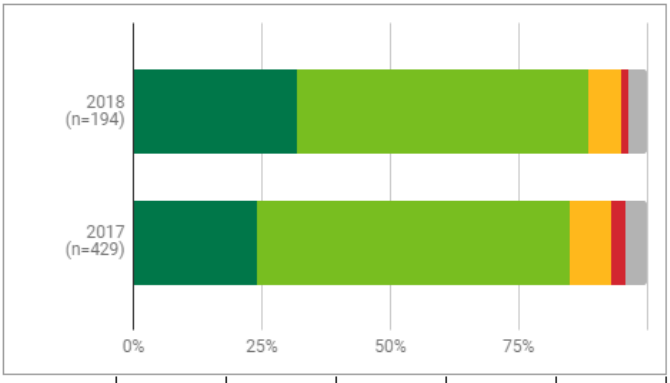


	SA	A	D	SD	DK/U
2018 (n=4,313)	**35.1%**	**46.5%**	**3.5%**	**2.1%**	**12.8%**
2017 (n=3,873)	33.8%	46.3%	4.3%	1.6%	14.1%

PERCEPTION BY THE COMMUNITY

COMMUNITY

Our schools are perceived positively by the community

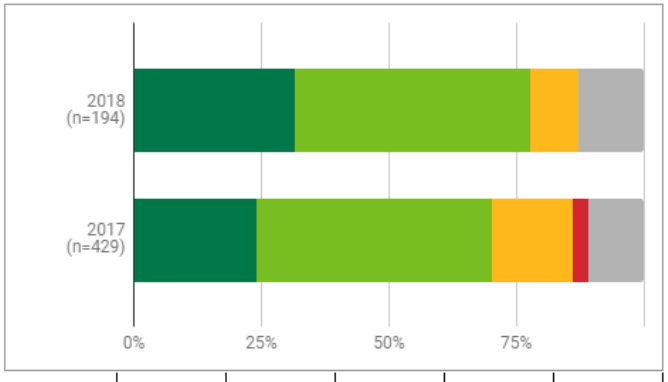


	SA	A	D	SD	DK/U
2018 (n=194)	**32.0%**	**56.7%**	**6.2%**	**1.5%**	**3.6%**
2017 (n=429)	24.0%	60.8%	8.2%	2.8%	4.2%

INVOLVEMENT IN THE COMMUNITY

COMMUNITY

Our schools are actively involved in the community

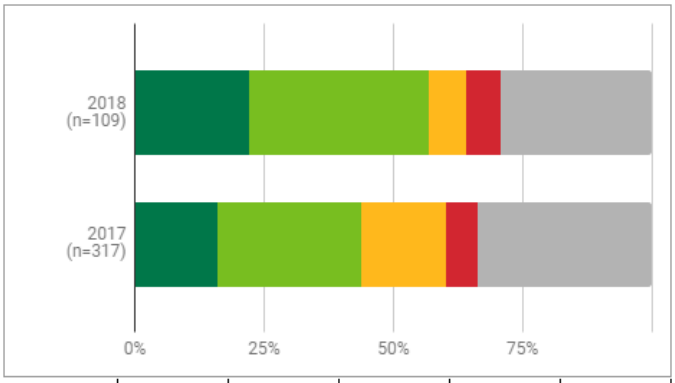


	SA	A	D	SD	DK/U
2018 (n=194)	**31.4%**	**46.4%**	**9.3%**	**0.0%**	**12.9%**
2017 (n=429)	24.0%	46.2%	15.9%	3.0%	11.0%

PRINCIPAL AS COMMUNITY LEADER

COMMUNITY

The principal is a leader in the community (General public)



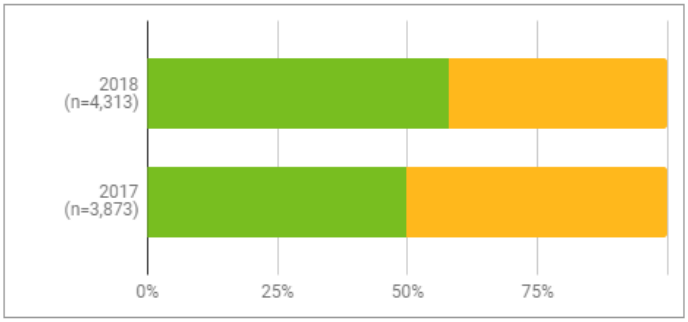
	SA	A	D	SD	DK/U
2018 (n=109)	**22.0%**	**34.9%**	**7.3%**	**6.4%**	**29.4%**
2017 (n=317)	16.1%	27.8%	16.4%	6.0%	33.8%

THEME: GENERATIVE GOVERNANCE

ROLE OF THE BOARD OF TRUSTEES

FAMILY

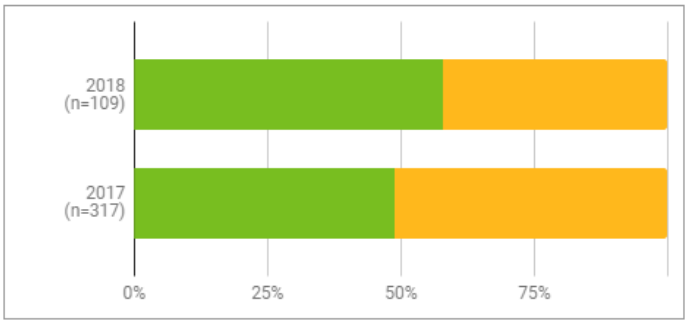
I am aware of the role that the Board of Trustees plays in public education (2017: Are you aware of the role that the Board of Trustees plays in public education)



	Yes	No
2018 (n=4,313)	**57.9%**	**42.1%**
2017 (n=3,873)	49.7%	50.3%

COMMUNITY

I am aware of the role that the Board of Trustees plays in public education (General public) (2017: Are you aware of the role that the Board of Trustees plays in public education)

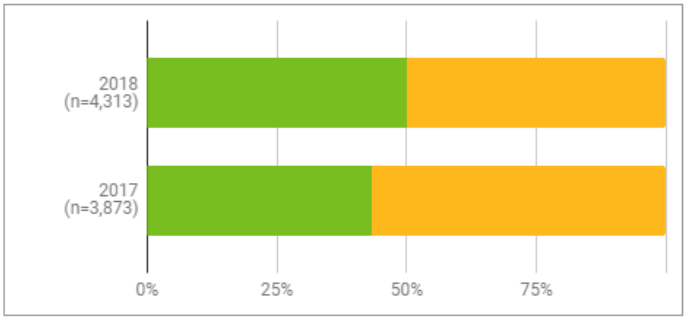


	Yes	No
2018 (n=109)	**57.8%**	**42.2%**
2017 (n=317)	48.9%	51.1%

KNOWLEDGE OF SCHOOL TRUSTEE

FAMILY

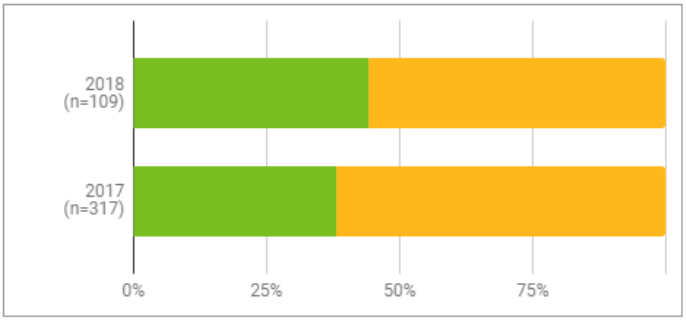
I know who the Edmonton Public School Trustee is for my child's school (2017: Do you know who the Edmonton Public School Trustee is for your child's school)



	Yes	No
2018 (n=4,313)	**49.9%**	**50.1%**
2017 (n=3,873)	43.1%	56.9%

COMMUNITY

I know who the Trustee is for the Edmonton Public School closest to where I currently live (General public) (2017: Do you know who the Trustee is for the Edmonton Public School closest to where you currently live)

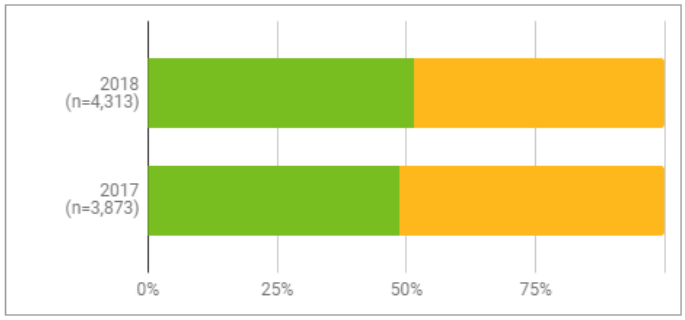


	Yes	No
2018 (n=109)	**44.0%**	**56.0%**
2017 (n=317)	38.2%	61.8%

AWARENESS OF EPSB STRATEGIC PLAN

FAMILY

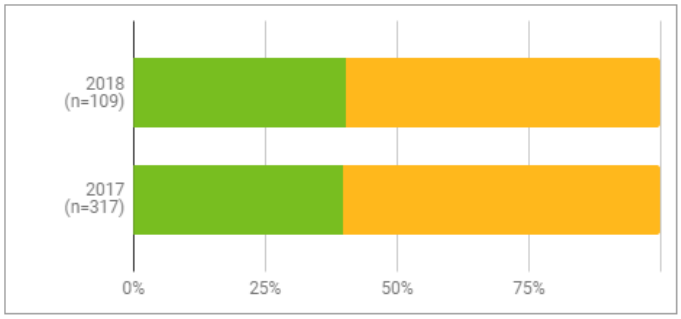
I am aware of the Priorities and Goals outlined in the Edmonton Public Schools' Strategic Plan



	Yes	No
2018 (n=4,313)	**51.6%**	**48.4%**
2017 (n=3,873)	48.6%	51.4%

COMMUNITY

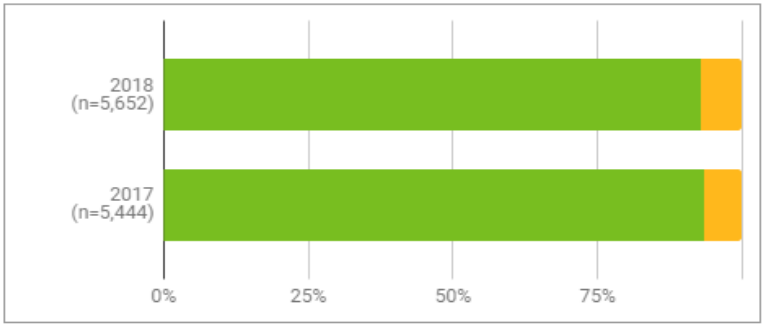
I am aware of the Priorities and Goals outlined in the Edmonton Public Schools' Strategic Plan (General public) (2017: Are you aware of the Priorities and Goals outlined in Edmonton Public Schools' Strategic Plan)



	Yes	No
2018 (n=109)	**40.4%**	**59.6%**
2017 (n=317)	39.7%	60.3%

STAFF

I am aware of the priorities and goals outlined in the District Strategic Plan

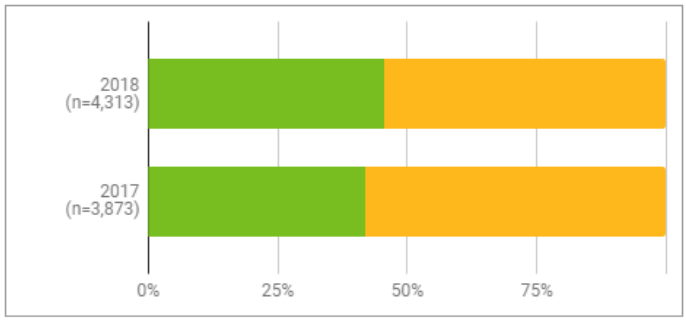


	Yes	No
2018 (n=5,652)	**92.7%**	**7.3%**
2017 (n=5,444)	93.3%	6.7%

AWARENESS OF EPSB STRATEGIES IN SUPPORT OF STRATEGIC PLAN

FAMILY

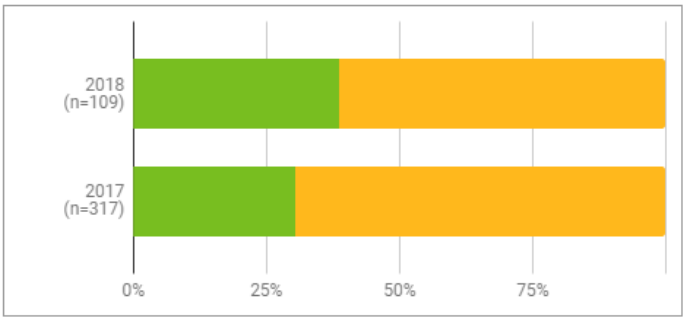
I am aware of what Edmonton Public School is doing to achieve the goals in its Strategic Plan



	Yes	No
2018 (n=4,313)	**45.6%**	**54.4%**
2017 (n=3,873)	42.0%	58.0%

COMMUNITY

I am aware of Edmonton Public Schools is doing to achieve the goals in its Strategic Plan (General public) (2017: Are you aware of what Edmonton Public Schools is doing to achieve the goals in its Strategic Plan)

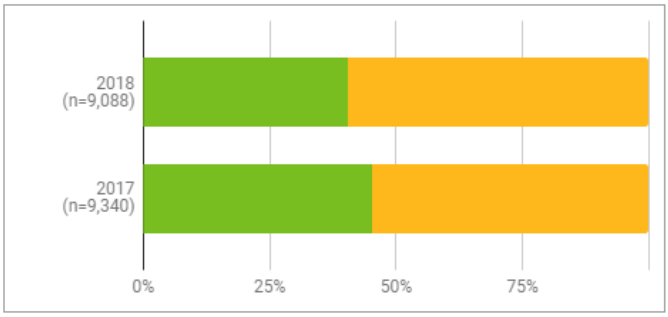


	Yes	No
2018 (n=109)	**38.5%**	**61.5%**
2017 (n=317)	30.3%	69.7%

AWARENESS OF STUDENT SENATE ROLE

STUDENTS GRADE 8&11

I am aware of the role of the Student Senate

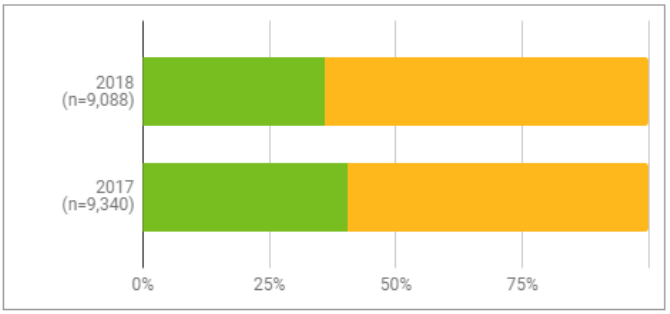


	Yes	No
2018 (n=9,088)	**40.6%**	**59.4%**
2017 (n=9,340)	45.3%	54.7%

AWARENESS OF HOW TO BRING ISSUES TO STUDENT SENATE REPRESENTATIVE

STUDENTS GRADE 8&11

I am aware of how to bring forward an idea/issue to my Student Senate representative

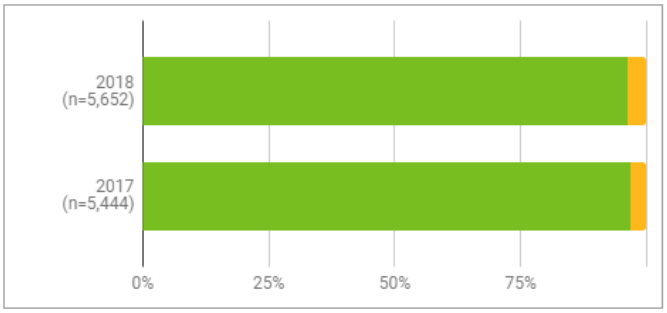


	Yes	No
2018 (n=9,088)	**35.9%**	**64.1%**
2017 (n=9,340)	40.4%	59.6%

AWARENESS OF THE VISION AND MISSION

STAFF

I am aware of the District's Vision and Mission

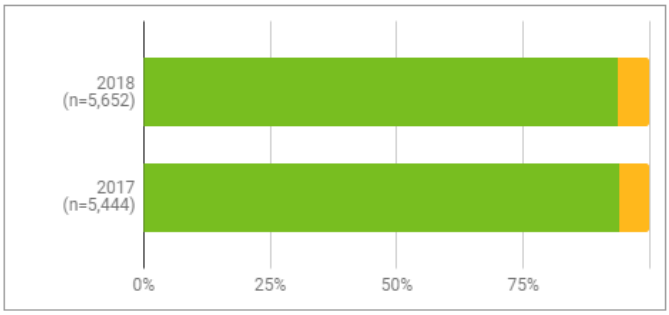


	Yes	No
2018 (n=5,652)	**96.2%**	**3.8%**
2017 (n=5,444)	96.7%	3.3%

WORK CONTRIBUTING TO DISTRICT GOALS

STAFF

I am aware of how my work contributes to the achievement of the goals and outcomes of the District Strategic Plan

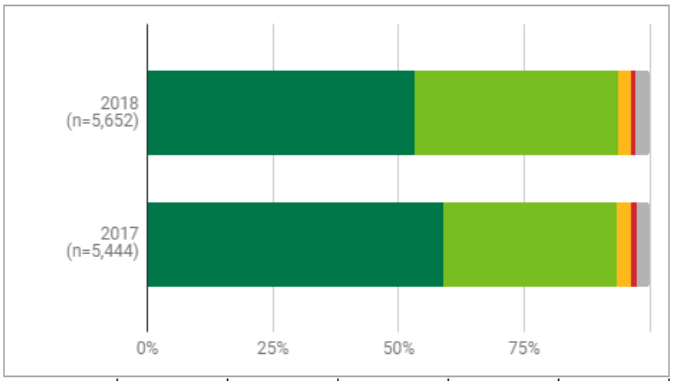


	Yes	No
2018 (n=5,652)	**93.8%**	**6.2%**
2017 (n=5,444)	94.0%	6.0%

DIRECT SUPERVISOR'S DECISIONS SUPPORT STUDENTS

STAFF

Decisions made by my direct supervisor support the success and well-being of students

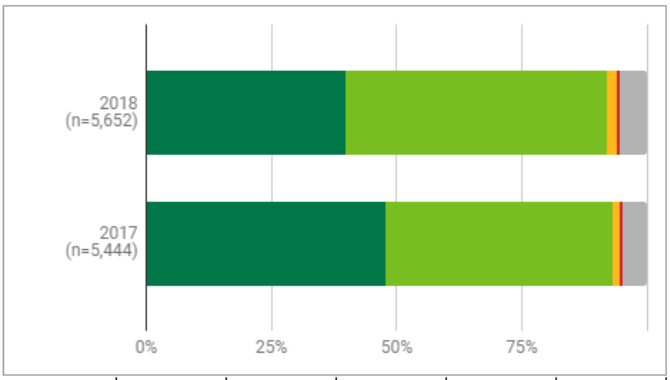


	SA	A	D	SD	DK/U
2018 (n=5,652)	**53.1%**	**40.5%**	**2.5%**	**1.0%**	**2.9%**
2017 (n=5,444)	59.0%	34.6%	2.7%	1.2%	2.6%

SUPERINTENDENT'S DECISIONS SUPPORT STUDENTS

STAFF

Decisions made by the Superintendent of Schools support the success and well-being of students

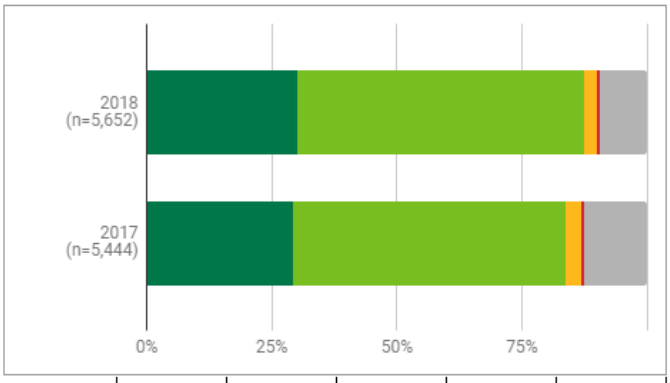


	SA	A	D	SD	DK/U
2018 (n=5,652)	**39.8%**	**52.0%**	**2.1%**	**0.5%**	**5.5%**
2017 (n=5,444)	47.7%	45.3%	1.6%	0.4%	4.9%

TRUSTEES' DECISIONS SUPPORT STUDENTS

STAFF

Decisions made by the Board of Trustees support the success and well-being of students

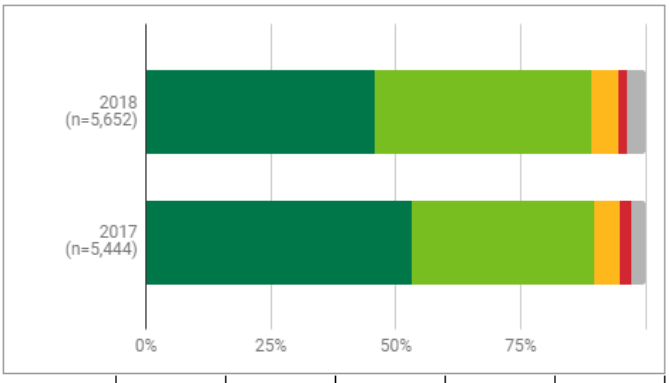


	SA	A	D	SD	DK/U
2018 (n=5,652)	**30.0%**	**57.4%**	**2.6%**	**0.6%**	**9.4%**
2017 (n=5,444)	29.1%	54.6%	3.0%	0.6%	12.7%

DIRECT SUPERVISOR'S DECISIONS SUPPORT STAFF

STAFF

Decisions made by my direct supervisor support the success and well-being of staff

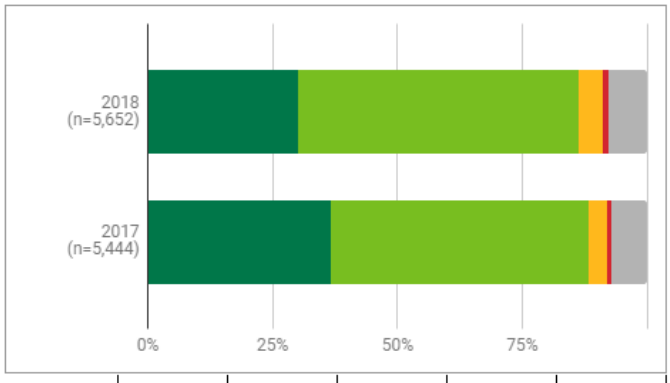


	SA	A	D	SD	DK/U
2018 (n=5,652)	**45.8%**	**43.5%**	**5.2%**	**1.8%**	**3.7%**
2017 (n=5,444)	53.1%	36.7%	4.9%	2.4%	2.9%

SUPERINTENDENT'S DECISIONS SUPPORT STAFF

STAFF

Decisions made by the Superintendent of Schools support the success and well-being of staff

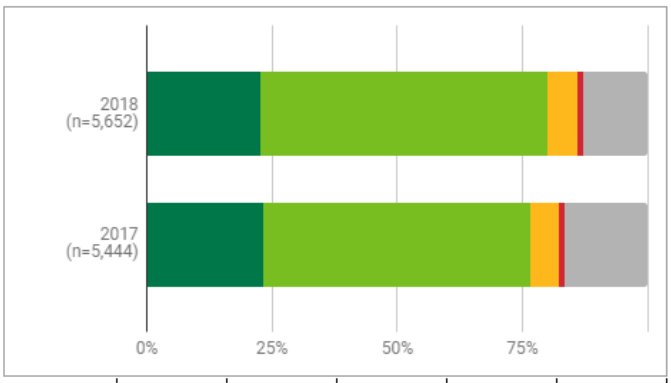


	SA	A	D	SD	DK/U
2018 (n=5,652)	**30.0%**	**56.3%**	**4.9%**	**1.0%**	**7.8%**
2017 (n=5,444)	36.6%	51.6%	3.7%	0.9%	7.1%

TRUSTEES' DECISIONS SUPPORT STAFF

STAFF

Decisions made by the Board of Trustees support the success and well-being of staff

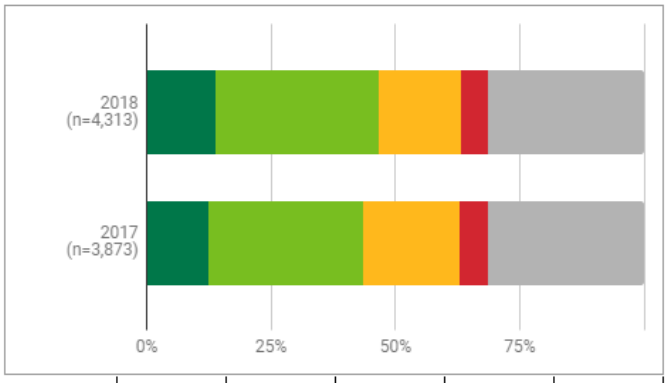


	SA	A	D	SD	DK/U
2018 (n=5,652)	**22.5%**	**57.5%**	**6.0%**	**1.1%**	**12.9%**
2017 (n=5,444)	23.1%	53.6%	5.7%	1.1%	16.5%

INPUT INTO SCHOOL PLAN

FAMILY

I have had opportunities to provide input into the School Plan of my child's school

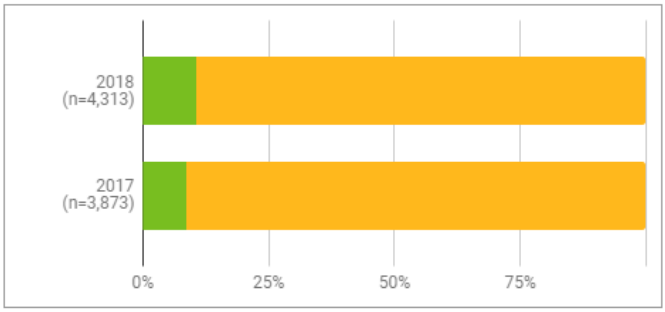


	SA	A	D	SD	DK/U
2018 (n=4,313)	**13.9%**	**32.9%**	**16.5%**	**5.4%**	**31.4%**
2017 (n=3,873)	12.4%	31.0%	19.4%	5.7%	31.5%

CONTACT WITH SCHOOL TRUSTEE

FAMILY

I have contacted the Trustee for my child's school about an issue or concern (2017: Have you contacted your child's school Trustee about an issue or concern)

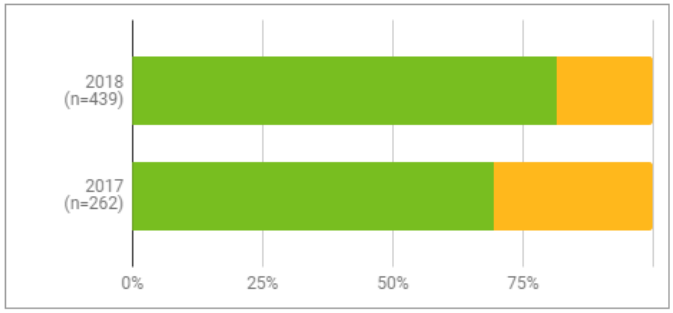


	Yes	No
2018 (n=4,313)	**10.7%**	**89.3%**
2017 (n=3,873)	8.7%	91.3%

*SCHOOL TRUSTEE EXPLANATION OF PROCESS

FAMILY

The Trustee explained the process to get my concern addressed (2017: Did the Trustee explain the process to get your concern addressed)

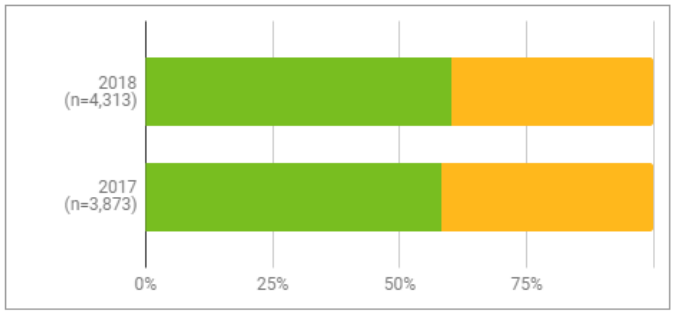


	Yes	No
2018 (n=439)	**81.5%**	**18.5%**
2017 (n=262)	69.5%	30.5%

SCHOOL PLAN GOALS

FAMILY

I am aware of the goals outlined in the School Plan of my child's school



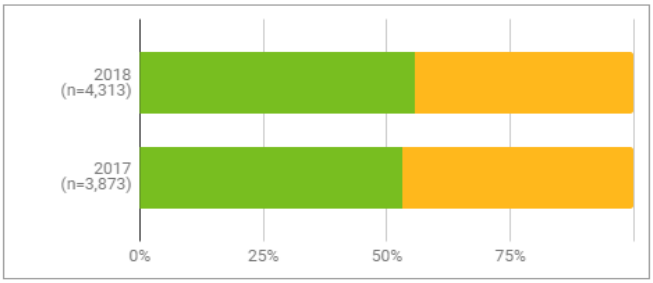
	Yes	No
2018 (n=4,313)	**60.2%**	**39.8%**
2017 (n=3,873)	58.2%	41.8%

**Only families who indicated that they had contacted their school trustee responded to this question*

ACHIEVEMENT OF SCHOOL PLAN GOALS

FAMILY

I am aware of what my child's school is doing to achieve the goals in its School Plan

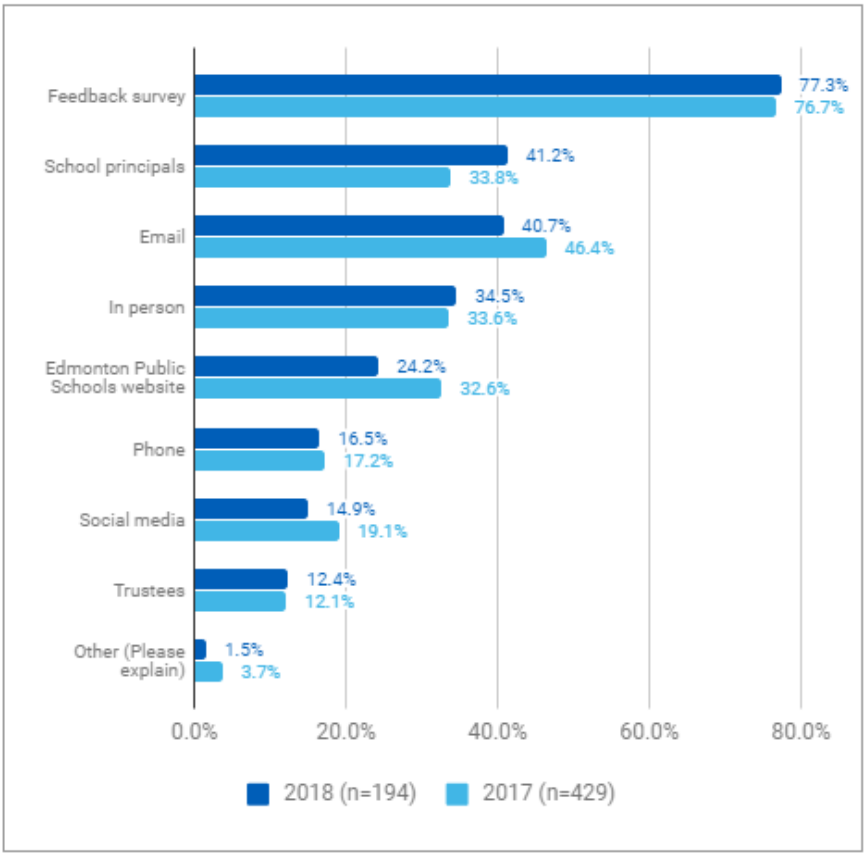


	Yes	No
2018 (n=4,313)	**55.7%**	**44.3%**
2017 (n=3,873)	53.1%	46.9%

*WAYS TO PROVIDE FEEDBACK

COMMUNITY

Select the ways you would prefer to give feedback to Edmonton Public Schools: (Select all that apply)



**MULTIPLE RESPONSE - one or more options selected per response*