

DATE: November 25, 2014

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Review of 2013-2014 Superintendent of Schools Area Results

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

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 2013-2014 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 - 2013-2014 Results Review and Plan – DU 310

SS:mmf

Profile



<u>Staff FTE</u>		<u>Budget</u>	
Custodial	0.000000	Salaries	\$1,063,061 74%
Exempt	5.500000	Supplies, Equipment and Services	\$377,399 26%
Support	0.000000	Total	\$1,440,460 100%
Teacher	0.000000		
Maintenance	0.000000		
Total	5.500000		

Vision

Transforming the learners of today into the leaders of tomorrow

Mission

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

Values

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

District Priorities 2014-2018

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

Profile

The Superintendent's Decision Unit 310 is comprised of the Superintendent, the Assistant Superintendent of Support for Schools, the Executive Director of Corporate Services 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

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.

Based on the three SMART goals that were established for 2013-2014, report on the results you achieved (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 that were in effect when the goal was set.

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.

Results Achieved:Overall Results:

The District continues to see growth in its four and five year high school completion rates increasing to 75.0% and 77.3% respectively. While the District's overall Provincial Achievement Test (PAT) results decreased in the acceptable standard from 78.3% to 77.2% and from 24.1% to 23.9%, results continue to be higher than the Province. Overall diploma exam results at the acceptable standard increased from 81.9% to 83.0% and from 21.7% to 22.0% in the standard of excellence; with students performing better than the Province at the acceptable and standard of excellence in all science subjects.

Results: Emphasis on Literacy and Numeracy

While the percentage of district students meeting the acceptable standard and the standard of excellence on PATs in English Language Arts has consistently been higher than the Province in Grades 3, 6 and 9, the results slightly decreased from the previous year in all areas except for Grade 6 standard of excellence which increased slightly. District students improved in meeting the acceptable standard and standard of excellence in Diploma exams in English 30-1 and 30-2 yet, over the past five years, the percentage of district students meeting the acceptable standard and the standard of excellence has been consistently lower than the Province.

While the percentage of district students meeting the acceptable standard on PATs in Math has consistently been higher than the Province in Grades 3, 6 and 9, district results decreased slightly from the previous year at the Grade 3 and Grade 9 levels and increased at the Grade 6 level. District students meeting the standard of excellence increased slightly at Grades 3 and 6 and decreased slightly at the Grade 9 level. On the Math 30-1 Diploma Exam, district students dropped at both the acceptable standard and standard of excellence. On the Math 30-2 Diploma Exam, district students improved at both the acceptable standard and standard of excellence.

Other Measures: Emphasis on Literacy and Numeracy:

Early Intervention Supports:

- Two half-day professional learning (PL) sessions were organized for 116 Kindergarten teachers on using the EYE-TA data for planning play-based approaches to literacy and numeracy. 80% of teachers rated the activities/approaches very good to excellent.
- 650 participants attended PL sessions on Brain Development in the Early Years. 82% of participants agreed the concepts presented would be useful in their job; 83% agreed the session improved their understanding of brain development.

Literacy Supports:

- Provided 38 PL sessions and 195 coaching sessions to 75 literacy intervention teachers. 64 schools provided Reading Recovery, Middle Years Literacy Intervention, and/or Leveled Literacy.
- Provided three centrally organized Literacy Best Practices Days to 511 participants.
- Developed initial drafts of materials for the Curriculum Development Prototyping project for English and French Language Arts and provided training to 71 teachers and consultants in the new provincial Draft Literacy Benchmarks.
- A series of PL opportunities were developed and implemented to engage staff in FNMI literacy supports/resources/culturally responsive educational practices.

Transitions

- Each Assistant Superintendent's leadership group was assigned two literacy consultants to support catchment work. 722 teachers received a total of 124 inservice sessions and 408 coaching sessions.
- The First Nations, Metis and Inuit Education unit connected with post-secondary institutes and community partners focusing on transitions, resources, supports, and services for FNMI students and families.

Numeracy

- Developed the Math intervention Planning Instrument (MIPI) to support schools in identifying students who require math interventions.

Results and Implications

Collaborative Partnerships:

- Provided literacy support to parents through the provision of parent sessions and special events.
- Developed the [First Nations, Métis, and Inuit Guiding Document](#) to provide culturally responsive supports, resources and strategic direction.

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.

Results Achieved:

A draft K-12 Career Pathways Model was completed and a report was shared with the District Support Team in August 2014. The report outlined links to the strategic plan, a summary of stakeholder conversations, background related to the Alberta labour market and district data. The report also outlined a framework from K-12 consisting of 31 recommendations, focused on five career pathway clusters.

All high schools participated in a feedback session and provided information related to programming currently offered within the five career pathway clusters. Feedback was also provided with respect to programming that *could* be offered.

First Nations, Métis, and Inuit Education unit collaborated with district staff, First Nations communities, Métis and Inuit organizations, and other stakeholders to begin the development of strategies, resources, programs and initiatives that support personal growth, high school completion, and Career Pathways: post-secondary studies 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.

Results Achieved: In response to the Board of Trustees Planning Principles, on May 21, 2014 the Superintendent approved the District's *Managing our Space Strategy* for District Infrastructure, which included the appointment of a Senior Strategic Project Manager and the establishment of a *Managing our Space* Steering Committee, consisting of senior management representatives and district principals.

By 2024, the vision is to ensure that all children have access to a quality learning environment. This will be achieved through the implementation of a series of administrative actions that include an analysis of all district functions that influence infrastructure, population trend analysis, realignment of district functions where required, value-management studies on all aging infrastructure, etc. Achievement of this Strategy will require a co-commitment from the Province and a collaborative approach to implementing the strategy.

Additional Results:

- As a result of discussions at multiple levels of Alberta Education and Alberta Infrastructure, on February 26, 2014, the Province provided the District with \$950,000.00 to conduct an options analysis and value scoping study of schools located in mature areas of the City.
- During the period November 2013 -January 2014, Administration conducted a series of community-based engagement sessions in areas of the City experiencing rapid growth in district schools.
- In addition to re-configuring attendance areas, on February 18, 2013, the Board of Trustees approved a recommendation that up to \$5,900,000.00 of Capital Reserves be used to provide attached modular classrooms and free standing modulars at Bessie Nichols, Elizabeth Finch, Brander Gardens, Bisset and Eilerslie schools.
- On January 21, 2014, the Government of Alberta announced funding for four school modernizations and a replacement school for Edmonton Public Schools.
- On March 18, 2014, the Board of Trustees approved a school replacement engagement process that involved hosting community engagement sessions in three mature communities, Greater Westmount, Greater Lawton and Greater Highlands. Over 1,000 people attended public meetings and over 9,200 people provided feedback through

Results and Implications

an online survey.

- Following extensive consultations conducted from April 2014-June 2014, the Board of Trustees approved the closure of Lawton School, R.J. Scott School and Rundle School and to consolidate the schools in a new replacement facility to be located on the Rundle site.
- Given the extensive consultation process conducted in all three areas, on June 26, 2014, the Board submitted a letter to the Minister of Education requesting exemption from Sections 4-7 of the Closure of Schools Regulation for the Lawton cluster. On July 22, 2014, the Minister of Education granted the exemption as requested.
- The District's Three Year Capital Plan 2014-2017, guided by the Planning Principles, was approved by the Board of Trustees on April 22, 2014 and submitted to the Province of Alberta.
- On April 10, 2014, the Board of Trustees appointed three trustees as members of the District Infrastructure Committee. On May 27, 2014, the Board of Trustees approved the Infrastructure Committee's Terms of Reference, which will assist the Board of Trustees in further understanding issues, impacts and next steps related to effective stewardship of District infrastructure.
- On July 11, 2014, Board of Trustee representatives and District administration participated in a Capital Plan Sharing Meeting hosted by the Edmonton Community Sustainability Coalition and ELEVATE. Senior representatives from the City of Edmonton, Province of Alberta, Edmonton Catholic School Board and, Conseil scolaire Centre Nord also participated in the session. Partners committed to continue exploring and participating in initiatives supporting the sustainability of communities.

What were the biggest challenges encountered in 2013/14?

Ensuring every student has access to a fantastic teacher in a quality learning environment is a collective responsibility. As a district, we will continue to work on processes to improve teaching and learning in every classroom.

We're seeing greater diversity in our city, and this diversity is mirrored in our classrooms. Our job is to be responsive to the needs in the classroom, so students can make smooth transitions from year to year and experience success. Working collaboratively with internal and external stakeholders will be essential.

The District continues to experience rapid growth in some areas of the city. Implementation of the *Managing our Space Strategy* will be a continued focus.

What are the implications from 2013/14 that will impact your current year plan?

Success Goal 1:

Literacy and numeracy are foundational to student success and are essential skills for the workplace. Achievement results indicate there is a need for the District to deepen its approach towards supporting student success in these areas.

Success Goal 2:

Building awareness, understanding and commitment to career pathways that helps students find a career that gives them dignity and fulfillment in life is a critical outcome the District wants to achieve. Building structures, direction, supports and opportunities for students, so they leave school with a clear plan for the workplace or their initial post-secondary destination will continue to be a focus over the next four years.

Success Goal 3:

An Infrastructure Strategy, which outlines a series of actions that will guide the Superintendent of Schools and the Board when allocating financial resources, creating priorities for capital funding, maintaining and building new school buildings, and creating a place for safe, caring, healthy, and equitable learning is an important outcome for the District. Developing and implementing a project plan for Phase 1 of the Infrastructure Strategy will be required.

District Priorities 2014-2018

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

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2014/15 school year (referencing the District's Priority number that the goal supports). Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

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

SMART Goal 1:

By June 2015, more students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy as measured by Accountability Pillar measures from Alberta Education as well as district internal measures. Strategies to achieve this goal are outlined below, which include but are not limited to:

- Professional learning will be developed for leadership groups to review achievement data in the areas of literacy and numeracy to identify specific areas for growth and strategies that would impact teaching and learning in catchment areas. Professional Learning opportunities will be developed to support these areas.
- Catchments will make recommendations on how the equity fund could support growth in student achievement. Resources will be targeted and measures developed.
- Continue to collaborate between schools and central to further develop and refine the Math Intervention Programming Instrument so that schools have more information on which to base interventions plans for students in need. Effectiveness of interventions on student learning will be tracked.
- Creation of a reading intervention assessment to support schools in identifying students in need of specific interventions in reading.
- Continue to offer professional learning sessions that focus on best practices in the areas of literacy and mathematics interventions.
- Move to common professional development days for all teachers and support staff to support quality teaching and learning for all students.
- Continue to offer professional learning opportunities to engage district staff in First Nations, Métis, and Inuit literacy/numeracy supports and resources.
- Evaluate the Whole School High School Literacy Professional Learning Pilot Project and explore expansion.
- Utilize the data from the EYE-TA and the Early Development Instrument (EDI) to provide a baseline for research-based, evidence-informed support and strategies for Early Years programming and literacy intervention in the primary grades.
- Beginning in September 2014, services from Student Health Initiative Partnership, Children and Youth with Complex Needs, and Regional Educational Consulting Services will be coordinated by Edmonton Regional Collaborative Service Delivery (ERCSD). Inclusive Learning in partnership with Alberta Health Services under ERCSD will collaborate to coordinate timely and appropriate services for students in need of specialized supports and services.

District Priority 2 - Provide welcoming, high quality learning and working environments

SMART Goal 2: By June 2015, a project plan that outlines Phase I of the Infrastructure Strategy will be developed and implemented. Strategies to achieve this goal are outlined below which include, but are not limited to:

- Developing a project plan that outlines a series of administrative actions which include an analysis of all district functions that influence infrastructure, population trend analysis, realignment of district functions where required, and value-management studies on all aging infrastructure.
- Implementing Phase I of the strategy during the 2014-2015 school year.
- The project plan will be shared with Trustees and will form the basis of infrastructure work now and into the future.

District Priority 1 - Enhance Public Education through communication, engagement and partnerships

SMART Goal 3:

By June 2015, a detailed project plan that identifies key deliverables, timelines, budget and an evaluation framework that supports the implementation of the Career Pathways Model will be developed. Strategies to achieve this goal are outlined below, which include, but are not limited to:

- Hosting a Career Pathways Symposium on October 30, 2014 for approximately 300 students, parents, teachers, school/central leaders and external stakeholders (government, business and industry, post-secondary and community) to discuss the Model and implementation.
- Facilitating discussions within catchments to identify current practices that align with areas of the Model.
- Establishing a Career Pathways Advisory Council to the Superintendent.
- Establishing committees (internal and external stakeholders) to support the recommendations included in the report and support implementation of the key activities outlined in the project plan.
- Establishing pilots to implement the Model.
- Continue to work with First Nations communities, Metis and Inuit organizations to enhance mentorship opportunities including post secondary summer transition programs for First Nations, Metis and Inuit students.
- Review the delivery of the Knowledge and Employability curriculum and continue to link students with off-campus education opportunities.

Budget Summary Report

	2013-14 AD1		2014-15 Spring Proposed		2014-15 Fall Revised	
Resources		2,567,583		2,386,115		1,440,460
Internal Revenue		0		0		0
REVENUE TOTAL		2,567,583		2,386,115		1,440,460
Teacher	.000000	21,680	.000000	0	.000000	0
Supply Teacher	.000000	0	.000000	0	.000000	0
TOTAL TEACHER		21,680	.000000	0	.000000	0
(% of Budget)		0.84%		0%		0%
Exempt		2,102,665	10.500000	2,084,051	5.500000	1,048,061
Exempt (Hourly/OT)		4,591	.000000	15,000	.000000	15,000
Support (Supply/OT)		3,923	.000000	0	.000000	0
Custodial		0	.000000	0	.000000	0
TOTAL NON-TEACHER		2,111,179	10.500000	2,099,051	5.500000	1,063,061
(% of Budget)		82.22%		87.97%		73.8%
TOTAL STAFF	.000000	2,132,859	10.500000	2,099,051	5.500000	1,063,061
(% of Budget)		83.07%		87.97%		73.8%
SERVICES PURCHASED		127,307		154,000		218,860
SUPPLIES AND MATERIALS		20,694		28,000		33,000
CAPITAL OUTLAY		6,375		29,000		46,000
INTERNAL SERVICES		87,518		76,064		79,539
TOTAL SES		241,894		287,064		377,399
(% of Budget)		9.42%		12.03%		26.2%
TOTAL AMOUNT BUDGETED		2,374,753		2,386,115		1,440,460
AISI		0		0		0
Carry Forward Included		0		0		128,372
Carry Forward to Future		0		0		0