

**DATE:** November 26, 2013

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Review of 2012-2013 Superintendent of Schools Area Results

**RESOURCE  
STAFF:** Dr. Sandra Stoddard, Director Governance and Strategic Support Services

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**ISSUE**

The Annual Education Results Report (AERR) is the District's yearly accountability summary of results to the Province. The Superintendent of Schools is held responsible for these results and will provide a verbal summary of the work of the District reflecting the 2012-2013 instructional year.

Results Review is the District's level of accountability where yearly results are reported to the Board of Trustees. DU 310 is the decision unit for the Superintendent of Schools through which he oversees the operations of the District.

The summary that will be presented by the Superintendent reflects both the AERR and the review of Decision Unit 310. In this summary, he will touch upon key outcomes and accomplishments, identify emerging trends and issues, and highlight strategies underway in the District.

**ATTACHMENTS & APPENDICES**

ATTACHMENT I 2012-2013 Results Review and Plan

DR:sh

Decision Unit: Superintendent of Schools [0310]

2012-2013 Results Review

DU Administrator: Darrel Robertson

Address: One Kingsway Ave

## Profile



<u>Staff FTE</u>		<u>Budget</u>	
Custodial	0.000000	Salaries	\$1,567,219 79%
Exempt	9.000000	Supplies, Equipment and Services	\$426,301 21%
Support	0.000000	<b>Total</b>	<b>\$1,993,520 100%</b>
Teacher	0.000000		
Maintenance	0.000000		
<b>Total</b>	<b>9.000000</b>		

### 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.

### 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 District's 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.

### Profile

The Superintendent's Decision Unit 310 is comprised of the Superintendent, the Assistant Superintendents of Schools, and their executive support staff. The Superintendent is responsible for providing advice and support to the Board as well as ensuring the effective implementation of Board policy. The Superintendent is responsible for the planning, organizing, directing, controlling, coordinating and evaluating of administrative regulations and sound educational and business practices to achieve the vision, mission and priorities of the District.

## Results and Implications

### District Priorities 2011-2014

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Highlight three goals (greatest successes) you achieved during the past year (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above District's Priorities (reference the priority number in your response).

#### Success goal #1: Supporting Student Success (Supports priorities 1 and 5)

Edmonton Public Schools is committed to ensuring all students experience success in their schooling. The Provincial Accountability Pillar is one document that assists the District in assessing how effective it has been in achieving this outcome. The District is incredibly proud of the significant improvements it has made in a number of key areas and views this as an indicator that the supports and diverse range of strategies and interventions, provided daily, are helping students succeed. In addition, the positive trends tell us our staff, parents, and other community stakeholders are working collaboratively to ensure our vision of helping every student realize his or her potential and develop the ability, passion and imagination to pursue his or her dreams is being accomplished. In order to sustain these results, the District will need to continue to leverage its social capital, to find creative solutions that will address the changing and complex needs of the students we serve.

#### Evidenced by: Measures that have been reported on the Provincial Accountability Results as having improved significantly

- The District continues to see growth in its five year high school completion rates. From 2007-2008 to 2011-2012, the District has seen a 2.8% increase in this rate, rising from 73.7% to 76.5%.
- High school students showed strong results this year on diploma exams, improving significantly in the percentage of students who achieved at the acceptable standard (an increase from 81.3% to 82.5%) and standard of excellence (an increase from 21.6% to 24.8%).
- The annual dropout rate of students aged 14-18 improved significantly showing a decrease from 4.3% to 3.6%.
- The annual dropout rate of self-identified FNMI students aged 14-18 improved significantly showing a decrease from 10.7% to 9.4%.
- The percentage of students writing four or more diploma exams within three years of entering grade 10 received a rating of high and improved significantly from 58.8% to 61.4%.
- The percentage of self-identified FNMI students writing four or more diploma exams within three years of entering grade 10 improved significantly from 14.3% to 19.9%.
- 82.5% of students in grades 3, 6 and 9 achieved the acceptable standard on Provincial Achievement Tests which is an increase from 81.3%.
- 60.9 % of self-identified FNMI students in grades 3, 6 and 9 achieved the acceptable standard on Provincial Achievement Tests which is an increase from 56.4%.
- 82.1% of teachers and parents agree that students are taught attitudes and behaviours that will make them successful at work when they complete high school. This is an increase from 80.6%.
- 83.1% of teachers, parents and students are satisfied with the opportunity for students to receive a broad program of studies including fine arts, career technology and health and physical education. This is an increase from 81.9%.
- 91.2% of teachers, parents and students are satisfied with the overall quality of basic education. This is an increase from 90.6%.
- High School to Post Secondary Transition achieved a rating of high and has improved significantly increasing from 58.9% to 61.5%.
- The 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 achieved a rating of very high and improved significantly. Results increased from 88.5% to 89.3%.

#### Evidenced by: Additional Indicator of Success

- A Leadership Development Framework was developed and implemented which provided competency-based inservices (5,701 hours), mentoring and coaching to aspiring leaders in all staff groups.

## Results and Implications

### Success goal #2: Implementing the K-12 Literacy Plan for 21<sup>st</sup> Century Learners to Support Quality Teaching and Literacy Leadership (Supports priorities 1, 3, 5)

Literacy skills are increasingly essential in supporting student success. For every student to complete high school, they must have the ability to read, write, create meaning, think critically and communicate, using evolving technologies and tools. Competency in literacy lays the foundation for each student's future. The District's K- 12 Literacy Plan for 21<sup>st</sup> Century Learners has been the core strategy that has supported building quality teaching and literacy leadership through engagement in ongoing collaborative, professional development. This has resulted in the ability to support students and provide necessary literacy interventions.

#### Evidenced by: Provincial Achievement Tests and Diploma Results

- In English 30-1 81.5% of our students achieved at an acceptable standard and 11.4% at a standard of excellence as compared to 85.9% and 10.5% in the province.
- In English 30-2 89.5% of our students achieved an acceptable standard and 10.7% a standard of excellence as compared to 82.3% and 8.1% in the province.
- On the Grade 9 PATs 79.4% of our students achieved at an acceptable standard and 17.6% at a standard of excellence; showing an increase as compared to 89.7% and 18.0% from the previous year and higher as compared to 74.6% and 14.7% in the province.
- On the Grade 6 Language Arts PATs, 84.4% of our students achieved at an acceptable standard and 18.8% at a standard of excellence; showing an increase as compared to 85.4% and 19.2% from the previous year and higher as compared to 82.5% and 16.3% in the province.
- On the Grade 3 Provincial Achievement Test (PAT) in Language Arts, 81% of our students achieved at an acceptable standard and 17.6% at a standard of excellence; showing a small decrease as compared to 81.4% and 19.5% from the previous year and compared to 81.5% and 17.8% in the province.

#### Evidenced by: Additional Indicators of Success

In 2012-2013, over 250 literacy professional learning sessions and over 5,500 coaching supports were provided to Kindergarten to Grade 12 teachers including sessions for classroom teachers, literacy intervention teachers and second language teachers. The following are examples of these professional learning sessions:

- An additional 38 teachers received Reading Recovery training.
- An additional 66 teachers from 61 schools received Leveled Literacy Intervention training. This is an increase of 26 teachers and 25 schools from the previous year.
- An additional 32 teachers received Middle Years Literacy Intervention training. This is an increase of 4 teachers from the previous year and a 100 per cent increase since 2008-2009.
- A total of 18 teachers in French Immersion and Bilingual Programs received professional learning in leveling texts and an introduction to Guided Reading. This was the first year this professional learning was offered.
- 139 schools provided literacy interventions to students (Reading Recovery, Middle Years Literacy Intervention, Leveled Literacy Intervention, and High School Literacy).
- 136 literacy intervention teachers received professional learning training (initial training and continuing contact) for literacy interventions.
- Eight teachers from six high schools were involved in the High School Literacy Intervention training; seven of these teachers implemented early stages of the literacy intervention to high school students.
- In 2012-2013, documents related to supporting literacy were developed for parents, teachers and administrators.

### Success goal #3: Creating Safe, Caring, Respectful, Welcoming, Inclusive Learning and Work Environments (Supports priorities 2, 3 and 4)

In order for students to be successful in their schooling, and staff successful in their work, it is important that our learning and working environments provide a sense of belonging, acceptance, and safety. Our district is proud of its proactive creation and maintenance of safe, caring, welcoming, and inclusive learning environments that respect diversity, equity, health, wellness and foster a sense of belonging among all members of the school community.

#### Evidenced by: Measures that have been reported on the Provincial Accountability Results as having improved significantly

- The District received a rating of excellence and improved significantly in creating safe and caring learning environments. Results showed an increase from 88.5% to 89.3%.
- The District received a rating of very high and improved significantly in the percentage of teachers, parents and students who reported being satisfied that students model the characteristics of active citizenship. Results showed an increase from 83.2% to 84.4%
- 89.3% of teachers, parents and students agree 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 received a rating of very high and improved significantly from 88.5% in the previous year.

## Results and Implications

### Evidenced by: Additional Indicators of Success

- In conjunction with the Alberta School Employee Benefit Plan, the District initiated a Healthy Living Initiative (HLI) pilot project in 17 work sites, which focused on assisting 275 staff to improve their health through periodic health assessments and individualized/group health promotion activities. The HLI will be rolled out to all schools and central departments over the next few years.
- Monthly activities were provided for staff at the Centre for Education, to promote mental health and well-being.
- The District continues to hold an Occupational Health and Safety Certificate of Recognition from the provincial government, which has resulted in WCB rebates to the District of almost \$200,000 over the last two years.
- The District released an additional Everyone's In video to support schools in developing strategies to create an inclusive learning environment for all students.
- The District implemented the Sexual Orientation and Gender Identity policy and provided Safe Contact training to 200 staff.
- The District developed on-line modules for teachers to support the development of intercultural skills and competencies for students in bilingual programs.
- The District developed a Violence in the Workplace administrative regulation to ensure consistent proactive approaches and responses to potential incidents.
- The District launched the Move to Action: Bully Prevention Toolkit and developed a district definition of bullying as part of the Safe Caring and Respectful Learning Environments policy.
- A new policy on Information Security was developed to preserve confidentiality, integrity and availability of district information assets.
- A new Infrastructure Planning Principles policy was developed to guide infrastructure decision-making in the District and ensure all students and staff have access to high-quality learning and working environments.

### Challenges

The District is experiencing challenges related to a significant reduction in provincial funding. A lack of predictable, sustainable funding creates discontinuity in our ability to provide programs and services necessary to support all students from year to year.

While there was an increase in high school completion rates and a decrease in drop out rates among our self-identified First Nations, Métis and Inuit students, the District continues to remain committed to closing the achievement gap.

The District is experiencing challenges related to infrastructure. There are growth pressures in some facilities within our District, underutilized space in others, a deferred maintenance deficit and aging infrastructure assets.

### What are the implications from 2012/13 that will impact your current year plan?

The District continues to focus on improving its high school completion rates. This will require a committed K-12 focus. Keeping students engaged and supported throughout their years of schooling is critical to ensuring all students complete high school, enhancing the relevance of learning and guiding students on their journey to a successful transition to post secondary studies and/or the world of work.

Collaboration will be required as we continue to make high school completion and success for ALL students a priority. The District will continue to build its capacity to meaningfully engage, collaborate and partner with parents and community stakeholders.

Building capacity in all staff and promoting and supporting excellence in teaching and leadership will remain a priority for the District.

Developing a strategy to efficiently meet our long-term and short-term infrastructure needs is an area that requires attention.

Address: One Kingsway Ave

Surplus Deficit Management  
Plan

	Surplus/(Deficit) for Year	Acc. Surplus/(Deficit) Ending Balance
Opening accumulated surplus/(deficit) balance as at Sept 2011		\$25,794
2011/12 - surplus/(deficit) for the year	\$75,584	\$101,378
2012/13 - surplus/(deficit) for the year	-\$87,181	\$14,197
<b>Accumulated surplus/(deficit) balance as at Sept 2013</b>		<b>\$14,197</b>
Total Amended Operating Budget for 2012/13	\$1,888,687	
Accumulated surplus/(deficit) at Sept 2013 as a % of the total Operating Budget for 2012/13		0.8%

No further action Required



Staff FTE		Budget	
Custodial	0.000000	Salaries	\$464,906 72%
Exempt	2.200000	Supplies, Equipment and Services	\$183,895 28%
Support	0.000000	Total	\$648,801 100%
Teacher	0.000000		
Maintenance	0.000000		
Total	2.200000		

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The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2013/14 school year (referencing the District's Priority number that the goal supports).

#### SMART GOAL#1

By June 2014, District high school completion rates and student achievement data will improve, as a result of building capacity and enhancing quality teaching and leading through a focus on early intervention, literacy, student engagement, successful transitions and collaborative partnerships.

#### SMART GOAL#2

By June 2014, a steering committee, comprised of key internal and external stakeholders, will have developed a framework to support the development of career pathways for Edmonton Public Schools. Career pathways will be designed to enhance the relevance of learning, and guide students on their journey to a successful transition to post secondary studies and/or the world of work.

#### SMART GOAL#3

By June 2014, the Administration will have developed an infrastructure strategy that identifies timelines and goals to provide equitable access to high quality learning and working environments for all students and staff. The strategy will respond to growth trends and community needs, address the deferred maintenance deficit, and right size district space to efficiently meet district short-term and long-term needs.



	2012-13 AD1		2013-14 Spring Proposed		2013-14 Fall Revised	
Resources		1,893,687		648,801		2,567,433
Internal Revenue		0		0		0
REVENUE TOTAL		1,893,687		648,801		2,567,433
Classroom Size Funding		0	.000000	0	.000000	0
Supply Teacher		983	.000000	10,000	.000000	0
TOTAL NON-TEACHER		983	.000000	10,000	.000000	0
(% of Budget)		0.05%		1.54%		0%
Custodial		0	.000000	0	.000000	0
Exempt		1,709,078	2.200000	439,906	11.500000	2,020,509
Supply/Overtime/Hourly (non-teacher)		7,618	.000000	15,000	.000000	15,000
TOTAL NON-TEACHER		1,716,696	2.200000	454,906	11.500000	2,035,509
(% of Budget)		90.65%		70.11%		79.28%
TOTAL STAFF	.000000	1,717,679	2.200000	464,906	11.500000	2,035,509
(% of Budget)		90.71%		71.66%		79.28%
TOTAL SES		161,809		183,895		531,924
(% of Budget)		8.54%		28.34%		20.72%
TOTAL AMOUNT BUDGETED		1,879,488		648,801		2,567,433
AISI		0		0		0
Carry Forward Included		101,378		0		0
Carry Forward to Future		0		0		0