

DATE: November 26, 2013

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

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

ORIGINATOR: Mark Liguori, Assistant Superintendent of Schools

RESOURCE STAFF: Janice Aubry, Sandy Forster, Cheryl Hagen, Debbie Jackson, Glenn Johnson, Darwin Martin, Eileen Marthiensen, John Nicoll, Lorne Parker, Kent Pharis, Natalie Prytuluk, Heather Raymond, Anne Sherwood, Rosalind Smith, Carol Symons, Sandra Woitas, Bonnie Zack, Corrie Ziegler

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

ISSUE

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

ACTION REQUESTED

This report is brought to the Board of Trustees for the purpose of receiving final input and direction prior to presenting a recommendation report at public board on December 3, 2013, for Trustee approval.

BACKGROUND

Alberta Education's *Policy and Requirements for School Board Planning and Results Reporting* states:

- "Jurisdiction Three-Year Education Plans for 2013/2014 – 2015/2016. Jurisdiction plans must be approved by the board and posted on the jurisdiction website by November 30, 2013."
- "Jurisdiction Annual Education Results Reports on the 2012/2013 school year based on the Three-Year Education Plans for 2012/2013 – 2014/2015. Jurisdiction reports are due by November 30, 2013."
- The District is required to set targets for each year of the plan for measures with an overall evaluation of "Issue" or "Concern".
- Jurisdictions are required to produce a summary of the AERR that provides parents and community members with easy to understand information about the District's progress. The intent of this document is to improve communication, transparency and accountability to local stakeholders. The District's summary is included in Attachment II.

Alberta Education's Business Plan 2013-2016 has four goals and expected outcomes for each goal. School authorities must develop their 3YEP to reflect these four goals and related outcomes. Previous 3YEP/AERR reports had three goals and expected outcomes.

Each year the 3YEP/AERR has included a message from the Board Chair. New to this year's 3YEP/AERR is a message from the Superintendent of Schools. This addition signifies dual responsibility and accountability for district results.

Also new this year is a summary of AERR that provides parents and community members with easy to understand information about the District's progress. The intent of this document is to improve communication, transparency and account out of ability to local stakeholders.

RELATED FACTS

- Due to the election on October 21, 2013, the first opportunity to receive Trustee input is at public board on November 26, 2013.
- It is anticipated the final report will be brought to public board on December 3, 2013, for final approval.
- Approval has been received from Alberta Education for an extension to the November 30 deadline to December 4, 2013. Board awareness of this extension is critical to ensuring timelines are met.

OPTIONS

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

1. Approve the draft 3YEP/AERR document. A recommendation report will be brought to public board on December 3, 2013, for final approval.
2. Provide input and direction into the draft 3YEP/AERR document. Changes required will be incorporated and a recommendation report will be brought to public board on December 3, 2013, for final approval.

CONSIDERATIONS & ANALYSIS

Option 1 and 2

Approving the draft 3YEP/AERR or incorporating changes on November 27, 2013, allows time to present a recommendation report at public board on December 3, 2013, for final approval.

NEXT STEPS

Pending approval of the draft 3YEP/AERR document, a recommendation report will be brought to public board on December 3, 2013, for final approval, prior to submitting to Alberta Education on December 4, 2013.

ATTACHMENTS & APPENDICES

ATTACHMENT I Draft Three-Year Education Plan (3YEP) and Annual Education Results Report (AERR)

ATTACHMENT II Draft Summary of the Annual Education Results Report, 2012-2013.

ML:ja



Three-Year Education Plan (3YEP) **2013-2016**

Annual Education Results Report (AERR) **2012-2013**

3020 Edmonton Public School District No. 7

Submitted to Alberta Education
December 4, 2013

Message from the Board Chair

The Board of Trustees of Edmonton Public Schools is committed to helping students experience success. We entrust our staff to provide all learners with the opportunities they need to learn, grow and thrive in school and in life.

As a Board, we believe strong policy governance plays a significant role in unlocking our students' potential, meeting their diverse needs and moving our District forward. In support of this focus, we have undertaken a multi-year policy review. This comprehensive review is designed to determine which policies are still relevant, need revision or should be consolidated or rescinded. The review will enhance the District's ability to ensure policies are in alignment with key priorities as outlined by Alberta Education and with the new *Education Act*. This initiative speaks to the Board's commitment to ensure all policies are current and responsive to our educational, social, economic and political contexts.

The results appearing within this document tell us we're making a positive difference in many aspects of student learning. They reflect the Board's expectation that every student under our care completes high school. We know this work cannot be done in isolation and requires a wide range of partners helping us to create welcoming, inclusive environments that will serve our students. We look forward to nurturing our common vision of helping each of them, to the greatest extent possible, live up to their promise, develop the passion, ability and imagination to pursue their dreams, and contribute to their community.

Sarah Hoffman
Board Chair

Message from the Superintendent of Schools

Edmonton Public Schools is a world renowned school district that has a long tradition of striving for excellence in education. We believe in creating pathways to success for each and every one of our students. With a strong spirit of creativity, innovation and partnership underlying our efforts, we're dedicated to helping students surpass expectations and achieve to the best of their ability.

One important tool that assists us in assessing how effective we are in doing this work is the provincial Accountability Pillar. For the 2012-2013 school year, the District made significant improvement in achieving the acceptable standard and standard of excellence on diploma exams, receiving an overall rating of good and excellent on these measures, respectively. The District also maintained its rating of excellence in educational quality, program of studies, citizenship, school improvement and creating safe and caring learning environments. We are incredibly proud of these results—achieving an overall rating of good on our three year high school completion rate, which continues to rise; and our drop-out rate, which is still on the decline. These outcomes point to our success in providing strong support at key transition points between grade levels, valuable career coaching and mentoring support in high school, identifying at-risk students early and providing a diverse range of strategies and interventions that are helping students succeed.

Our Three Year Education Plan for 2013-2016 outlines the initiatives we will implement over the next three years to support and enhance the student learning that takes place in our schools and educational sites. The document details the specific steps we will take to assist our students in realizing their potential.

As a District, we recognize that in order for us to sustain positive results and address areas of challenge, we have to reinforce the value of building relationships among students, staff, parents and community. Creating networks of support and communities of practice will help strengthen our focus on achieving high quality learning environments and ensuring every learner has access to a fantastic teacher. These are efforts that are based on shared values and a shared sense of responsibility for student success. By working together to support these goals, I'm confident we'll be able to lift our learners up to new heights—now, and well into the future.

Darrel Robertson
Superintendent of Schools

Accountability Statement

The Annual Education Results Report for the 2012-2013 school year and the Education Plan for the three years commencing September 1, 2013, for Edmonton Public Schools was prepared under the direction of the Board of Trustees in accordance with its responsibilities under the *School Act* and the *Fiscal Management Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board of Trustees has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board of Trustees approved this combined Annual Education Results Report for the 2012-2013 school year and the Three-Year Education Plan for 2013-2016 on December 3, 2013.

Foundation Statements

Our Mission

We work with families and community partners to provide safe, caring, healthy, diverse, inclusive and equitable learning experiences that engage students to achieve their full potential in an increasingly interdependent world.

Our Vision

All students will learn to their full potential and develop the ability, passion and imagination to pursue their dreams and contribute to their community.

District Priorities 2011-2014

1. Provide supports and programs that will enable all students to complete high school.
2. Deepen students' understanding of equity and empathy as key citizenship traits.
3. Ensure all students and their families are welcomed, respected, accepted and supported in every school.
4. Promote health and wellness for all students and staff.
5. Listen to staff, honour their contributions, and support their opportunities for collaboration, growth and professional development.

A Profile of the School Authority

Edmonton Public Schools serves approximately 86,554 students and their families representing a rich diversity of cultures and backgrounds. The District operates 202 schools located in a range of socio-economic neighbourhoods throughout the city. Additionally, it provides educational programming in hospitals, correctional institutions, non-profit social service agencies and in storefronts. The District provides programming for students beyond K-12 through Early Education and Early Learning Programming for students as young as 2½ years and to adults who are provided extension programming through Metro Continuing Education. The District employs over 7,920 staff, including teachers, support staff, custodians, maintenance staff and exempt staff. Through site-based decision making, open boundaries and programs of choice, the District is responsive to the needs of families in the Edmonton community.

Trends and Issues

- Diversity, equity, and inclusion continue to become central and increasingly important conversations and concerns within the day to day operations of schools. Over 30 per cent of students within Edmonton Public Schools now self-identify outside of the traditional mainstream in district schools. This includes First Nations, Métis or Inuit (FNMI); English Language Learners (ELL); Refugee and Newcomers; students in need of specialized supports and services; and sexual and gender minorities. The trend towards diversity and inclusion is increasing each year.
- The number of self-identified First Nations, Métis or Inuit students attending district schools continues to grow. From 2007-2008 to 2012-2013:
 - o seven schools have 25 per cent or more students;
 - o 55 schools have 15 per cent or more students;
 - o 88 schools have 10 per cent or more students;
 - o there has been an increase of 1,315 students;
 - o the number of students in Grade 12 has increased from 419 to 965; and
 - o the number of students in pre-kindergarten has increased from 56 to 125.
- Enrolment of students identified as English Language Learners (ELL) has increased from 7,698 students in 2007-2008 to 16,284 students in 2012-2013.
- Gender identity and gender expression are emerging issues within elementary schools.
- There is continued concern with budget cuts and the reduction in district level supports available to support schools in meeting the school-based needs of increasingly diverse learners with complex needs.
- Limited financial support to organizations which serve immigrant and refugees students and their families has resulted in a reduction of services available to vulnerable cultural communities.
- The need to support ELLs with mental health needs continues to grow. Students' social/emotional/psychological development may be impacted by past life and/or traumatic experiences.
- In 2012, a record number of children (52,398) were born in Alberta, breaking the previous record of 51,505 set in 2009. For the City of Edmonton, the 2013 municipal census data shows over 46,000 children of preschool age living in the city. The majority of these children have not yet entered the school system.
- There are approximately 37,000 children affected by poverty in Edmonton, many of whom attend District schools, and some who may be at risk of not achieving success in school because they are living in socially and economically vulnerable circumstances.
- Mental health problems often first develop during adolescence or early adulthood, with half of all mental disorders beginning by age 14, and 75 per cent beginning by age 24. There is a growing recognition within Canada of the critical nature of improving the mental health of young Canadians with a particular emphasis on positive mental health.
- The District continues to serve a growing population of children ages 2½ to 6 years of age identified with severe or mild/moderate (M/M) disabilities or delays. In 2013, Edmonton Public Schools served 1,477 children identified as needing specialized services and supports and eligible for program unit funding (PUF). These children were served through 10 Early Education District Centre Special Education programs and through Inclusive Learning in 10 Early Learning classes and over 300 kindergarten classrooms.
- Over 650 children with MM delays were enrolled in inclusive kindergarten or early learning classrooms. The number of children identified as PUF or MM eligible and requiring specialized services and supports is expected to increase over the next five years. As of September 30, 2013, enrolment in Early Education District Centre Special Education programs has already exceeded projected enrolment and additional classes have been added to accommodate this growth.
- The trends for bullying since 2002 indicate that bullying and victimization are significant problems for Canadian children and youth. While the number of children who report bullying others is decreasing, the number of children who are victimized remains at about one in four students. Furthermore, 41 per cent of students report both bullying others and being victimized.
- Bullying prevention is a frequent and ongoing conversation both inside and outside of schools. There is frequent discussion of the new requirements of the forthcoming *Education Act* and how schools will

be supported to meet the required statutory expectations.

- The increased use of technology in district schools presents a number of challenges. Meeting SuperNet and Internet bandwidth demands at a district and local school level continues to be an issue, as more and more students bring their own devices every day to the classroom. As a trend, the District has been forced to shift from doubling network capacity every two years, to an upgrade cycle of every six months.
- At the leadership level, 57 per cent of principals, and 71 per cent of exempt management employees are over the age of 50. This has implications for succession planning for the District.
- Seventy-one per cent of the administrative assistants in the District are over the age of 50. It is challenging to attract experienced applicants for this complex role in the District. There is a need to access the expertise of recent retirees to assist with filling temporary vacancies and meet the day to day need for replacements in district school offices.
- In response to the District's inclusive education model and increasing numbers of at risk students and students in need of specialized supports and services, there is an increased demand for educational assistants with a wide range of expertise, as well as speech and language pathologists, occupational therapists, physical therapists, family liaison workers and other wrap-around service professionals.
- The District attracts the majority of graduates from educational assistant training programs in the surrounding post-secondary institutions. The available supply does not meet the current demand. Sixty-three per cent of the District's current educational assistants are over the age of 45. This demographic combined with the current situation of supply and demand, has serious implications for future recruitment and the ability to provide the essential supports for ensuring students' success.
- While the recent addition of new schools and modernizations have reduced the District's average age of infrastructure there remains a significant amount of deferred maintenance in schools that are well past their design life expectancy. A substantial future deficit is approaching as mechanical and building envelope systems reach the end of their expected life cycles.
- Reductions in annual operating maintenance funding will reduce the District's ability to proactively maintain facilities.
- There is an expectation that there will be greater community involvement in the use of schools before, during and after school hours.
- Heightened expectation for engagement: The District recognizes the landscape has shifted with respect to the expectations parents/guardians have in ensuring their voice is heard on decisions that impact their children's education. This expectation is also extended to community members as it relates to infrastructure and school space issues. On these topics, both parents/guardians and community members are showing a growing desire to have input on how the District navigates complex issues. District schools are increasingly viewed not just as places of learning, but also as community assets; stakeholders therefore desire and expect to have the opportunity to participate in decisions that will impact these community assets.
- Work is underway to develop the Edmonton Regional Collaboration Service Delivery (RCSD) partnership between Edmonton school authorities, Alberta Health Services (AHS), Child and Family Services Authorities (CFSA) and other community stakeholders. This work is requiring extensive engagement among the partners to ensure the development of the service delivery model will seamlessly meet the identified needs of all children and youth in Edmonton.
- Edmonton Public Schools, as the banker board and coordinator of service delivery for Edmonton Regional Educational Consulting Services (ERECS), has staff employed to serve 32 school authorities in Northern Alberta. The impending redistribution of resources from ERECS to RCSD will place the District in a position of fiscal liability with the downsizing of staff to match resources received.
- The 2013-2016 Government of Alberta Strategic Plan lists themes that will have an impact on future direction of the District:
 - o Early childhood development - transformational change that promotes efforts for children to have a healthy start and to realize their full potential when they enter school.
 - o Balanced fiscal framework - to improve the government's ability to smooth out the impacts of economic cycles on provincial programs and to ensure financial sustainability.

Summary of Accomplishments

During the 2012-2013 school year, the Board of Trustees made significant contributions to the District in a number of areas. The following is a summary of some key outcomes:

- Continued to focus on ensuring students receive the support they need to successfully complete high school. From 2007-2008 to 2011-2012, the District saw a 2.8 per cent increase in the five-year high school completion rate, rising from 73.7 per cent to 76.5 per cent.
- Launched the Move to Action: Bully Prevention Toolkit in the fall of 2012 and developed a district definition of bullying as part of the administrative regulation on Safe, Caring and Respectful Learning Environments (IF.AR).
- Advocated for a more comprehensive approach to developing financial literacy among students as part of the K-12 curriculum.
- Renewed commitment to supporting the Edmonton Public Schools Foundation until 2015. Since its 2010 launch, the Foundation has raised funds to help support full-day Kindergarten programs in high social vulnerability areas.
- Ensured effective management of district resources through the approval of a balanced budget.
- Focused on minimizing the impact on schools in the face of a significant provincial budget cut in 2013. Schools saw an overall reduction of 1.89 per cent.
- Reached collective agreements with staff groups (Custodial 2011-2014, Maintenance 2011-2014, Support 2011-2015).
- Opened three new schools in fall 2012: Bessie Nichols (K-9), Michael Strembitsky (K-9) and Major General Griesbach (replacement K-9).
- Approved the implementation of a multi-year board policy review. The comprehensive review is designed to determine which policies may be redundant, may need revision or should be consolidated or rescinded. The review will enhance the District's ability to ensure policies are in alignment with key priorities as outlined by Alberta Education and with the new *Education Act*. The review speaks to the Board of Trustees' commitment to ensure all policies are current and responsive to the District's educational, social, economic and political contexts.
- Developed a set of Planning Principles based on stakeholder input, the Elevate Report, *Education Act* and Joint Use Agreement to help the District navigate significant challenges related to a growing infrastructure deficit, ongoing space issues and the changing demographics of our city. The Planning Principles will help to create a stakeholder engagement process (which will devise a new framework through which parents/guardians and community members can share their perspectives on infrastructure issues) and will also ultimately inform the District's Infrastructure Strategy.
- Partnered with the Edmonton Catholic School Board to carry out a feasibility study on joint transportation plans to improve efficiency, reduce ride times and reduce costs for both districts.
- Engaged in joint advocacy with Edmonton Catholic, Calgary Public and Calgary Catholic Schools in the areas of Aboriginal education, English Language Learners and Early Education.
- Advocated for sustainable, predictable and adequate funding.

The work of the Three-Year Education Plan is guided by the District Priorities:

- Provide supports and programs that will enable all students to complete high school.
- Deepen students' understanding of equity and empathy as key citizenship traits.
- Ensure all students and their families are welcomed, respected, accepted, and supported in every school.
- Promote health and wellness for all students and staff.
- Listen to staff, honour their contributions, and support their opportunities for collaboration, growth and professional development.

The new Board of Trustees will develop the District Priorities during the 2013-2014 year.

The District Priorities were supported by six goals for 2012-2013 as outlined in the District Plan:

- Implement the K-12 Literacy plan for 21st century learners.
- Develop and implement strategies that promote student citizenship, health and creativity.
- Develop and implement interventions for diverse learners.

- Develop and implement a school leadership framework.
- Enable inclusive learning environments in all schools.
- Deliver core and discretionary services to schools.

The new District Support Team (formerly the Executive Team) will review and revise the District Plan during the 2013-2014 year.

DRAFT

Combined 2013 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure Category Evaluation	Measure	Edmonton School District No. 7			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	89.3	88.5	87.9	89.0	88.6	88.1	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Excellent	Program of Studies	83.1	81.9	82.0	81.5	80.7	80.7	Very High	Improved Significantly	Excellent
		Education Quality	91.2	90.6	90.4	89.8	89.4	89.3	Very High	Improved Significantly	Excellent
		Drop Out Rate	3.6	4.3	4.9	3.5	3.2	3.9	High	Improved Significantly	Good
		High School Completion Rate (3 yr)	69.8	68.0	67.5	74.8	74.1	72.7	Intermediate	Improved Significantly	Good
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	80.5	80.4	n/a	79.1	79.2	n/a	n/a	n/a
		PAT: Excellence	n/a	23.6	23.1	n/a	20.9	19.9	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma Exam Participation Rate (4+ Exams)	61.4	58.8	58.3	56.6	56.2	54.9	High	Improved Significantly	Good
		Rutherford Scholarship Eligibility Rate (Revised)	60.7	62.1	59.6	61.3	61.5	59.4	High	Improved	Good
	n/a	Diploma: Acceptable	n/a	81.2	80.9	n/a	83.5	83.2	n/a	n/a	n/a
		Diploma: Excellence	n/a	19.1	19.6	n/a	18.6	18.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	61.5	58.9	60.0	59.5	58.4	59.2	High	Improved	Good
		Work Preparation	82.1	80.6	80.7	80.3	79.7	79.9	High	Improved Significantly	Good
		Citizenship	84.4	83.2	82.6	83.4	82.5	82.0	Very High	Improved Significantly	Excellent
Parental Involvement	Good	Parental Involvement	78.7	77.8	78.4	80.3	79.7	79.8	High	Maintained	Good
Continuous Improvement	Excellent	School Improvement	80.8	79.7	79.5	80.6	80.0	80.0	Very High	Improved Significantly	Excellent

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Combined 2013 Accountability Pillar FNMI Summary (Required for Public/Separate/Francophone School Authorities)

Measure Category	Measure Category Evaluation	Measure	Edmonton School District No. 7			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	9.4	10.7	11.8	8.5	9.0	10.2	Very Low	Improved Significantly	Acceptable
		High School Completion Rate (3 yr)	30.3	30.3	26.2	43.9	40.2	37.5	Very Low	Improved	Issue
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	56.4	57.1	n/a	58.3	58.5	n/a	n/a	n/a
		PAT: Excellence	n/a	6.2	6.5	n/a	6.6	6.3	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Issue	Diploma Exam Participation Rate (4+ Exams)	19.9	14.3	14.8	21.2	19.6	18.5	Very Low	Improved Significantly	Acceptable
		Rutherford Scholarship Eligibility Rate (Revised)	32.6	35.4	31.5	35.1	34.4	31.4	Very Low	Maintained	Concern
	n/a	Diploma: Acceptable	n/a	77.1	76.2	n/a	77.6	77.2	n/a	n/a	n/a
		Diploma: Excellence	n/a	8.0	8.7	n/a	8.8	8.3	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	23.7	25.9	24.5	32.2	30.2	31.8	Very Low	Maintained	Concern

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Measure Evaluation Reference (Optional)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.53	65.53 - 78.44	78.44 - 85.13	85.13 - 89.49	89.49 - 100.00
PAT: Excellence	0.00 - 9.19	9.19 - 11.96	11.96 - 17.99	17.99 - 22.45	22.45 - 100.00
Diploma: Acceptable	0.00 - 74.42	74.42 - 83.58	83.58 - 88.03	88.03 - 92.35	92.35 - 100.00
Diploma: Excellence	0.00 - 10.31	10.31 - 15.67	15.67 - 20.27	20.27 - 23.77	23.77 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

Category Evaluation

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

Goal One: An excellent start to learning

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

Data from the Early Development Instrument (EDI) indicates that 31.5 per cent of Edmonton children are experiencing difficulty in one or more areas of development in vulnerable communities.

Comment on Results

To support healthy development of children living in vulnerable communities, Edmonton Public Schools offers early learning classes and full-day kindergarten programs in schools located within many of these communities.

Strategies

The following strategies supported this goal and will continue for 2013-2014:

- Provide supports and services for children eligible for Mild/Moderate (MM) or Program Unit Funding (PUF) through Early Years (Early Education, Early Learning and Kindergarten) programming options.
- Support teachers and children in kindergarten by using data from the Early Years Evaluation Teacher Assessment (EYE-TA).
- Support Edmonton Public Schools' commitment to developing a clear and consistent understanding of appropriate, inquiry play-based practices that allow children to realize potential by using the District's Early Years Guiding Document.
- Implement the EYE-TA in kindergarten classes to provide a picture of children's development as they enter kindergarten and as a tool for identification of and programming for children in need of specialized supports and services.
- Assist teachers and multidisciplinary teams to plan instruction for the entire class, for small groups, and for individual children to address areas of need using individual EYE-TA results and classroom profiles.
- Support and increase the number of high needs schools that offer full-day kindergarten, through the District Foundation.
- Provide parent/guardian orientations and bridging between schools and home in order to support immigrant and refugee students and families in entering the school system for the first time.

The following strategies are new for 2013-2014 and will complement and strengthen the ongoing strategies:

- Provide targeted professional learning for early years teachers with a focus on best practices in developing a play-based learning environment and understanding the implication of current research on brain development.
- Provide guidance for teachers to program effectively using English as a Second Language (ESL) Benchmarks in conjunction with the EYE-TA for children who are ELL. Teachers will use this data to inform parents/guardians regarding their child's language development.
- Share digital student records with Alberta Health Services staff using an online tool to improve communication, access to information and timeliness of service.
- Develop an Early Years pilot project to provide direction for the District to address the challenges and needs of a growing preschool population.

Goal Two: Success for every student

Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	82.8	80.9	80.3	81.3	82.5	82.2	Intermediate	Improved Significantly	Good			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	20.7	20.7	21.5	21.6	24.8	19.5	Very High	Improved Significantly	Excellent			

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2014	2015	2016
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	65.7	67.1	67.3	68.0	69.8		Intermediate	Improved Significantly	Good			
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.7	5.6	4.9	4.3	3.6		High	Improved Significantly	Good			
High school to post-secondary transition rate of students within six years of entering Grade 10.	59.6	61.1	59.9	58.9	61.5		High	Improved	Good			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	56.2	57.1	59.7	62.1	60.7		High	Improved	Good			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	54.9	57.6	58.4	58.8	61.4		High	Improved Significantly	Good			

Comment on Results

In the area of diploma results, the District “improved significantly” in the overall percentage of students who achieved at both the acceptable and excellence level. The District “maintained” improvement at the acceptable level in English 30-1, English 30-2, and French Language Arts 30-1. Acceptable results “improved” for Social Studies 30-1. The results for Biology 30, Chemistry 30, Physics 30 and Science 30 at the acceptable level all “improved significantly.” Acceptable level results for Social Studies 30-2 “declined significantly”, as they did for the province.

With regards to the excellence level, the District “maintained” improvement at the excellence level in English 30-2, and Social Studies 30-1. The results for Biology 30, Chemistry 30, Physics 30 and Science 30 at the excellence level all “improved significantly.” The results for English 30-1 at the excellence level “improved.” Excellence level results “declined” for Social Studies 30-2 and French Language Arts 30-1, as they did for the province.

High School Completion/Drop Out Rate

The District results for the measures of High School Completion (three year) and Drop Out Rate “improved significantly”.

Post-secondary Transition

The District has a rating of “high” for this measure, and has “improved significantly.”

Rutherford Scholarship Eligibility

In 2012, 5,393 Grade 12 students were eligible for Rutherford Scholarships.

Strategies

The following strategies will be enhanced and continue for 2013-2014:

- Support school staff through multidisciplinary teams, with an additional focus on using the Pyramid of Intervention as a means to support all students.
- Provide a wrap-around model of support for students by partnering with: Wellness, Resiliency and Partnership (WRAP) Project; Tri-School Project; Vision Resource Centre - North, A Capacity Building Project for Students who are Deaf/Hard of Hearing; Partners for Kids (PFK); the Way in Project; and the STAR Project.
- Support schools in developing strategies to create one inclusive learning environment for all students by releasing an additional Everyone's In video.
- Review the District's Highest Level of Achievement Test (HLAT) in light of the changing context of 21st century literacy.
- Support new immigrant and refugee families and their children through four English Language Reception Centres.
- Implement the updated Board Policy HK.BP - Student Assessment, Achievement and Growth.
- Support approximately 400 international students, from a variety of countries, with academic and English language programming, through the International Student Program unit.
- Implement a new library system in all schools, which supports the beliefs and understandings of a library learning commons approach. This district-wide, web-based, resource provides anytime, anywhere simultaneous access to a centralized catalogue of both print and digital resources to support student learning.
- Provide a range of locally developed courses that augment the provincial curricula and enhance programming for district students.

The following strategies are new for 2013-2014 and will complement and strengthen the ongoing strategies:

- Establish a community of practice to support teachers to meet the learning needs of students who present with behavioural support needs.
- Develop and implement a communication plan to support school and central staff to implement Board Policy IA.BP - Inclusive Education and Administrative Regulation IA.AR - Students in Need of Specialized Supports and Services to create one inclusive learning environment for all students.
- Establish a community of practice to support teachers to provide meaningful and engaged learning for all students through the use of Universal Design for Learning strategies.
- Revise Administrative Regulation HK.AR - Communicating Student Achievement and Growth to support enhancement and accuracy of information about student assessment and student achievement.
- Prepare and submit four proposals for Curriculum Development Prototyping; should one or more proposals be awarded to the District, proposal plans will be implemented.
- Work with key staff to address declines in Social Studies 30-2 (acceptable standard and standard of excellence) and French Language Arts 30-1 (standard of excellence).
- Facilitate teacher professional collaboration groups through catchment areas, to analyze data, address shortfalls and enhance results.

Notes:

1. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: *Students demonstrate proficiency in literacy and numeracy.*

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	78.7	79.7	81.0	80.5	81.0		Intermediate	Improved	Good			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	21.0	22.4	23.1	23.5	22.8		High	Maintained	Good			

Comment on Results

In the area of acceptable standard, the District demonstrated a 0.5 per cent increase compared to 2012. In the area of standard of excellence, the District demonstrated a 0.7 per cent decline, but maintained a rating of "high" for this measure.

With regards to the acceptable standard, the District has "maintained", "improved" or "improved significantly" in all but two of the subject areas for which data is available. Results have "declined" at the acceptable level for French Language Arts 3, and results have "declined significantly" for Social Studies 9.

With regards to the standard of excellence, the District has "maintained", "improved" or "improved significantly" in all subjects except French Language Arts 3, where results have "declined."

Strategies

The following strategies will be enhanced and continue for 2013-2014:

- Implement literacy modules to support literacy learning from Kindergarten to Grade 12, including:
 - o Literacy Foundations for English language arts and content area teachers;
 - o Literacy Foundations for French Immersion and bilingual program teachers; and
 - o other literacy modules, based on need and interest.
- Provide research support for ELL, literacy and high school literacy interventions through the Research, Data and Knowledge unit.
- Support for literacy interventions: Reading Recovery, Leveled Literacy Intervention, Middle Years Literacy and High School Literacy Intervention.
- Support bilingual, immersion and language, and culture programs at all levels in the District.
- Develop and introduce the Quality Literacy Programming: A Reflective Tool to support district leadership staff and teachers to improve literacy programming practices in district schools.
- Provide teachers with high school student exemplars of work standards in mathematics.
- Support the use of Google Apps in SchoolZone, available on any device, at school or home, to improve student writing through the use of online collaborative tools that promote peer review and feedback.

The following strategies are new for 2013-2014 and will complement and strengthen the ongoing strategies:

- Investigate appropriate assessment practices and related tools to accurately support and enhance assessment of student literacy.
- Pilot the Whole School High School Literacy Professional Learning module, focusing on delivering literacy foundations for all high school teachers in the same school.
- Work with key staff to address declines in French Language Arts 3 (acceptable standard and standard of excellence) and Social Studies 9 (acceptable standard).
- Facilitate teacher professional collaboration groups through catchment areas, to analyze data, address shortfalls and enhance results.

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: *Students demonstrate citizenship and entrepreneurship.*

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.5	82.2	82.4	83.2	84.4		Very High	Improved Significantly	Excellent			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	80.9	80.6	81.0	80.6	82.1		High	Improved Significantly	Good			

Comment on Results

Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

This measure is made up of the aggregated responses to five statements related to citizenship:

- Students at school follow the rules.
- Students help each other at school when they can.
- Students respect each other at school.
- Students are encouraged to be involved in activities to help the community.
- Students are encouraged to do his/her best.

In the area of satisfaction that students model the characteristics of active citizenship, the District has an achievement rating of “very high” with the improvement for 2012-2013 rated as “improved significantly”. All three respondent groups, parents, teachers and students in Grades 4, 7 and 10, reported the highest level of satisfaction with students “being encouraged to do his/ her best at school”.

As with the Province, students report the highest level of satisfaction, followed by teachers.

Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

This measure is made up of the aggregated responses to one question. The District has “improved significantly” to achieve a rating of “high” for 2012-2013.

Strategies

The following strategies will be enhanced and continue for 2013-2014:

- Implement Administrative Regulation IFA.AR - Sexual Orientation and Gender Identity.
- Provide Safe Contact training and support - 200 staff currently trained.
- Support and expand the number of schools that have established Gay Straight Alliances - 19 schools identified Gay-Straight Alliances in 2012-2013.
- Develop online professional learning modules for teachers to support the development of intercultural skills and competencies in bilingual program students, as part of an international project with the European Centre for Modern Languages.
- Complete and implement the *Handbook for International Interactions in Second Language Programs: A Teacher Resource*.
- Provide professional learning support to teachers for the Global Citizenship components of the second languages curricula.
- Revise Administrative Regulation HGD.AR - Knowledge and Employability Courses to support a consistent approach to programming that reflects an inclusive perspective.
- Link staff with agencies and community partners that provide evidence-based resources such as Fourth R and Olweus, as well as opportunities such as We Day Alberta that promote the development of citizenship skills.
- Implement Administrative Regulation IF.AR – Safe, Caring and Respectful Learning Environments through the provision of resources such as the Move to Action: Bullying Prevention Toolkit and information sessions for staff.

- Provide the Board of Trustees with direct input from high school students through the Student Advisory Council, formed as a result of a Board of Trustees motion. The Student Advisory Council will share successes and challenges related to academic achievement, citizenship and preparation for work.
- Engage and empower youth as agents of change through the Centre for Global Education at Queen Elizabeth School. The Centre facilitates global dialogues and learning opportunities with over 30,000 young people as they take their learning beyond the classroom and into 32 different countries throughout the world.
- Engage junior and senior high school students and their parents/guardians in career planning to assist them in developing the competencies they need to make successful transitions into further learning, adult roles and economic independence.
- Support and expand school and student involvement in Junior Achievement by creating awareness of the program's goals of developing successful financial management habits, exploring the potential of entrepreneurship, and developing skills to succeed in a global economy.

The following strategies are new for 2013-2014 and will complement and strengthen the ongoing strategies:

- Provide information sessions to district staff regarding the Government of Alberta Department of Education Ministerial Order (#001/2013) on Student Learning with a focus on all students becoming Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit.
- Transfer coordination and programming of Edmonton Public Schools high school athletics to Metro Edmonton High School Athletic Association (Metro).

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

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

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	55.1	58.0	56.9	56.4	60.9	58.0	Very Low	Improved Significantly	Acceptable	62.0	64.0	66.0
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	5.6	6.2	7.0	6.2	6.3	7.5	Very Low	Maintained	Concern	6.4	6.6	6.7
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	75.9	73.8	78.1	74.7	75.8	79.0	Low	Maintained	Issue	77	79.8	82.0
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	6.7	9.5	9.9	7.8	8.8	9.5	Low	Maintained	Issue	9.1	9.3	9.7

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2014	2015	2016
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	26.3	21.7	26.6	30.3	30.3	35.5	Very Low	Improved	Issue	33.2	35.6	39.5
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	12.8	13.5	11.3	10.7	9.4	9.0	Very Low	Improved Significantly	Acceptable	9.3	9.1	8.9
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	23.2	26.4	21.3	25.9	23.7	30.0	Very Low	Maintained	Concern	25.8	27.2	31.4
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	30.8	27.6	31.6	35.4	32.6	39.0	Very Low	Maintained	Concern	36.2	38.6	41
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	16.3	13.1	16.9	14.3	19.9	16.0	Very Low	Improved Significantly	Acceptable	20.3	21.5	23.0

Comment on Results

Elementary and Junior High Results

The percentage of students achieving the acceptable standard on Provincial Achievement Tests has increased by 5.4 per cent since 2009. There is no clear trend in the percentage of students achieving the standard of excellence on Provincial Achievement Tests.

When individual test results are reviewed, the District maintained results in 15 of the 22 measures, and results “improved” or “improved significantly” on the remaining seven measures, where comparisons can be made.

Students were most successful in English Language Arts 6, where 70.3 per cent met the acceptable standard and Science 6, where 63.2 per cent met the acceptable standard.

High School Results

Overall, the positive trend to the ratings of “improved” or “improved significantly” in four of the nine categories demonstrates movement toward more success for FNMI students.

The high school completion rate has increased by 4.0 per cent since 2008, while the drop-out rate decreased by 3.4 per cent over the same time period.

In the area of high school to post-secondary transition and eligibility for Rutherford Scholarship, no clear trend can be identified.

The percentage of students writing four or more diploma exams has increased by 3.6 per cent since 2008.

Strategies

The following strategies will be enhanced and continue for 2013-2014:

- Develop and implement FNMI literacy supports and resources.
- Support and celebrate the success of First Nations, Métis and Inuit students through district supported events and projects such as the Honouring Celebration, Junior High Art Project. and Honouring Our Voices – FNMI Newsletter.
- Monitor and track district First Nations, Métis and Inuit student enrolment data to support retention, transitions, and high school completion.
- Collect data and monitor the progress of the 2020 Cohort of the self-identified First Nations, Métis, and Inuit students currently in Grade 6, to determine literacy status, supports, resources, and effective transitions to support high school completion.
- Collaborate with the Research, Data and Knowledge unit regarding First Nations, Métis and Inuit student achievement data pertaining to student success and high school completion.
- Collaborate with Alberta Education to: improve the Aboriginal Learner Data Collection Initiative (ALDCI) self-identification form so more FNMI student are willing to self-identify; and improve the accuracy and reporting of FNMI data.
- Engage in conversation with parents/guardians as to the benefits and purpose of self-identifying their child as First Nations, Metis or Inuit.
- Support the use of 10 locally developed Edu Kits across the District, that bridge culture and curriculum and provide a hands-on, minds-on opportunity for students and staff to be engaged in First Nations, Métis and Inuit education and culture.
- Continue to collaborate with post-secondary institutions to support successful transition of FNMI students into programs and career pathways.
- Continue to develop initiatives, supports, resources and strategies to increase student achievement, literacy attainment and high school completion.

The following strategies are new for 2013-2014 and will complement and strengthen the ongoing strategies:

- Conduct monthly professional learning sessions for district and out-of-district staff. Sessions include: Universal Design for Learning Strategies: First Nations, Métis and Inuit perspectives; First Nations, Métis and Inuit Literacy: Making Connections; and Building a Foundation for First Nations, Métis and Inuit Success: Practical Applications for Teachers.
- Launch the First Nations, Métis and Inuit Seeing Self in Literature Project, in collaboration with University of Alberta, in three district sites, beginning January 2014.

- Support Wichitowin Family Nights, Aboriginal Family Nights in Millwoods and the Tawow, and Northern Lights (Calder) Family Nights, which are held at various schools in the District.
- Develop a First Nations, Métis and Inuit school resource to assist administrators in developing long term school plans to support the collective, identified needs of FNMI students utilizing differential funding. Schools can tailor the plan to incorporate their vision and mission statements, build the school community's capacity in FNMI education, support culturally responsive practices, engage all students in FNMI culture, and create a welcoming and inclusive environment for all students.
- Engage junior and senior high school students and their parents/guardians for pathways to success and career planning, designed to enhance the relevance of learning, and to guide them in developing the competencies they need to make successful transitions into further learning, the world of work, post-secondary and beyond.
- Support early learning and Aboriginal Headstart programs offered in the District.

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
5. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Goal Three: Quality teaching and school leadership

Outcome: *Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	81.9	82.0	82.1	81.9	83.1		Very High	Improved Significantly	Excellent			

Comment on Results

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

This measure is made up of the aggregated responses to eight questions related to programs of study:

- How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school: Another language?
- How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school: Art?
- How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school: Computers?
- How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school: Drama?
- How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school: Health?
- How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school: Music?
- How satisfied or dissatisfied are you with the opportunities your child has to participate in physical education at school?
- How satisfied or dissatisfied are you with the variety of subjects available to your child at school?

In the area of satisfaction that students have the opportunity to receive a broad program of studies, the District has an achievement rating of "very high" with the improvement for 2012-2013 rated as "improved significantly". All three respondent groups, parents, teachers and students in Grades 4, 7 and 10, reported the highest level of satisfaction with "the opportunities your child has to participate in physical education at school".

As with the Province, teachers reported the highest level of satisfaction, followed by parents.

Strategies

The following strategies supported this outcome and will continue for 2013-2014:

- Provide research support to district staff who are investigating or implementing educational practices to meet District Priorities, including competency development.
- Offer Leadership and Excellence in Assessment Program (LEAP) sessions for teachers for University of Alberta course credit.
- Offer the Second Language Educators Leadership Institute and the Leadership in Languages professional learning series to district and external teachers, principals and central leaders.
- Engage school staff in targeted, job embedded professional learning opportunities through school catchment groups. These sessions are coordinated and facilitated by school-based staff, with some support from central consultants, and serve to enhance teaching as well as build leadership capacity of staff across the District.
- Provide access to Google Apps for Education to facilitate online collaborative opportunities for all staff. Through this online communities of practice, teachers are able to develop and share resources with each other.

- Offer the New Teacher Induction Program (NTIP) to support the transition of teachers new to the profession and/or new to the District as a way to attract, develop and retain quality teachers.
- Provide monthly professional learning sessions for first and second year principals.
- Host bi-annual Leadership Development camps to identify and support emerging leaders.
- Provide one on one coaching, and consistent and intentional support to principals in relation to building leadership capacity as outlined in the Principal Quality Practice Standard.
- Coordinate monthly professional learning sessions for principals through District Leadership meetings.
- Develop and implement a competency-based model for leadership development across all staff groups. During 2012-2013, Human Resources collaborated with district staff and the District Support Team to provide 226 emerging district leaders access to 15 face-to-face, online, and hybrid learning modules designed to address four of the competencies introduced.
- Support teacher certificated staff (81 in 2012-2013) and exempt staff (three in 2012-2013) with access to tuition support and/or leave with an allowance to pursue post-secondary programs and course work related to literacy, working with ELLs, cultural studies including FNMI, mental health practices for schools, inclusive education, working with at risk learners, assessment, school leadership, educational technology, and curriculum.
- Provide a training program for supply educational assistants (192 in 2012-2013), giving a pre-service introduction to the roles and responsibilities of the educational assistant, an introduction to the characteristics of students in need of specialized supports and services and strategies to support success, Non-Violent Crisis Intervention training, as well as focused observations/job shadowing.
- Provide training for custodians through the Building Operators Certificate Program (95 in 2012-2013). Nineteen custodians participated in 5th Class Power Engineering prep and two Chargehands were sponsored to attend 4th Class Power Engineering at NAIT. On the job, OHS and computer training were provided for more than 100 supply custodial staff.
- Provide professional learning related to business processes to permanent administrative assistants (75 in 2012-2013). Three hundred and forty-two support staff with office duties accessed district software training. Five district support staff members participated in an Administrative Assistant preparation program.
- Provide tuition reimbursement for employment related coursework, support for required certificate renewal, as well as access to paid leave for the completion of apprenticeship training for Maintenance staff. Facilities Maintenance provided ongoing professional learning for district staff related to Occupational Health and Safety and the use of trades' related equipment.

The following strategies are new for 2013-2014 and will complement and strengthen the ongoing strategies:

- Establish a community of practice to meet monthly to support teachers in meeting the learning needs of students who present with behavioural support needs.
- Establish a community of practice to meet monthly to support teachers in providing meaningful engaged learning for all students through the use of Universal Design for Learning strategies.
- Provide targeted professional learning for early years teachers with a focus on best practices in developing a play-based learning environment and understanding the implication of current research on brain development.
- Host monthly Superintendent's Community of Practice meetings to build leadership capacity and provide input into district level decision making.
- Provide information sessions to district staff regarding the Government of Alberta Department of Education Ministerial Order (#001/2013) on Student Learning and directions of Inspiring Education.

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

Goal Four: Engaged and effective governance

Outcome: *The education system demonstrates collaboration and engagement.*

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	79.5	78.4	78.9	77.8	78.7	79.0	High	Maintained	Good			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.2	90.1	90.6	90.6	91.2		Very High	Improved Significantly	Excellent			

Comment on Results

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

This measure is made up of the aggregated responses to five questions related to involvement in decisions about their child's education:

- To what extent are you involved in decisions about your child's education?
- To what extent are you involved in decisions at your child's school?
- How satisfied or dissatisfied are you that your input into decisions at your child's school is considered?
- How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's education?
- How satisfied or dissatisfied are you with the opportunity to be involved in decisions at your child's school?

In the area of satisfaction that parents are involved in decisions about their child's education, the District has an achievement rating of "high" with the improvement for 2012-2013 rated as "maintained".

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

This measure is made up of the aggregated responses to six questions related to programs of study:

- Your child clearly understands what he or she is expected to learn at school?
- Your child finds school work challenging?
- Your child finds school work interesting?
- Your child is learning what he or she needs to know?
- How satisfied or dissatisfied are you with the quality of education your child is receiving at school?
- How satisfied or dissatisfied are you with the quality of teaching at your child's school?

In the area of satisfaction with the overall quality of basic education, the District has an achievement rating of "very high" with the improvement for 2012-2013 rated as "improved significantly".

As with the Province, teachers report the highest level of satisfaction, followed by students.

Activities Completed 2012-2013

- Conducted stakeholder engagement sessions around issues related to capacity challenges at two district schools, due to the high rate of new students residing the attendance areas. Decisions were made to redirect Grades 8 and 9 students from each school to alternative schools for the 2013-2014 school year.
- Due to the high rate of new students residing in their attendance areas, expansions were initiated at A. Blair McPherson, Dr. Donald Massey and Michael Strembitsky schools through the addition of additional portable and modular classrooms. Consultation was conducted around these challenges. Funding for the additions was secured through provincial funding requests, and the Board of Trustees approved utilization of Capital Reserve funds.
- Several other developing areas were re-designated to alternate receiving schools, following stakeholder engagement. The challenges in new areas and around new schools continues to grow, and additional new schools were requested within the Three-Year Capital Priorities Plan 2014 to 2017 that was submitted to the province.

- Following the submission of the Three-Year Capital Priorities Plan 2014 to 2017, the Government of Alberta announced funding on May 2, 2013, for a new K-6 school in Heritage Valley area and a K-9 School in Terwillegar Heights area.

Strategies

The following strategies will be enhanced and continue for 2013-2014:

- Provide parents/guardians, students and school staff with timely and comprehensive information about students through PowerSchool.
- Partner with Region 5 Edmonton Regional Collaborative Service Delivery (RCSd) to develop a seamless delivery of services to students in need of specialized supports and services.
- Apply a project management approach to district research projects to enhance stakeholder engagement.
- Connect schools directly to the Provincial Approach to Student Information (PASI) system, using updated district technology and district student information protocols to ensure integrity of student enrolment information.
- Engage and link over 120,000 parent/guardian accounts with the SchoolZone web portal to provide learning strategies and report on outcomes achieved.
- Encourage district leaders to capitalize on their role as community leaders and engage with educational stakeholders in a way that promotes and strengthens educational opportunities for students.
- Encourage school principals to strategically utilize community supports, resources and services to provide non-educational opportunities that enhance or complement the learning experience in schools.
- Conduct online program reviews for selected language alternative programs.
- Collaborate with other jurisdictions, post-secondary institutions, parent organizations and international government agencies through participation in seven provincial second languages education consortia.
- Maintain district partnerships and corresponding collaborative activities with local, national and international partners in support of second language programming and intercultural interactions, and projects.
- Provide services to other jurisdictions and educational stakeholders on a cost-recovery basis.
- Provide an opportunity for stakeholders to provide informed feedback on draft policies through an online stakeholder survey.
- Partner with Community University Partnership (CUP) for the study of children, youth and families.
- Liaise with post-secondary institutions in Alberta to support external research opportunities for enhancing district knowledge to achieve District Priorities.
- Leverage the collaborative working relationship of the City of Edmonton and Edmonton School Boards, established within the Joint Use Agreement, and the Province of Alberta.
- Implement the new infrastructure planning principles policy by working with communities to develop an accommodation growth plan and begin the work of developing a comprehensive district infrastructure strategy.
- Engage community in the preliminary planning for the new schools in the Heritage Valley and Terwillegar Heights areas.
- Support for the development of School Councils. The District will host a school council training session on November 21, 2013, which will cover topics including the purpose of school councils; tips and tools to support effective fundraising activities and overall operations; as well as the benefits of networking with other school councils.
- Partner with the Edmonton Catholic School Board to investigate the possibility of offering collaborative transportation service delivery on a city-wide basis. In January 2014, both Boards of Trustees will be presented with an initial feasibility study. Additional research, detailed design, and phased implementation efforts may follow the January presentations.
- Leverage collaborative relationships with other levels of government by engaging in ongoing joint orientation and professional development sessions with the Board of Trustees, Edmonton Catholic Schools Board of Trustees and City Councillors.
- Continue meetings with the Board of Trustees and MLAs to enhance their ability to do joint advocacy work on important educational issues.
- Develop a process that will result in a student representative being elected to the Board of Trustees for the 2014-2015 school year. This pilot project will be established to enhance dialogue between the

District's student body and the Board of Trustees, increase student engagement in Board Policy, and educate students in democratic governance.

- Develop an Engagement Framework to support Board of Trustees' efforts to work strategically with parents and community stakeholders to capture input, feedback or perspectives around educational issues. The Board of Trustees will develop this framework in accordance with fulfilling their generative leadership role.

The following strategy is new for 2013-2014 and will complement and strengthen the ongoing strategies:

- Establish a new partnership with the Académie of Grenoble, France, to support school twinnings, educational projects, etc. for district schools.

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

DRAFT

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

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	87.5	87.3	87.9	88.5	89.3		Very High	Improved Significantly	Excellent			
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	81.2	80.3	78.5	79.7	80.8		Very High	Improved Significantly	Excellent			

Comment on Results

Percentage of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

This measure is made up of the aggregated responses to five statements related to safe and caring schools:

- Students treat each other well at your child's school.
- Teachers care about your child.
- Your child is safe at school.
- Your child is safe on the way to and from school.
- Your child is treated fairly by adults at school.

In the area of agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school, the District has an achievement rating of "very high" with the improvement for 2012-2013 rated as "improved significantly".

As with the Province, teachers report the highest level of satisfaction, followed by parents.

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

This measure is made up of the aggregated responses to one question. The District has an achievement rating of "very high" with the improvement for 2012-2013 rated as "improved significantly".

Strategies

The following strategies will be enhanced and continue for 2013-2014:

- Provide support through the Critical Incident Support Service, in response to critical situations (i.e., death of a staff member, child, parent).
- Provide research and support for policies, practices, and procedures related to diversity and anti-bullying programs.
- Implement Administrative Regulation IF.AR – Safe, Caring and Respectful Learning Environments.
- Implement the Move to Action: Bullying Prevention Toolkit which includes a district definition for bullying, and information and recommended tools/resources to support implementation of bullying prevention and citizenship development strategies.
- Promote positive mental health for staff, through the coordination monthly activities, as well as daily activities during the month of May (as an extension to Mental Health week).
- Provide opportunities for staff to receive training in mental health first aid as a way to create and sustain positive social learning environments.
- Promote an online resource site for school-based positive mental health promotion for all grade levels.
- Work with community partners such as Alberta Health Services, University of Alberta and Ever Active Schools to coordinate and maximize on resources available to support and sustain a culture of wellness.

- Provide wellness resources for district staff from grant funds awarded by Alberta Healthy School Community Wellness.
- Conduct internal Occupational Health and Safety audits to maintain the Certificate of Recognition status, as assessed by external auditors.
- Work with the Alberta School Employee Benefit Plan (ASEBP) to Implement a district-wide Healthy Living Program (HLP), based on the success of the Healthy Living Pilot. The HLP is an integrated, long-term program that provides staff members with a two-part assessment of their current health status and health risks, resources include lifestyle coaching to improve and sustain healthy behaviours, and support in the workplace for individual health practices.

The following strategies are new for 2013-2014 and will complement and strengthen the ongoing strategies:

- Combine Comprehensive School Health (CSH) services and Employee Health Services (EHS) in September 2013, creating an integrated Health Services department in Human Resources which coordinates resources to support safe and healthy learning and working environments for both students and staff.
- Revise Board Policy GBE.BP and Administrative Regulation GBE.AR – Health and Wellness of Staff and Students to reflect the Framework for Kindergarten to Grade 12 wellness, as well as other recommended resources and current research.
- Facilitate a coordinated approach to maximize on the available resources from the district Wellness Implementation Grant.
- Host a district Wellness Professional Learning Day (which will focus on support for both staff and students) and provide additional healthy school networking opportunities with support from key community partners.

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

Note:

- Including strategies for students with special needs satisfies the planning component of 14.a of the *Standards for Special Education* (amended June 2004) http://www.education.gov.ab.ca/k_12/specialneeds
- Reporting on programs, services and results for students with special needs satisfies the non-financial reporting component of Section 14.a and c of the *Standards for Special Education* (June 2004) http://www.education.gov.ab.ca/k_12/specialneeds

Future Challenges

- Optimize support for students and families with mental health issues, which significantly impact the achievement of a student.
- Create opportunities for schools to access external community agencies.
- Examine, review and in many cases, change policy and regulation to be in compliance with the new *Education Act*, Bill 3.
- Provide professional learning support to staff to assist them in meeting the requirements set out in the Ministerial Order (#001/2013) on Student Learning.
- The District is experiencing challenges related to a significant reduction in provincial funding. A lack of predictable, sustainable funding creates discontinuity in the District's ability to provide programs and services necessary to support all students from year to year.

Summary of Financial Results

- To be presented to the Board of Trustees on December 17, 2013

Budget Summary

- To be presented to the Board of Trustees on December 17, 2013

Capital and Facilities Projects

Three Year Capital Plan 2013-2015

Building Alberta Schools Construction Program (Formerly ASAP)

Two new schools were announced by the Province of Alberta for Edmonton Public Schools in 2013:

- K-9 900 students in Blackmud Creek neighbourhood in southwest Edmonton; and
- K-6 600 students in Heritage Valley neighbourhood in south Edmonton.

Previously Funded Capital Projects Status

- Strathcona Senior High School (Phase 2 Modernization) was initiated in 2011-2012, with Alberta Infrastructure leading the Construction Management process. This project will be completed in 2013-2014.
- Forest Heights School (Phase 2 Modernization) was initiated in 2011-2012, with Alberta Infrastructure leading the Construction Management process. This project will be completed in 2013-2014.
- Eastglen Senior High School (Phase 2 Modernization) was completed.

Modular and Portable Requests

- Over the 2012-2013 school year, the District worked with Alberta Infrastructure and their agents to install two additional modular classrooms at Michael Strembitsky and Dr. Donald Massey schools.
- Significant progress was made to relocate and upgrade existing district portables to:
 - o A. Blair McPherson School (total of six portables);
 - o Dr. Donald Massey School (total of two portables); and
 - o Michael Strembitsky School (total of four portables)
- Significant progress was made to place six modular classrooms purchased by the District at the following schools:
 - o Michael Strembitsky School (two modular classrooms); and
 - o Dr. Donald Massey School (four modular classrooms).

Infrastructure Maintenance Renewal (IMR) and Other Projects

Over 800 projects were initiated in 2012-2013 as part of the District's annual Major Maintenance Plan,

funded primarily through the IMR stream. This includes a skylight replacement project valued at 3.5 million at J. Percy Page School which is currently in the planning stage. Construction is scheduled to begin this winter with completion in the fall of 2014.

Summary of Facility and Capital Plans

The District was actively involved in the area of planning for new school buildings, accommodating enrolment growth with modulars and portables, modernization projects and IMR project implementation in 2012-2013.

The implications of 2012-2013 in the area of capital planning, facility planning and student accommodation included challenges related to:

- accommodating all students residing in rapid growth areas at newer schools;
- securing new schools to service rapidly growing areas; and
- addressing deferred maintenance needs with funding available for IMR and modernization projects.

Parental Involvement

Parent/guardian and school council involvement in the creation of school plans and the sharing of school level results is a district-wide expectation. Parents/guardians and school council members are invited to attend the joint results review and budget plan presentation in November 2013. Assistant Superintendents of Schools work to support principals to ensure parents/guardians do have opportunities for input and involvement.

Timelines and Communication

After being approved by the Board of Trustees, this document will be uploaded to Alberta Education. Additionally, a summary of the AERR, the 3YEP and AERR will be posted on the district website.

APPENDIX – Measure Details (OPTIONAL)

The following pages include tables and graphs that provide detailed data for the performance measures. Authorities may include these under each measure/outcome to provide context and help in interpreting the results.

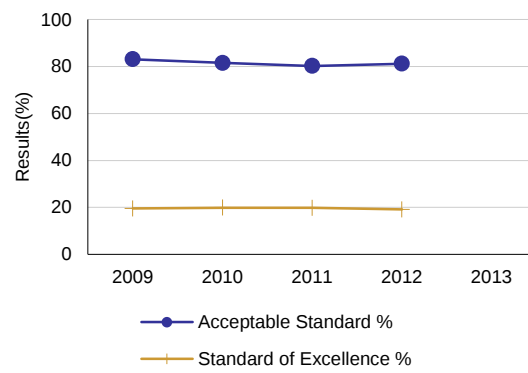
Diploma Examination Results – Measure Details (OPTIONAL)

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2009		2010		2011		2012		2013		2013	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	83.9	13.2	82.4	10.4	81.1	10.3	82.0	10.8	n/a	n/a		
	Province	86.1	12.3	85.1	10.1	84.4	10.1	86.0	11.3	n/a	n/a		
English Lang Arts 30-2	Authority	83.2	7.4	83.3	8.1	82.6	7.1	83.2	7.1	n/a	n/a		
	Province	88.2	8.5	88.8	9.8	88.6	9.1	89.5	10.7	n/a	n/a		
French Lang Arts 30-1	Authority	100.0	23.3	96.2	25.5	98.1	8.4	95.7	12.2	n/a	n/a		
	Province	95.1	18.9	93.7	16.3	95.3	14.3	95.5	13.4	n/a	n/a		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.7	33.1	94.2	15.6	93.8	20.1	96.5	19.0	n/a	n/a		
Pure Mathematics 30	Authority	81.7	26.9	82.3	28.8	79.1	28.1	80.5	27.2	n/a	n/a		
	Province	82.1	26.3	82.9	29.7	81.0	28.7	81.8	27.1	n/a	n/a		
Applied Mathematics 30	Authority	75.9	12.2	69.7	9.1	66.0	6.8	68.5	7.5	n/a	n/a		
	Province	79.4	13.5	77.3	12.6	74.3	9.8	75.6	10.3	n/a	n/a		
Social Studies 30	Authority	84.6	22.4	69.7	10.2	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.2	21.4	67.8	10.4	69.7	12.1	n/a	n/a	n/a	n/a		
Social Studies 30-1	Authority	n/a	n/a	84.5	17.9	80.6	13.9	84.6	15.8	n/a	n/a		
	Province	n/a	n/a	84.5	16.1	82.8	14.9	86.2	16.7	n/a	n/a		
Social Studies 33	Authority	82.4	17.0	71.3	14.7	*	*	n/a	n/a	n/a	n/a		
	Province	85.6	20.2	76.4	11.5	69.0	21.4	n/a	n/a	n/a	n/a		
Social Studies 30-2	Authority	n/a	n/a	81.1	10.3	80.5	11.0	76.1	8.9	n/a	n/a		
	Province	n/a	n/a	85.0	13.7	85.6	15.9	83.1	13.7	n/a	n/a		
Biology 30	Authority	85.5	27.0	82.3	29.7	82.9	32.4	82.8	29.1	n/a	n/a		
	Province	83.0	26.6	81.4	28.1	81.9	29.8	81.8	28.1	n/a	n/a		
Chemistry 30 Old	Authority	77.3	27.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	77.6	19.5	87.5	37.5	n/a	n/a	n/a	n/a	n/a	n/a		
Chemistry 30	Authority	77.9	27.9	78.7	30.4	75.2	28.9	76.6	28.9	n/a	n/a		
	Province	76.3	27.7	79.0	29.9	75.1	27.7	76.7	28.4	n/a	n/a		
Physics 30 Old	Authority	69.2	23.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	74.4	25.6	75.0	25.0	n/a	n/a	n/a	n/a	n/a	n/a		
Physics 30	Authority	80.3	25.9	74.2	20.2	77.0	26.8	80.5	30.6	n/a	n/a		
	Province	79.3	23.1	73.9	20.3	76.7	27.7	81.0	30.3	n/a	n/a		
Science 30	Authority	84.8	24.0	83.4	28.0	82.8	28.0	83.5	26.3	n/a	n/a		
	Province	86.0	20.9	80.1	22.8	80.4	21.0	79.8	22.0	n/a	n/a		

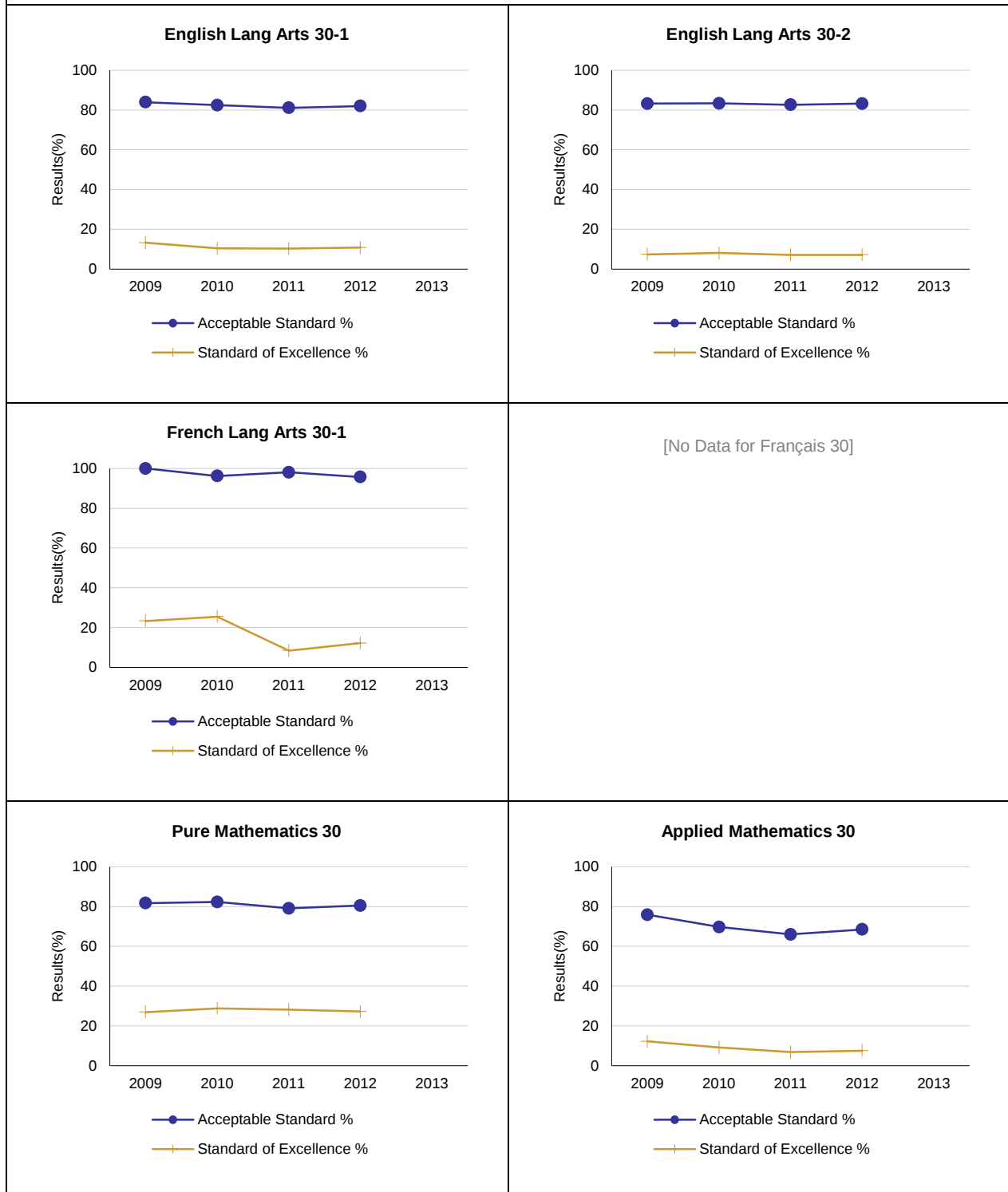
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Graph of Diploma Examination Results – Overall (optional)



Diploma Examination Results by Course (optional)

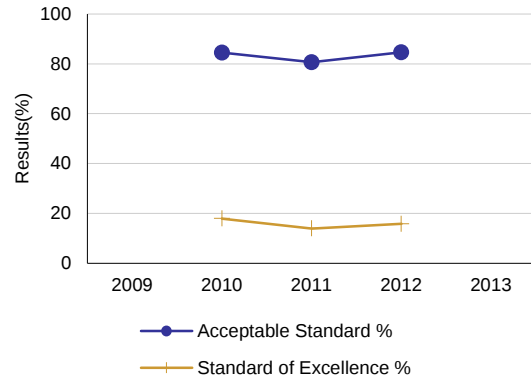


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

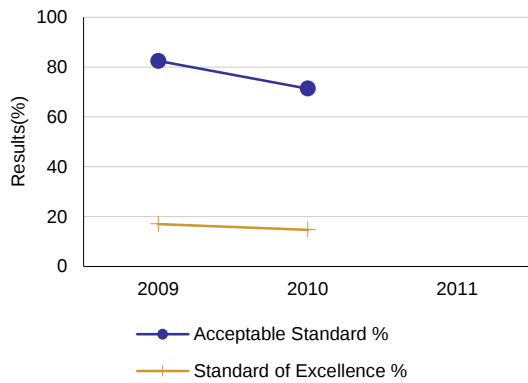
Diploma Examination Results by Course (optional)

[No Data for Social Studies 30]

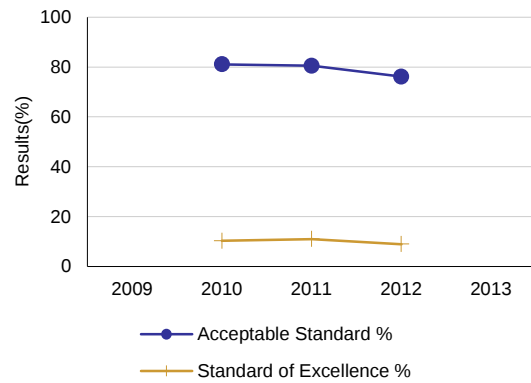
Social Studies 30-1



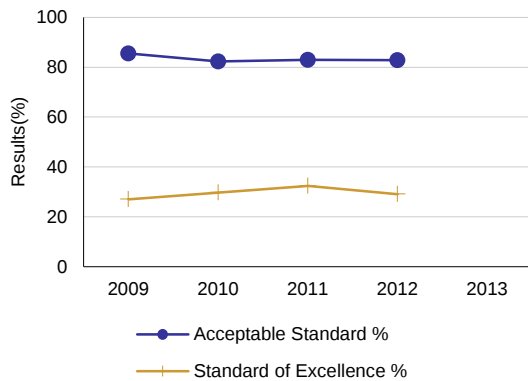
Social Studies 33



Social Studies 30-2



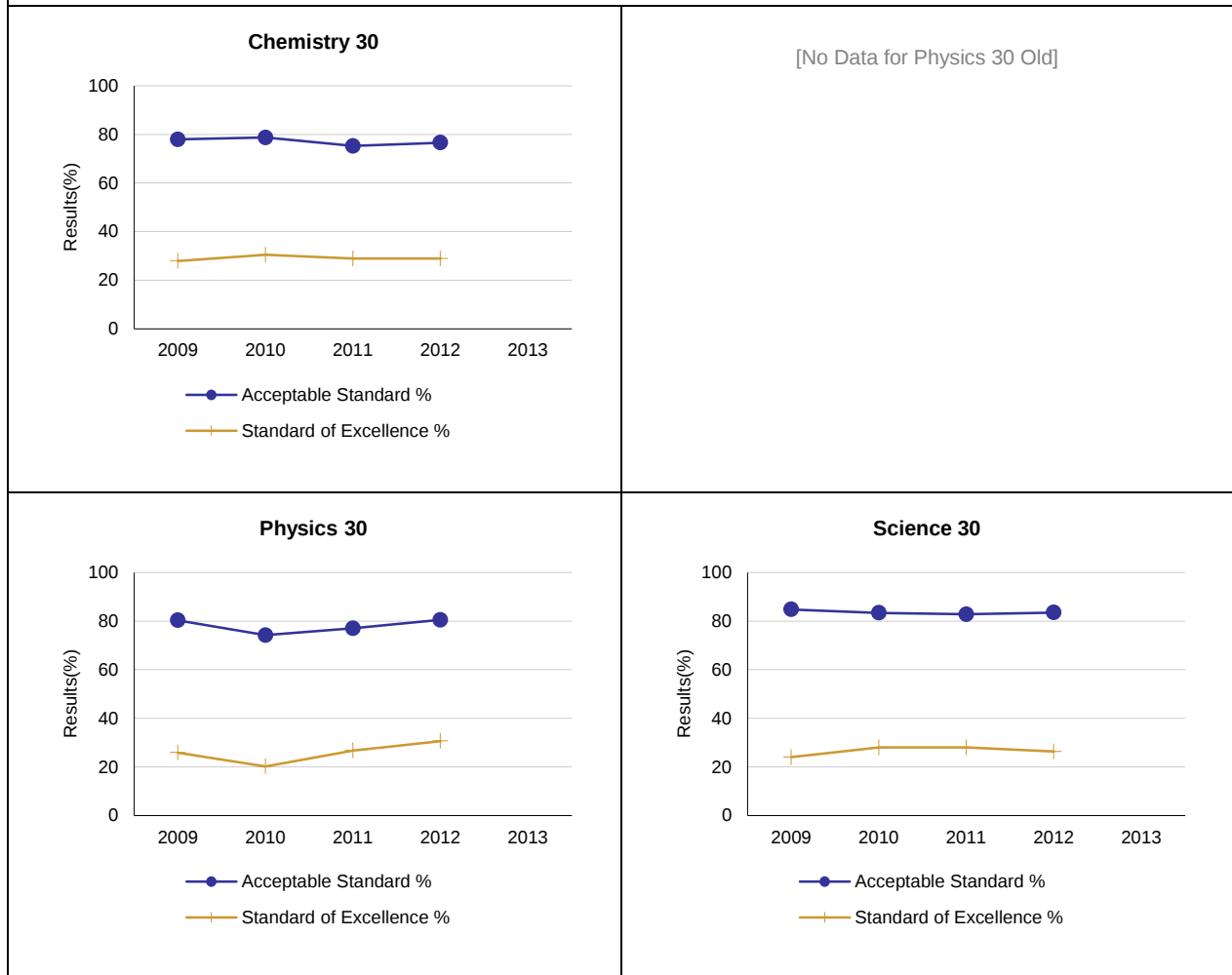
Biology 30



[No Data for Chemistry 30 Old]

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

Diploma Examination Results by Course (optional)



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

Diploma Examination Results Course By Course Summary With Measure Evaluation (optional)

Course	Measure	Edmonton School District No. 7							Alberta			
		Achievement	Improvement	Overall	2013		Prev 3 Yr Avg		2013		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	5,052	81.8	n/a	n/a	29,181	85.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	5,052	10.5	n/a	n/a	29,181	10.5
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	2,020	83.0	n/a	n/a	14,473	89.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	2,020	7.4	n/a	n/a	14,473	9.8
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	109	96.7	n/a	n/a	1,267	94.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	109	15.4	n/a	n/a	1,267	14.7
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	147	94.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	147	18.2
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	4,143	80.6	n/a	n/a	22,547	81.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	4,143	28.0	n/a	n/a	22,547	28.5
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	1,489	68.0	n/a	n/a	10,479	75.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	1,489	7.8	n/a	n/a	10,479	10.9
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	3,932	83.2	n/a	n/a	23,525	84.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	3,932	15.9	n/a	n/a	23,525	15.9
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	1,934	79.2	n/a	n/a	16,211	84.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	1,934	10.1	n/a	n/a	16,211	14.4
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	3,991	82.7	n/a	n/a	22,820	81.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	3,991	30.4	n/a	n/a	22,820	28.7
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	3,501	76.8	n/a	n/a	19,217	76.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	3,501	29.4	n/a	n/a	19,217	28.7
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	2,161	77.3	n/a	n/a	10,527	77.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	2,161	25.9	n/a	n/a	10,527	26.1
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	1,368	83.2	n/a	n/a	5,274	80.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	1,368	27.4	n/a	n/a	5,274	21.9

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

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Biology 30	Acceptable Standard	0.00 - 67.51	67.51 - 78.03	78.03 - 85.82	85.82 - 89.41	89.41 - 100.00
	Standard of Excellence	0.00 - 12.33	12.33 - 19.00	19.00 - 25.60	25.60 - 30.05	30.05 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 37.40	37.40 - 64.26	64.26 - 77.96	77.96 - 85.58	85.58 - 100.00
	Standard of Excellence	0.00 - 6.52	6.52 - 16.78	16.78 - 27.40	27.40 - 34.23	34.23 - 100.00
Physics 30	Acceptable Standard	0.00 - 46.89	46.89 - 65.43	65.43 - 79.07	79.07 - 84.34	84.34 - 100.00
	Standard of Excellence	0.00 - 4.05	4.05 - 11.60	11.60 - 21.19	21.19 - 30.24	30.24 - 100.00
Science 30	Acceptable Standard	0.00 - 76.11	76.11 - 83.33	83.33 - 91.76	91.76 - 97.14	97.14 - 100.00
	Standard of Excellence	0.00 - 6.98	6.98 - 11.36	11.36 - 21.80	21.80 - 36.81	36.81 - 100.00

Notes:

The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

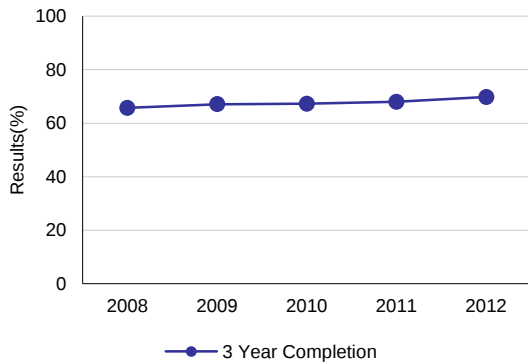
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue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

High School Completion Rate – Measure Details (OPTIONAL)

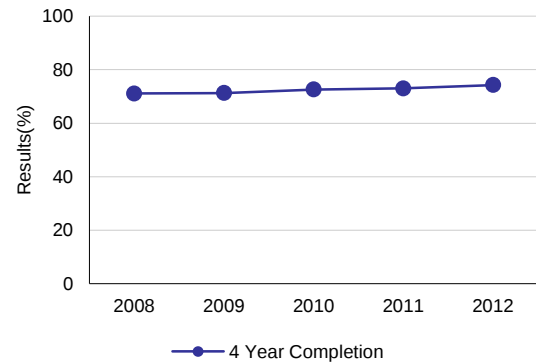
High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
3 Year Completion	65.7	67.1	67.3	68.0	69.8	70.8	71.5	72.6	74.1	74.8
4 Year Completion	71.1	71.3	72.6	73.0	74.3	76.3	76.1	76.9	78.1	79.4
5 Year Completion	73.7	74.4	74.9	76.1	76.5	78.7	79.0	79.0	79.6	80.8

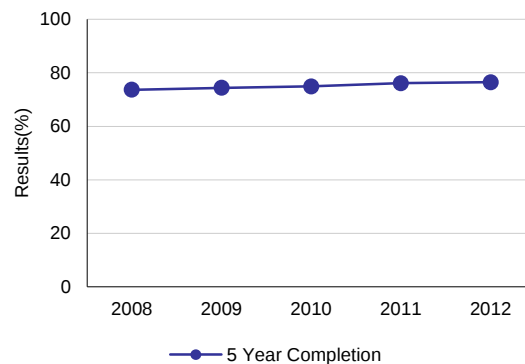
Graph of Authority Results (optional)



Graph of Authority Results (optional)



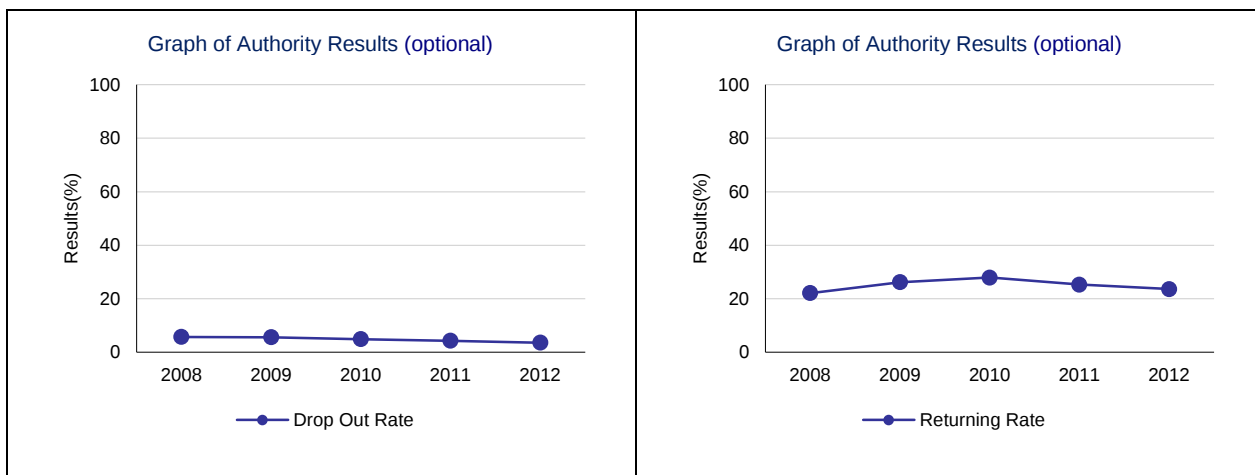
Graph of Authority Results (optional)



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

Drop Out Rate – Measure Details (OPTIONAL)

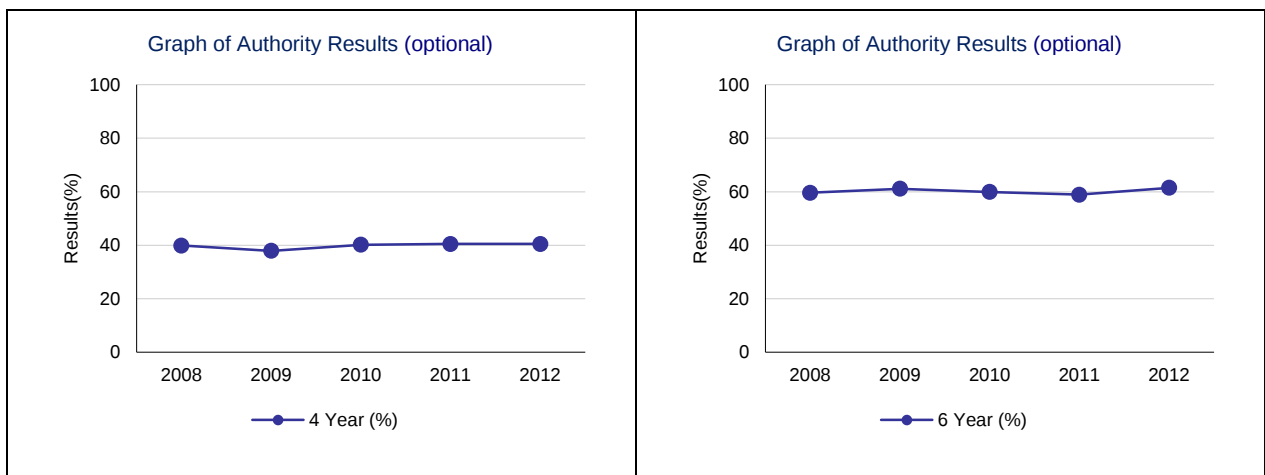
Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Drop Out Rate	5.7	5.6	4.9	4.3	3.6	4.8	4.3	4.2	3.2	3.5
Returning Rate	22.1	26.2	27.9	25.3	23.6	19.8	23.5	27.9	23.4	23.0



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

High School to Post-secondary Transition Rate – Measure Details (OPTIONAL)

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
4 Year Rate	39.9	37.9	40.2	40.5	40.5	38.9	37.5	37.8	38.2	39.6
6 Year Rate	59.6	61.1	59.9	58.9	61.5	59.2	59.8	59.3	58.4	59.5

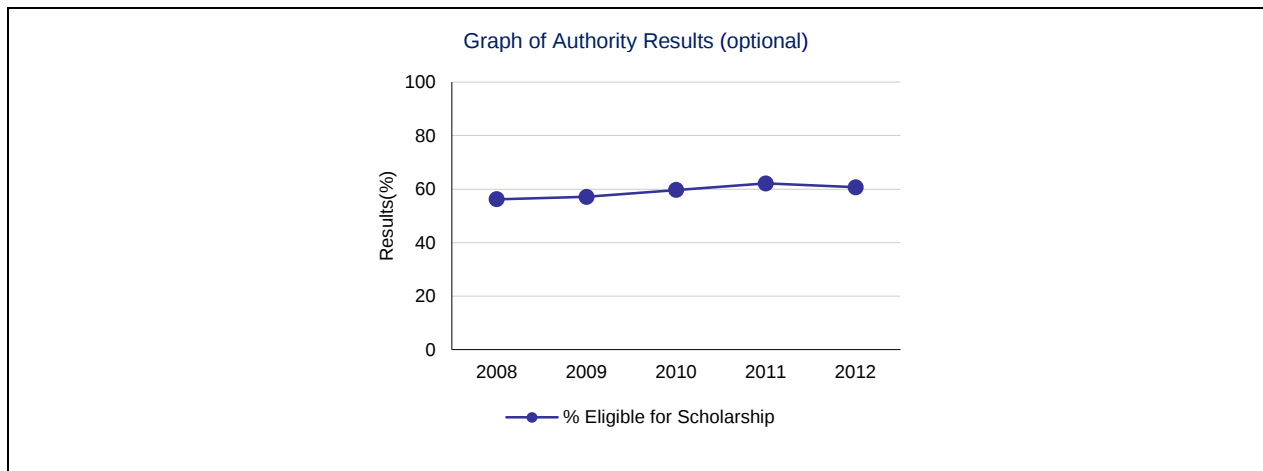


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Rutherford Eligibility Rate – Measure Details (OPTIONAL)

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Rutherford Scholarship Eligibility Rate (Revised)	56.2	57.1	59.7	62.1	60.7	57.3	56.9	59.6	61.5	61.3

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2008	8105	3861	47.6	3605	44.5	2409	29.7	4556	56.2
2009	8347	4017	48.1	3899	46.7	2527	30.3	4768	57.1
2010	8719	4388	50.3	4201	48.2	2788	32.0	5208	59.7
2011	8576	4495	52.4	4335	50.5	2772	32.3	5322	62.1
2012	8884	4646	52.3	4367	49.2	2646	29.8	5393	60.7



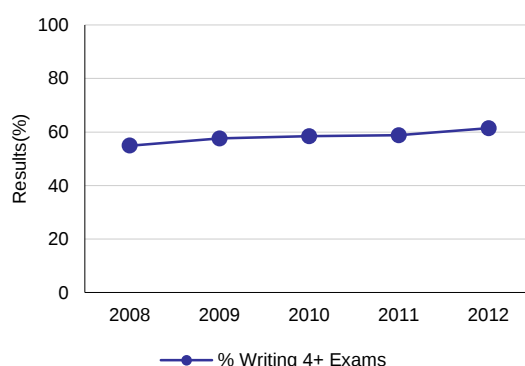
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Diploma Examination Participation Rate – Measure Details (OPTIONAL)

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
% Writing 0 Exams	20.2	19.8	19.0	18.1	16.9	18.4	18.0	17.2	16.1	15.9
% Writing 1+ Exams	79.8	80.2	81.0	81.9	83.1	81.6	82.0	82.8	83.9	84.1
% Writing 2+ Exams	75.9	76.9	77.7	77.9	79.8	78.0	78.7	79.6	80.8	81.2
% Writing 3+ Exams	65.1	66.7	67.9	68.0	69.8	64.9	65.2	66.0	67.4	67.5
% Writing 4+ Exams	54.9	57.6	58.4	58.8	61.4	53.3	53.5	54.9	56.2	56.6
% Writing 5+ Exams	37.9	40.4	41.8	43.3	44.8	34.3	34.7	36.1	37.2	38.0
% Writing 6+ Exams	16.4	17.9	18.9	20.0	21.4	12.7	12.9	13.4	14.1	14.6

Graph of Authority Results (optional)



Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
English 30 / English Language Arts 30-1	53.4	56.7	57.1	57.7	59.9	53.8	54.0	54.5	54.9	55.1
English 33 / English Language Arts 30-2	22.6	21.3	21.5	22.1	21.2	24.0	24.5	25.1	26.1	26.1
Total of 1 or more English Diploma Exams	74.3	75.5	76.3	77.0	78.4	76.7	77.1	78.0	79.0	79.2
Social Studies 30	49.8	52.3	4.2	0.2	0.0	48.1	48.1	3.7	0.3	0.0
Social Studies 30-1	0.0	0.0	49.7	54.6	55.6	0.0	0.0	45.7	48.2	48.0
Social Studies 33	25.5	24.0	2.0	0.1	0.0	29.5	30.1	2.5	0.1	0.0
Social Studies 30-2	0.0	0.0	21.6	23.0	24.1	0.0	0.0	27.4	31.0	32.1
Total of 1 or more Social Diploma Exams	74.0	75.2	75.7	76.6	78.3	76.7	77.4	78.1	78.9	79.3
Mathematics 30 / Pure Mathematics 30	43.7	45.4	46.8	48.3	49.7	41.1	40.8	41.4	42.6	42.5
Mathematics 33 / Applied Mathematics 30	16.6	16.0	16.2	15.1	15.2	19.1	19.7	19.7	20.0	19.6
Total of 1 or more Math Diploma Exams	59.7	61.1	62.4	63.0	64.3	59.7	59.9	60.6	62.0	61.5
Biology 30	40.9	43.4	44.1	44.8	46.5	39.1	39.8	41.2	42.8	43.1
Chemistry 30 Old	36.9	5.1	0.0	n/a	n/a	34.5	5.0	0.1	n/a	n/a
Chemistry 30	n/a	33.2	38.9	39.6	41.2	n/a	29.7	35.2	36.0	36.7
Physics 30 Old	24.1	4.3	0.2	n/a	n/a	20.4	2.4	0.1	n/a	n/a
Physics 30	n/a	20.9	25.9	26.8	27.5	n/a	17.5	20.0	20.6	20.4
Science 30	10.9	13.5	13.5	14.0	15.7	7.4	8.2	9.0	9.1	10.5
Total of 1 or more Science Diploma Exams	58.5	60.7	61.7	62.2	64.5	56.1	56.1	57.6	59.1	59.5
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.3	0.3
French Language Arts 30	1.0	1.3	1.6	1.7	1.7	2.7	2.7	2.9	2.8	2.7
Total of 1 or more French Diploma Exams	1.0	1.3	1.6	1.7	1.7	2.9	2.9	3.1	3.1	2.9

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

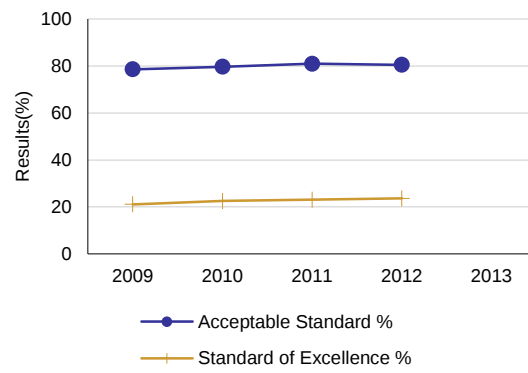
Provincial Achievement Test Results – Measure Details (OPTIONAL)

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2009		2010		2011		2012		2013		2013	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	Authority	79.9	17.6	79.7	19.4	81.7	15.8	81.4	19.5	n/a	n/a		
	Province	81.3	18.2	81.6	19.5	81.8	17.5	81.9	20.4	n/a	n/a		
French Language Arts 3	Authority	86.7	14.6	80.5	15.5	80.2	17.3	82.2	11.9	n/a	n/a		
	Province	83.8	15.8	84.1	16.3	80.6	15.8	82.1	14.5	n/a	n/a		
Français 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	82.5	16.3	86.4	16.3	84.2	18.6	82.3	12.5	n/a	n/a		
Mathematics 3	Authority	n/a	n/a	n/a	n/a	78.9	27.1	78.1	27.4	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	77.4	26.0	76.8	25.5	n/a	n/a		
English Language Arts 6	Authority	81.9	19.0	83.1	19.3	83.8	20.6	83.4	18.4	n/a	n/a		
	Province	81.8	18.9	83.3	18.9	83.0	18.5	82.7	17.8	n/a	n/a		
French Language Arts 6	Authority	89.6	20.8	87.8	19.9	92.0	20.1	90.5	21.3	n/a	n/a		
	Province	91.5	15.9	88.3	15.9	89.4	17.1	89.3	17.2	n/a	n/a		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	92.6	18.7	91.3	18.3	92.2	17.6	91.0	21.9	n/a	n/a		
Mathematics 6	Authority	n/a	n/a	n/a	n/a	75.4	22.0	76.3	18.9	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	73.7	17.8	74.7	16.6	n/a	n/a		
Science 6	Authority	78.5	29.1	79.1	31.5	80.0	31.9	81.6	32.9	n/a	n/a		
	Province	76.5	24.8	76.8	26.4	76.2	25.0	77.8	28.2	n/a	n/a		
Social Studies 6	Authority	n/a	n/a	73.9	19.9	74.2	23.4	76.6	21.9	n/a	n/a		
	Province	n/a	n/a	71.0	16.4	71.1	18.5	73.2	19.5	n/a	n/a		
English Language Arts 9	Authority	78.1	17.7	79.7	18.0	80.1	18.6	78.1	18.3	n/a	n/a		
	Province	78.7	14.7	79.3	15.0	79.1	16.3	77.4	16.4	n/a	n/a		
English Lang Arts 9 KAE	Authority	n/a	n/a	59.7	7.1	60.0	4.5	53.6	4.2	n/a	n/a		
	Province	n/a	n/a	66.8	7.8	67.2	7.9	61.4	5.8	n/a	n/a		
French Language Arts 9	Authority	83.1	15.3	92.5	9.7	94.9	13.5	84.1	7.2	n/a	n/a		
	Province	81.8	10.3	86.1	12.4	88.8	15.0	87.5	12.2	n/a	n/a		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.6	12.9	84.3	12.7	90.2	15.8	84.6	16.1	n/a	n/a		
Mathematics 9	Authority	n/a	n/a	n/a	n/a	68.7	23.1	69.2	24.1	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	66.1	17.3	66.5	17.8	n/a	n/a		
Mathematics 9 KAE	Authority	n/a	n/a	63.9	13.0	57.2	10.3	55.6	15.3	n/a	n/a		
	Province	n/a	n/a	65.6	15.3	64.9	14.9	62.4	15.4	n/a	n/a		
Science 9	Authority	74.7	22.2	76.4	24.7	78.9	29.1	77.7	29.9	n/a	n/a		
	Province	72.2	15.8	73.6	17.7	74.9	20.8	74.2	22.4	n/a	n/a		
Science 9 KAE	Authority	n/a	n/a	66.7	18.6	61.9	14.4	65.3	16.5	n/a	n/a		
	Province	n/a	n/a	67.2	14.3	69.5	15.3	67.9	17.3	n/a	n/a		
Social Studies 9	Authority	n/a	n/a	73.5	24.7	71.9	25.6	72.9	25.6	n/a	n/a		
	Province	n/a	n/a	68.9	18.8	67.2	19.0	68.9	19.1	n/a	n/a		
Social Studies 9 KAE	Authority	n/a	n/a	64.5	20.0	58.3	14.7	58.6	14.5	n/a	n/a		
	Province	n/a	n/a	64.6	15.7	61.9	13.6	63.5	13.9	n/a	n/a		

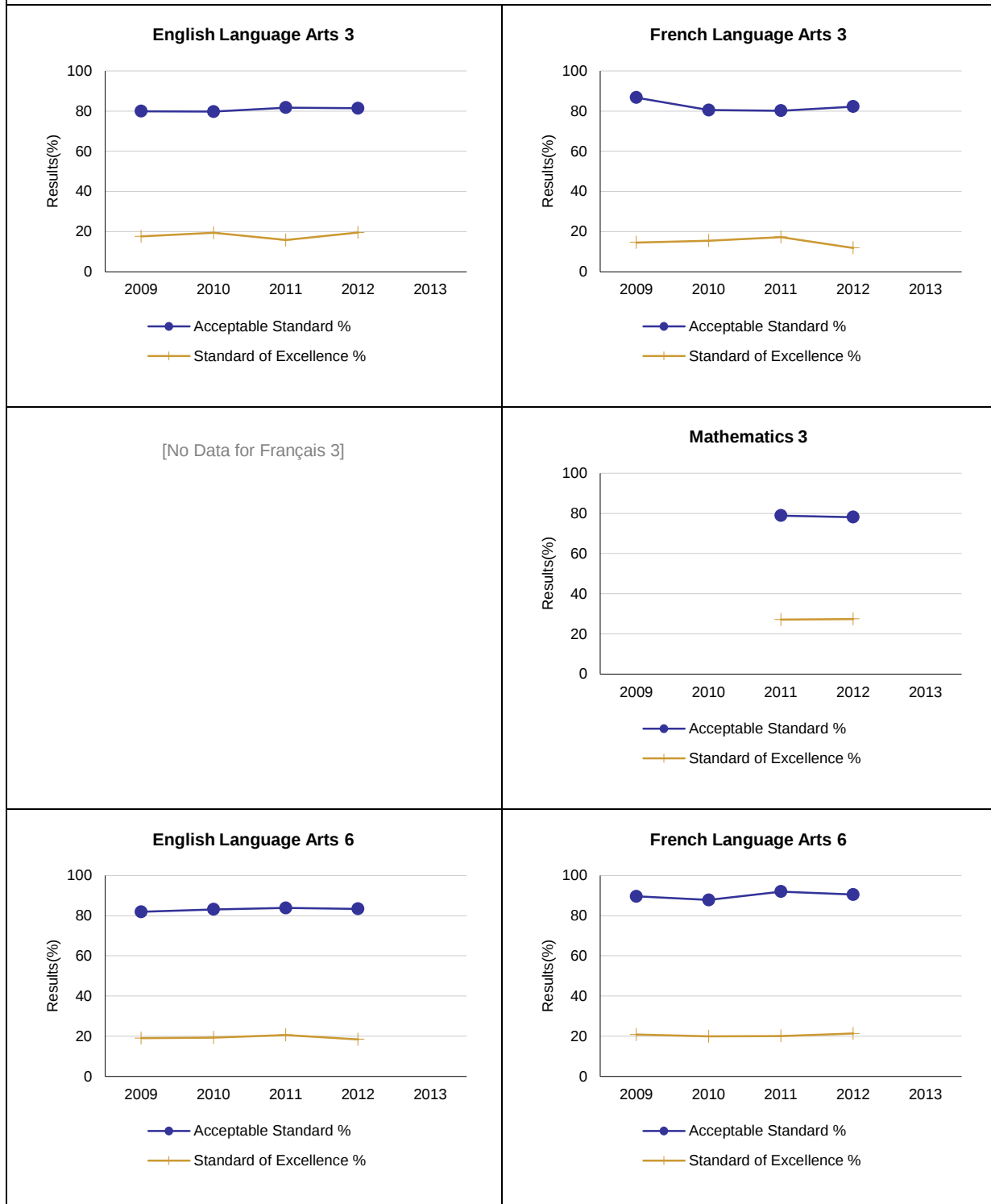
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Graph of Overall Provincial Achievement Test Results (optional)

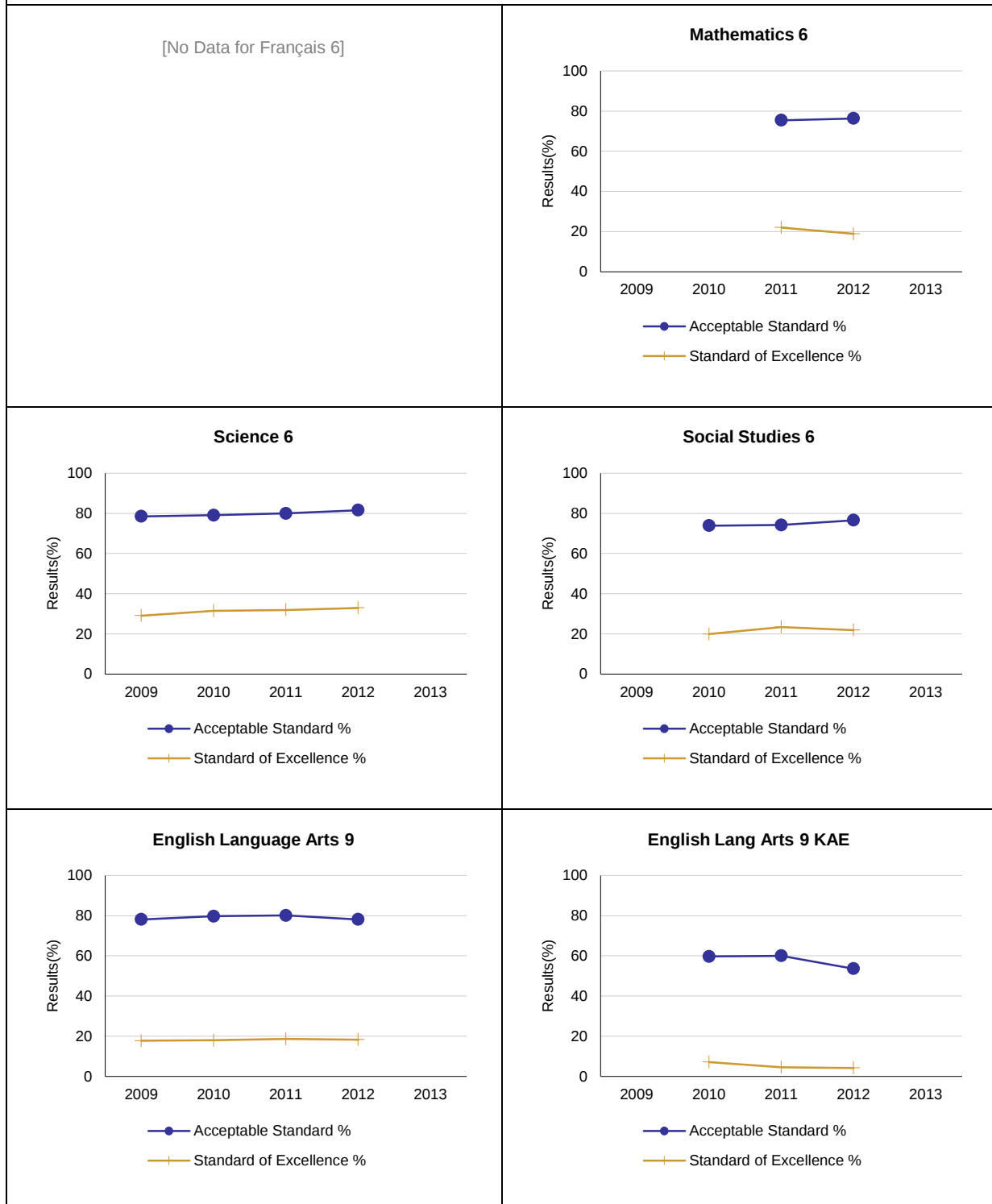


Graph of Provincial Achievement Test Results by Course (optional)



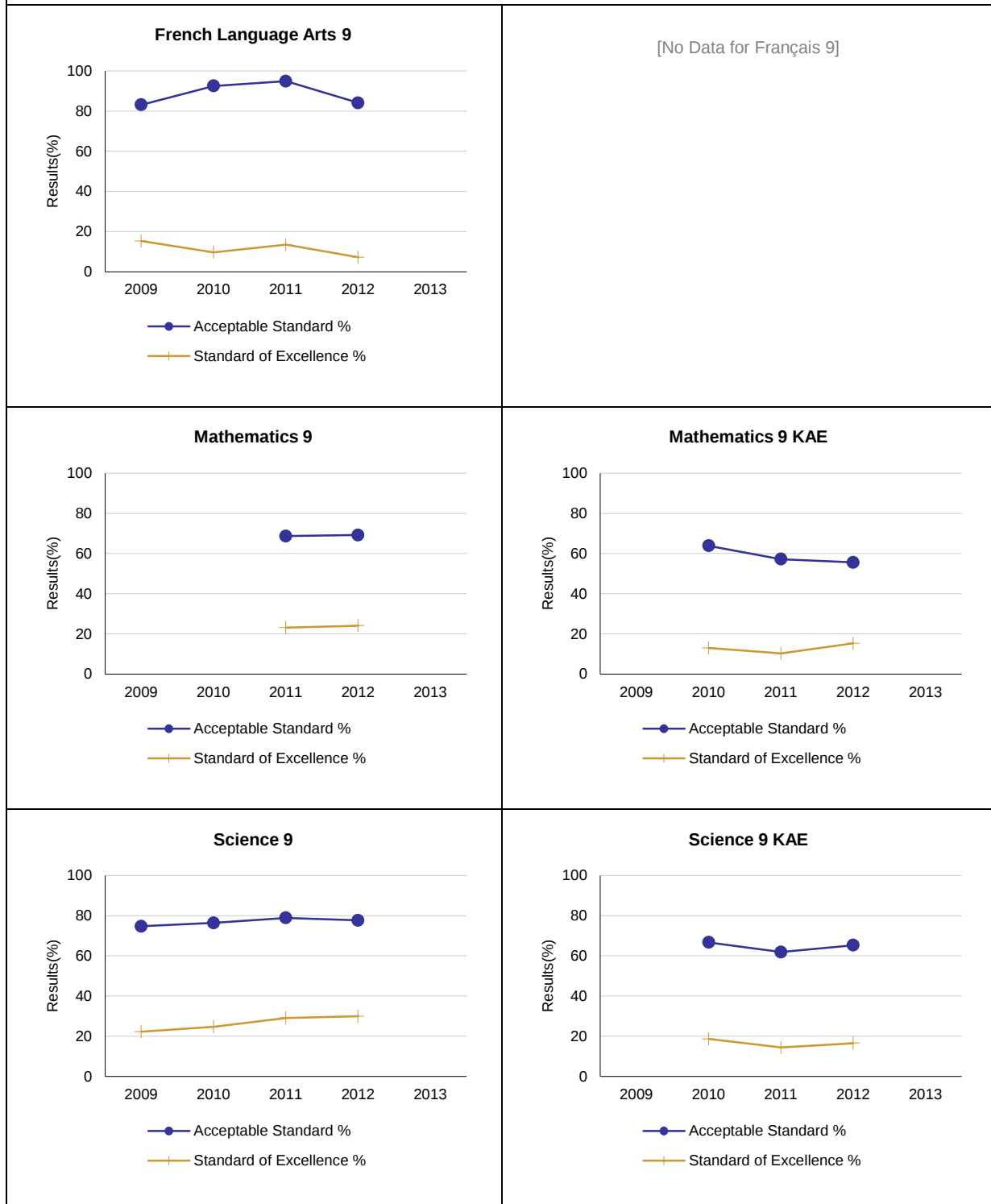
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Graph of Provincial Achievement Test Results by Course (optional)



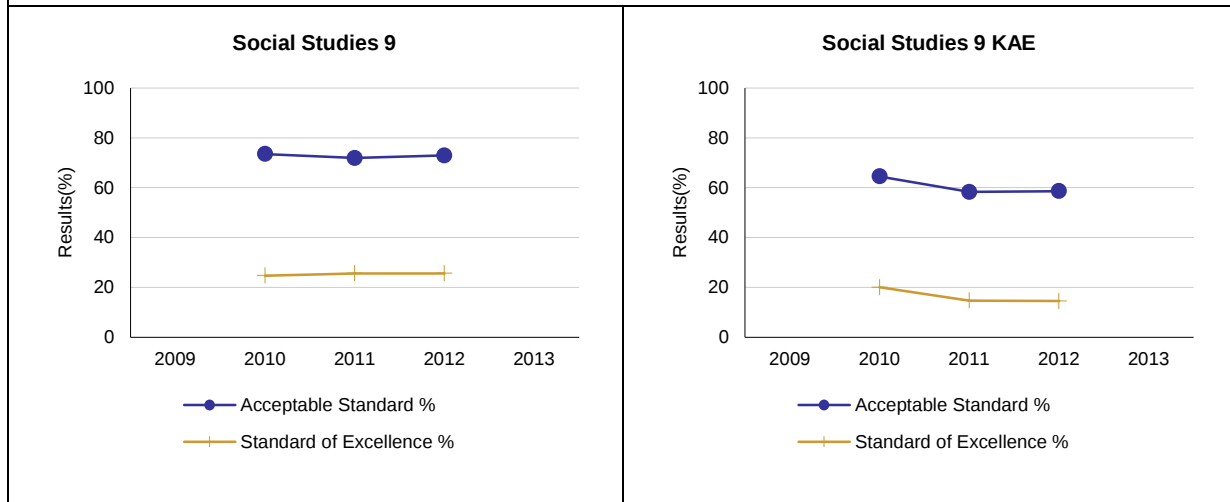
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Graph of Provincial Achievement Test Results by Course (optional)



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

Graph of Provincial Achievement Test Results by Course (optional)



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

PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)

Course	Measure	Edmonton School District No. 7								Alberta			
		Achievement	Improvement	Overall	2013		Prev 3 Yr Avg			2013		Prev 3 Yr Avg	
					N	%	N	%		N	%	N	%
English Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	5,527	80.9	n/a	n/a	43,231	81.8	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	5,527	18.2	n/a	n/a	43,231	19.2	
French Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	315	81.0	n/a	n/a	3,192	82.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	315	14.9	n/a	n/a	3,192	15.6	
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	516	84.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	516	15.8	
Mathematics 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	5,612	78.5	n/a	n/a	43,823	77.1	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	5,612	27.2	n/a	n/a	43,823	25.8	
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	5,568	83.5	n/a	n/a	43,401	83.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	5,568	19.4	n/a	n/a	43,401	18.4	
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	210	90.1	n/a	n/a	2,571	89.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	210	20.4	n/a	n/a	2,571	16.7	
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	454	91.5	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	454	19.3	
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	5,497	75.9	n/a	n/a	43,355	74.2	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	5,497	20.5	n/a	n/a	43,355	17.2	
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	5,553	80.2	n/a	n/a	43,341	76.9	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	5,553	32.1	n/a	n/a	43,341	26.5	
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	5,570	74.9	n/a	n/a	43,436	71.8	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	5,570	21.7	n/a	n/a	43,436	18.1	
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	5,809	79.3	n/a	n/a	42,995	78.6	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	5,809	18.3	n/a	n/a	42,995	15.9	
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	241	57.8	n/a	n/a	1,616	65.2	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	241	5.3	n/a	n/a	1,616	7.2	
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	200	90.5	n/a	n/a	2,359	87.5	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	200	10.1	n/a	n/a	2,359	13.2	
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	86.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	14.8	
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	5,658	68.9	n/a	n/a	42,224	66.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	5,658	23.6	n/a	n/a	42,224	17.6	
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	249	58.9	n/a	n/a	1,924	64.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	249	12.9	n/a	n/a	1,924	15.2	
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	5,789	77.7	n/a	n/a	42,870	74.2	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	5,789	27.9	n/a	n/a	42,870	20.3	
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	236	64.6	n/a	n/a	1,562	68.2	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	236	16.5	n/a	n/a	1,562	15.6	
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	5,813	72.7	n/a	n/a	43,109	68.4	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	5,813	25.3	n/a	n/a	43,109	19.0	
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	238	60.5	n/a	n/a	1,573	63.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	238	16.4	n/a	n/a	1,573	14.4	

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

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
French Language Arts 3	Acceptable Standard	0.00 - 60.68	60.68 - 77.74	77.74 - 88.22	88.22 - 94.87	94.87 - 100.00
	Standard of Excellence	0.00 - 3.31	3.31 - 8.38	8.38 - 17.31	17.31 - 25.31	25.31 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00

Notes:

The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

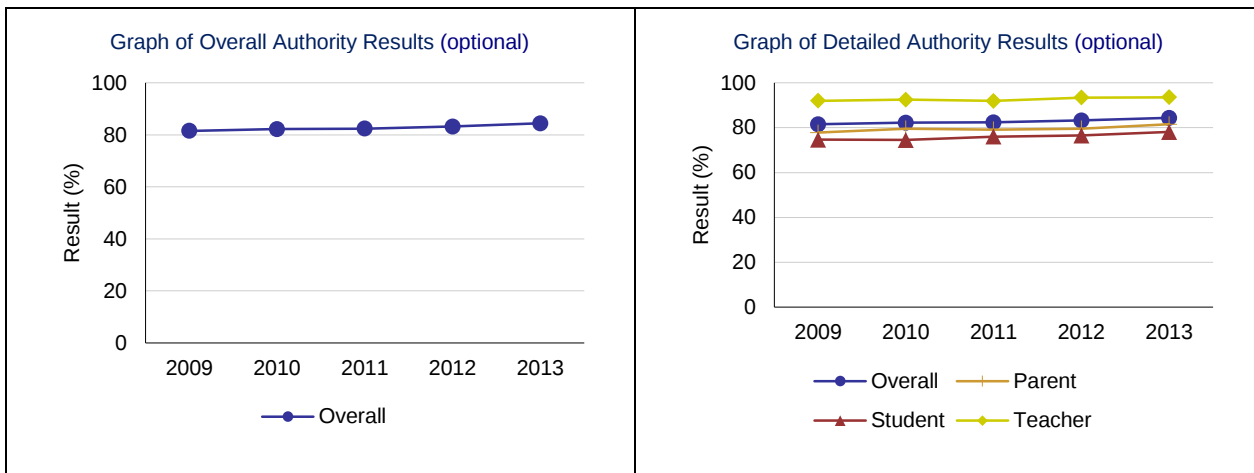
Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

Citizenship – Measure Details (OPTIONAL)

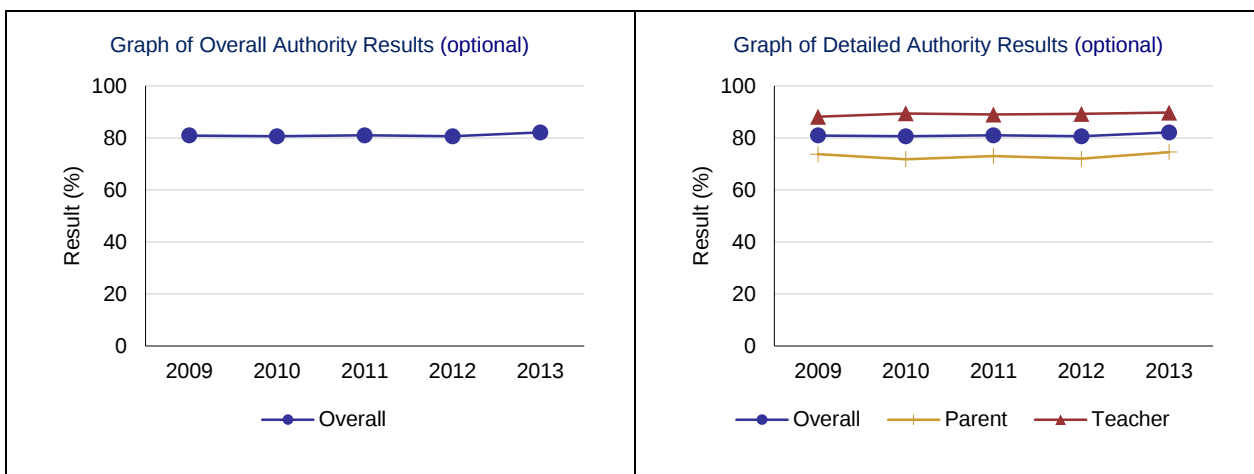
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	81.5	82.2	82.4	83.2	84.4	80.3	81.4	81.9	82.5	83.4
Teacher	92.0	92.5	91.9	93.4	93.6	91.8	93.0	92.7	93.1	93.6
Parent	77.8	79.6	79.2	79.6	81.5	77.4	78.5	78.6	79.4	80.3
Student	74.7	74.5	76.0	76.5	78.1	71.8	72.7	74.5	75.0	76.2



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

Work Preparation – Measure Details (OPTIONAL)

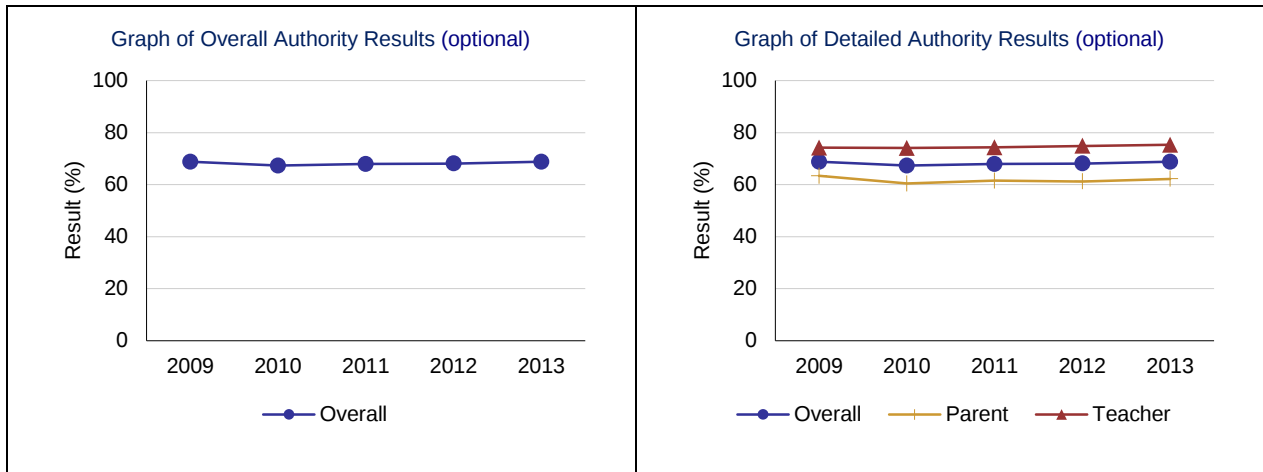
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	80.9	80.6	81.0	80.6	82.1	79.6	79.9	80.1	79.7	80.3
Teacher	88.1	89.4	89.0	89.2	89.7	88.9	90.0	89.6	89.5	89.4
Parent	73.7	71.8	73.0	72.0	74.5	70.2	69.8	70.6	69.9	71.1



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

Lifelong Learning – Measure Details (OPTIONAL)

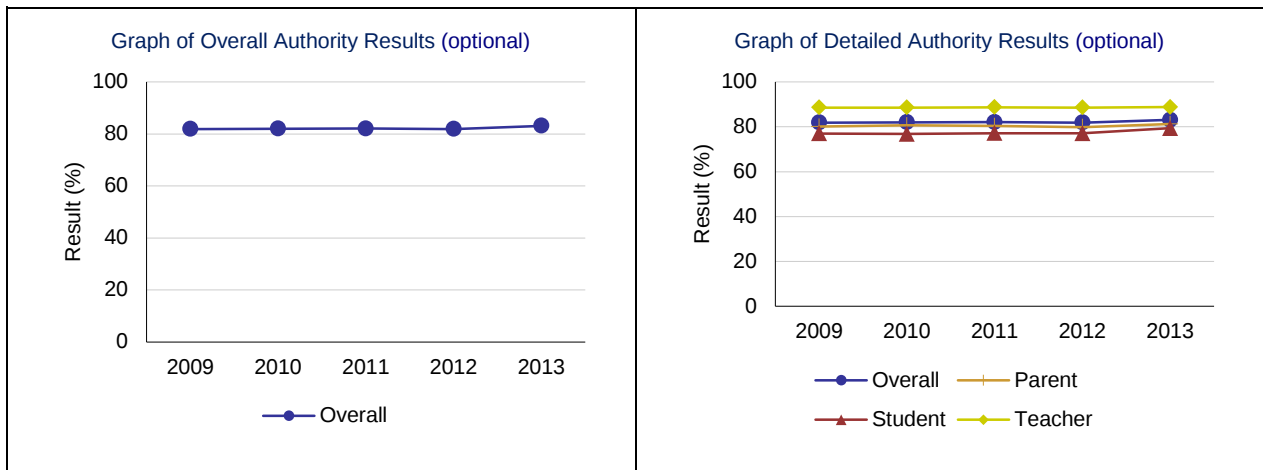
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.										
	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	68.8	67.3	67.9	68.1	68.8	67.4	67.6	67.9	68.0	68.5
Teacher	74.2	74.1	74.3	74.9	75.3	74.0	75.4	75.3	75.8	75.7
Parent	63.4	60.4	61.5	61.2	62.2	60.8	59.8	60.6	60.2	61.2



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

Program of Studies – Measure Details (OPTIONAL)

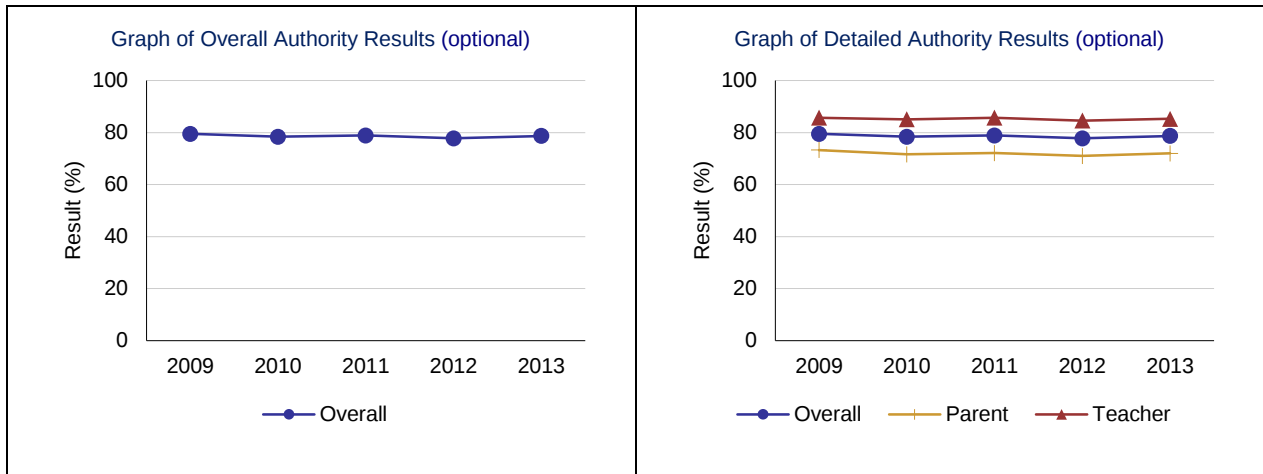
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.										
	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	81.9	82.0	82.1	81.9	83.1	80.3	80.5	80.9	80.7	81.5
Teacher	88.6	88.6	88.7	88.6	88.8	86.8	87.7	87.6	87.3	87.9
Parent	80.1	80.7	80.4	79.9	81.2	78.7	78.0	78.3	78.1	78.9
Student	77.0	76.8	77.2	77.1	79.4	75.3	75.9	76.9	76.9	77.8



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

Parental Involvement – Measure Details (OPTIONAL)

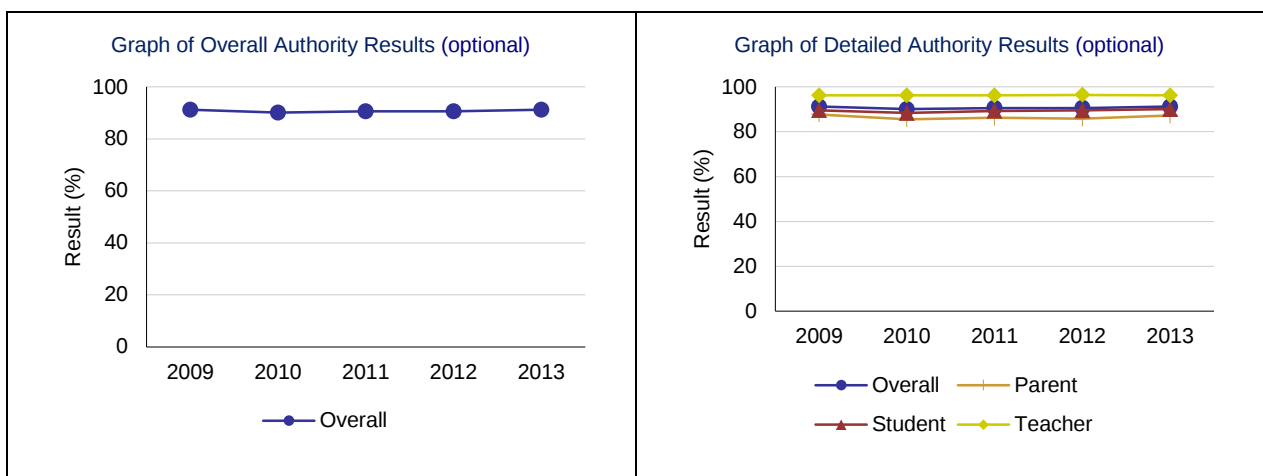
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	79.5	78.4	78.9	77.8	78.7	80.1	80.0	79.9	79.7	80.3
Teacher	85.7	85.1	85.7	84.6	85.3	88.0	88.6	88.1	88.0	88.5
Parent	73.3	71.6	72.1	71.0	72.0	72.2	71.3	71.7	71.4	72.2



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

Education Quality – Measure Details (OPTIONAL)

Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	91.2	90.1	90.6	90.6	91.2	89.3	89.2	89.4	89.4	89.8
Teacher	96.2	96.2	96.2	96.4	96.2	95.3	95.6	95.5	95.4	95.7
Parent	87.7	85.6	86.2	85.9	87.2	84.4	83.9	84.2	84.2	84.9
Student	89.6	88.4	89.3	89.5	90.1	88.3	88.2	88.5	88.6	88.7

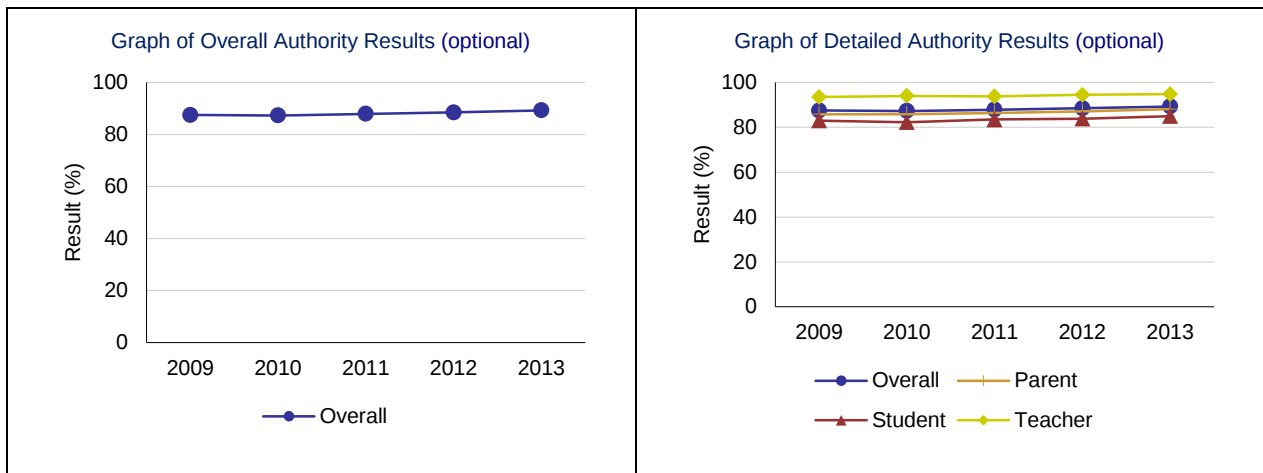


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Safe and Caring – Measure Details (OPTIONAL)

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	87.5	87.3	87.9	88.5	89.3	86.9	87.6	88.1	88.6	89.0
Teacher	93.5	94.0	93.8	94.5	94.8	93.8	94.4	94.5	94.8	95.0
Parent	85.8	85.8	86.4	87.1	88.1	85.3	86.1	86.6	87.4	87.8
Student	83.0	82.3	83.5	83.9	85.0	81.7	82.2	83.3	83.7	84.2

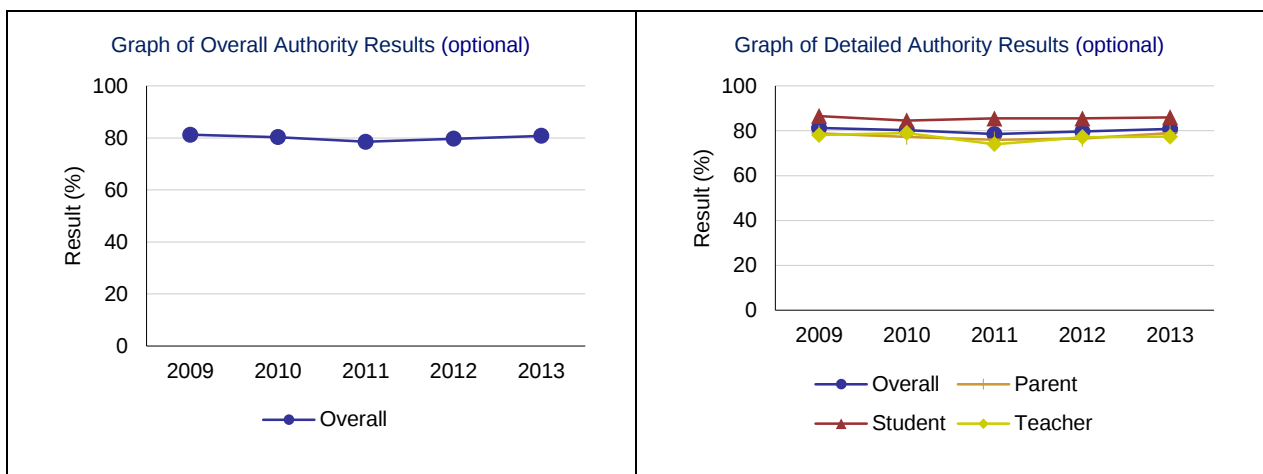


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

School Improvement – Measure Details (OPTIONAL)

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	81.2	80.3	78.5	79.7	80.8	79.4	79.9	80.1	80.0	80.6
Teacher	78.1	79.0	74.0	77.2	77.4	78.2	80.8	80.1	81.1	80.9
Parent	78.9	77.3	76.0	76.5	79.0	78.1	77.0	77.3	76.2	77.9
Student	86.6	84.6	85.5	85.5	86.0	81.8	81.8	82.9	82.7	82.9



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



EDMONTON PUBLIC SCHOOLS

ANNUAL EDUCATION RESULTS REPORT SUMMARY

2012-2013 School Year

Edmonton Public Schools is helping to shape the future in every one of our classrooms. We're focused on ensuring each student learns to their full potential and develops the ability, passion and imagination to pursue their dreams and contribute to their community.



Quick Facts

- 202 schools and district sites
- Over 86,000 students
- Close to 8,000 staff
- Recognized world-wide for site-based decision making, open boundaries and programs of choice



BUILDING PATHWAYS TO SUCCESS

- On the Accountability Pillar, a set of measures used by Alberta Education to monitor the province's school jurisdictions, Edmonton Public Schools made significant improvement in achieving the acceptable standard, receiving an overall rating of good; and in achieving the standard of excellence on diploma exams, receiving an overall rating of excellent. We also maintained our rating of excellence in educational quality, program of studies, citizenship, school improvement and creating safe and caring learning environments.
- 91.2 per cent of teachers, parents and students are satisfied with the overall quality of basic education. This is an increase from 90.6 per cent the previous year.
- Since 2007-2008, our five year high school completion rate has increased 2.8 per cent, rising to 76.5 per cent. We know there's still room for improvement, but are pleased with the steady growth we're seeing.
- High school students showed strong results this year on diploma exams, slightly exceeding the Province at the standard of excellence in all science subjects. We hope to build on these results in the future, and address some of the decreases in English, social studies and math.
- Students in Grades 3, 6 and 9 continue to perform well on provincial achievement results. Overall, they're achieving at a level that's on par with or exceeding the Province on these tests.
- The District continues to provide a wrap-around model of support for students by partnering with various community organizations across the city.
- The Board of Trustees renewed their commitment to support the Edmonton Public Schools Foundation until 2015. Since its 2010 launch, the Foundation has raised funds to help support some of the full-day Kindergarten programs in 26 schools in high social vulnerability areas.
- The District developed the Early Years Guiding Document, which provides an overall philosophical foundation to support teachers who work with our youngest learners, so they can get the best start in life.
- The Board of Trustees advocated for a more comprehensive approach to developing financial literacy among students as part of the K-12 curriculum.
- In fall 2012, the District opened three new schools: Bessie Nichols (K-9), Michael Strembitsky (K-9) and Major-General Griesbach (replacement K-9).
- The District partnered with the Edmonton Catholic School Board to carry out a feasibility study on joint transportation plans to improve efficiency, reduce ride times and reduce costs for both districts.
- In our Three-Year Capital Plan, we continued to place a high priority on upgrades to existing schools, in addition to new school construction.

SUPPORTING OUR FIRST NATIONS, MÉTIS, AND INUIT STUDENTS

- The District celebrated the success of First Nations, Métis, and Inuit students through district supported events, such as the Honouring Celebration (in recognition of high school achievement and completion) and the Junior High Art Project.
- Learning tools called Edukits were developed to bridge culture and curriculum in a hands-on, dynamic way. These Edukits help students and staff learn about First Nations, Métis, and Inuit education and culture by bringing together reading materials, suggested web and video links and artifacts.
- Our First Nations, Métis, and Inuit Guiding Document has been a year in the making and is near completion. This document provides strategic direction to district staff, parents and community members who will work together to support success for all First Nations, Métis, and Inuit students. We're proud of our leadership in developing this document and look forward to sharing it with surrounding school districts.
- We received a rating of 'Improved significantly' on the Accountability Pillar for the overall percentage of First Nations, Métis, and Inuit students in Grades 3, 6 and 9 achieving the acceptable standard on Provincial Achievement tests; and for an increase in the percentage of students writing four or more diploma exams within three years of entering Grade 10.
- The high school completion rate of our First Nations, Métis, and Inuit learners has steadily increased since 2008, and the drop-out rate has continued to decrease over the same time period.
- Looking ahead, our challenge will be on strengthening and creating new strategies that are aimed at enhancing literacy skills, supporting student retention in school, helping students through key transition points between grades and moving them toward high school completion.

CONNECTING WITH OUR PARTNERS

- The Board of Trustees invited parents and community members to attend the annual budget reviews taking place at the end of November 2013. We value the contributions of all parents and school council members in helping to create school plans.
- Parents and community members were invited to provide their feedback on the revised assessment policy via online survey and a teleconference in December 2012 and a second opportunity to provide feedback via online survey in April 2013.
- Parents and community members were also invited to take part in a teleconference on the district budget for 2013-2014 last May.
- The District continues to support the development of school councils. A school council training session was held in November 2013; topics included the purpose of school councils, tips and tools to support effective fundraising activities and overall operations and the benefits of networking with other school councils.
- We continue to hold parent orientations that focus on bridging school and home to support immigrant and refugee students and families entering the school system for the first time; ongoing supports and resources are also offered through four English Language Reception Centres.
- A district-wide stakeholder engagement strategy is currently being developed, which will place increased focus on ensuring the parent and community voice is heard on complex issues facing the District, such as our ongoing infrastructure challenges. The engagement strategy will play a vital role in helping us find the long-term, sustainable solutions we need moving forward, and will reinforce our belief that student success and building healthy, vibrant communities is a shared responsibility.

FINANCIAL STEWARDSHIP

During the 2012-2013 school year, the Board of Trustees:

- Ensured effective management of district resources through the approval of a balanced budget of \$934 million.
- Focused on minimizing the impact on schools in the face of a difficult provincial budget in 2013. Schools saw an overall reduction of 1.89 per cent.
- Advocated for sustainable, predictable and adequate funding.
- Reached collective agreements with staff groups (Custodial 2011-2014, Maintenance 2011-2014, Support 2011-2014).

EVERYONE'S IN: CREATING INCLUSIVE LEARNING ENVIRONMENTS

- The District added a ninth video to the Everyone's In video series, which takes a compelling look at how our District is building an inclusive education system. The series profiles nine district schools that are doing amazing work to create welcoming learning environments for all students – regardless of their background, needs or abilities. This project was first launched in fall 2012, as part of the District being chosen as a lead change-agent by Alberta Education.
- A series of Everyone's In tip sheets were developed to help principals and their staff better understand how they can create inclusive learning environments in partnership with parents and community.
- We launched the Move to Action: Bullying Prevention Toolkit, which includes a district definition of bullying and a wealth of resources/recommended tools to support bullying prevention efforts and citizenship development strategies.

SUPPORTING TEACHING EXCELLENCE AND DISTRICT-WIDE LEADERSHIP

- Online professional learning modules for teachers were created to support the development of intercultural skills in bilingual program students.
- School staff participated in targeted, job embedded professional learning opportunities through a long-term model that involves schools in specific groupings working together to identify common needs. These sessions help to enhance teaching as well as build leadership capacity of staff across the District.
- Our Leadership Development Framework also continues to play a vital role in building leadership capacity, offering staff the opportunity to participate in job embedded experiences and benefit from mentoring/coaching support. The framework has great potential to help us in succession planning for leadership roles as well.
- All staff were provided access to Google Apps for Education to foster online collaborative opportunities. Through online communities of practice, teachers are able to develop and share resources with each other.

The full AERR document and detailed financial information can be viewed at: <http://epsb.ca/>

epsb.ca

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