

**DATE:** November 24, 2015

**TO:** Board of Trustees

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

**SUBJECT:** Edmonton Public School's Combined Three-Year Education Plan (2015-2018) and Annual Education Results Report (2014-2015)

**ORIGINATOR:** Sandra Stoddard, Executive Director, Governance, Strategic Services and Support to Schools

**RESOURCE**

**STAFF:** Jennifer Allen, Angela Anderson, Janice Aubry, Lisa Austin, Carolyn Baker, Joanne Bergos, Sonia Boctor, Diane Brunton, Todd Burnstad, Sherelyn Caderma, Jim Davies, Laurie Elkow, Ken Erickson, Jeremy Fritsche, Marlene Hanson, Marlene Hornung, Bill Howe, Debbie Jackson, Darlene Kassian, Terry Korte, Valerie Leclair, Jonah Lempogo, Jody Lundell, Cathy MacDonald, Darwin Martin, Erin McFarlane, Greg McNulty, Bob Morter, Lynn Norris, Nancy Petersen, Tracy Poulin, Madonna Proulx, Natalie Prytuluk, Melissa Purcell, Heather Raymond, Colleen Redenbach, Sue Richard, Adam Snider, Mark Strembicke, Renee Thomson, Willa Kung-Sutton, Colin Woelfle, Chris Wright, Bonnie Zack

**REFERENCE:** [Policy and Requirements for School Board Planning and Results Reporting, April 2015](#), [Policy and Requirements for School Board Planning and Results Reporting: Assurance Model Pilot, May 2015](#)

---

**ISSUE**

Each year Alberta Education requires school jurisdictions to submit a Three-Year Education Plan (3YEP) and Annual Education Results Report (AERR) by November 30.

**BACKGROUND**

School jurisdictions are legislatively required to report on results from the previous school year and prepare education plans for the next three years (*School Act*, Section 78; *Fiscal Management Act*, Section 14(2); *School Councils Regulation*, Section 13); *Education Grants Regulation*, Sections 2 and 7).

The combined 3YEP and AERR serves as the key planning and accountability tool used in sharing information about the District with stakeholders. Alberta Education provides policy and requirements for the 3YEP/AERR in [Policy Requirements for School Board Planning and Results Reporting](#).

For the first time this year, the District is participating in Alberta Education's Assurance Model Pilot of planning and reporting. This year's report was developed based on the pilot planning and

reporting requirements in addition to the *Policy Requirements for School Board Planning and Results Reporting*.

The following graphic illustrates the Assurance Model Framework developed by Alberta Education.



The Assurance Model provides a framework for the District to continue maintaining close alignment with the direction and goals of the Ministry but provides flexibility in reporting and planning based on a stronger focus on being more responsive to the needs of the District's school communities. This provides the District with the flexibility to report directly on how we are doing relative to the goals and outcomes on our Strategic plan.

Therefore, the Assurance Model framework has enabled the District to ensure learner success through the following process:

- Develop local goals, strategies and measures that address District priorities focused on ensuring student success.
- Develop strategic priorities that align with the Ministry but are more responsive to the needs of the school communities within the District.
- Offer increased opportunities for stakeholder involvement throughout this process. Stakeholder engagement is a critical aspect of the Assurance Model and helps to build a sense of “assurance” that Edmonton Public Schools is indeed developing a strong educational system that puts student learning at the core of its work while being accountable for the quality of the work it is doing.

To support the creation of this report, information about the District was gathered from a wide variety of feedback sources including:

- stakeholder feedback from the 2015 District Feedback Survey;
- results on Provincial testing (Provincial Achievement Tests and Diploma Exams);
- the Accountability Pillar information provided by the Province;
- feedback from the Board of Trustees, senior administration, and Lead Team members from various decision units; and
- Capital Plan information and financial information.

In addition, the District pursued the following activities to support the completion of this report:

- reviewed Alberta Education’s planning and reporting requirements and consulted with Alberta Education throughout the process;
- assessed last year’s approach to creating the 3YEP and AERR to identify opportunities for improvement;
- created a Share Site, a Guiding Document with associated Tips and Tools, and templates with disaggregated Accountability Pillar and 2015 District Feedback Survey data for each goal/outcome, and exemplar to support Lead Team members in the analysis of results and development of the narrative;
- incorporated 2015 District Feedback Survey results to reflect stakeholder engagement;
- engaged with decision unit staff in identifying results, analyzing data, and developing strategies; and
- provided the Board of Trustees with an overview of the District’s approach to creating this year’s 3YEP and AERR.

Furthermore, this year’s 3YEP and AERR reflects the following additional elements and/or changes:

- alignment with the measures identified on the [District’s Public Dashboard](#);
- inclusion of locally-developed measures, including results from the 2015 District Feedback Survey for stakeholders (students, staff, parents, community);
- disaggregation of performance measures and more fulsome analysis of both Accountability Pillar and local measures to assess strengths and opportunities for improvement, and to inform 2015-2018 strategies;
- separate sections of Who We Are and How We Do Our Work;
- Whistle Blower Protection to report on disclosures as per Section 32 of the *Public Interest Disclosure Act (2013)*;
- evidence of High School Redesign efforts in the three outcomes: student engagement, high levels of achievement and quality teaching; and
- parallel creation of stories about living the strategic plan that profile projects, stories and people, will be created using different formats, with online delivery.

## RELATED FACTS

- The AERR for 2014-2015 addresses the previous year’s achievement and its success in improving results. The results guide the decisions and focus areas for the upcoming 3YEP. The document demonstrates how we are using our data and results to determine the priority strategies for the District to support a cycle of continuous improvement with a goal of systematically improving results across all schools.
- The District’s commitment to student success and to engaging its stakeholders (generative engagement) in the process of developing a strong educational system in Edmonton Public Schools is evidenced in the work it does.
- Participating in the Assurance Model Pilot has allowed the District to report directly on how we are doing relative to the goals and outcomes on the District Strategic Plan. In addition, it has allowed the District to streamline our reporting processes, and to build the 3YEP and AERR process into the District’s systems. This has also supported a proactive approach to our work and reinforces how results and data drive planning and reporting.

**RECOMMENDATION**

**That Edmonton Public Schools' Combined 2015-2018 Three-Year Education Plan and 2014-2015 Annual Education Results Report (Attachment I) be approved.**

**OPTIONS**

Based on the information provided in this report, the following options are considered as the most admissible:

1. Approve the 3YEP (2015-2018) and AERR (2014-2015) with no changes.
2. Provide input and revise the 3YEP (2015-2018) and AERR (2014-2015); changes required will be incorporated into the final document for the submission on November 30, 2015.

**CONSIDERATIONS & ANALYSIS**

The 3YEP (2015-2018) and AERR (2014-2015) meets Alberta Education requirements as outlined in *Policy and Requirements for School Board Planning and Results Reporting, April 2015* and *Policy Requirements for School Board Planning and Results Reporting: Assurance Model Pilot, May 2015*. Alberta Education's deadline for submission is November 30, 2015.

**NEXT STEPS**

- Following the board meeting, all necessary changes will be incorporated and the document and requirements will be finalized.
- The 3YEP and AERR; and a two-page AERR Summary will be posted on the District website by November 30, 2015.
- The documents will be submitted to Alberta Education by November 30, 2015.

**ATTACHMENTS & APPENDICES**

**ATTACHMENT I** Combined Three-Year Education Plan (3YEP) 2015-2018 and Annual Education Results Report (AERR) 2014-2015

sb:sc:np



EDMONTON PUBLIC SCHOOLS

# THREE-YEAR EDUCATION PLAN (3YEP) 2015-2018

## ANNUAL EDUCATION RESULTS REPORT (AERR) 2014-2015 School Year

3020 Edmonton Public School District No.7  
Submitted to Alberta Education  
November 30, 2015

# TABLE OF CONTENTS

---

	Page
Joint Message from the Board Chair and Superintendent of Schools.....	3
Introduction .....	4
Who We Are.....	5
How We Do Our Work .....	7
Foundational Statements.....	8
Trends and Issues.....	10
2015 Accountability Pillar Overall Summary .....	12
How to Read the Report .....	14
Priority 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.....	16
Priority 2: Provide welcoming, high quality learning and working environments .....	42
Priority 3: Enhance public education through communication, engagement and partnerships .....	65
Summary of Financial Results and Budget Summary .....	78
Capital and Facilities Projects and Plans .....	79
Whistle Blower Protection.....	81
Appendix A: Accountability Pillar Measure Evaluation Reference .....	82



# Joint message from the Board Chair and Superintendent of Schools

---

In the 2014-2015 school year we hit the ground running, building on last year's work to create our Strategic Plan. With this plan already in place, we could focus on the most effective strategic initiatives and day-to-day work. With a clear purpose, our staff moved forward throughout the year as one team to support every student. Our accomplishments and results this year reflect this focus and common strategic approach.

We established the District's Equity Fund to make sure equitable opportunities are available to all students. The fund helps groups of schools across the District identify where the greatest needs are and get resources to use toward supports that will make a difference for students.

We continued to take steps to manage our space for students by continuing conversations with the greater Highlands community. These conversations resulted in a recommendation for a replacement K-9 school that will meet the needs of the community for generations to come.

Our Math Intervention/Programming Instrument (MIPI) for Grades 2-9 helped us identify where students are having challenges early in the year, so we can support them and get them back on track.

We continued the important work around our Career Pathways initiative to support students and ensure they have every opportunity possible to find paths to dignity and fulfillment in life. This year we took some important steps forward, including making connections with industry to start implementing Career Pathways.

Our Mission, Vision, Priorities and Strategic Goals in our Strategic Plan are the District's guideposts. Together with our Cornerstone Values, we have a strong foundation to ensure that everything we do is in support of student success. This year's strong results also indicate that the priorities, goals and common focus we've identified in our Strategic Plan are working.

This year, our Accountability Pillar results have improved, with all measure category evaluations at good or excellent. In fact, out of Alberta Education's 44 measures, we're higher than the provincial average for 32 measures. This is something to celebrate, and we're very proud of these results.

Our five-year high school completion rate continues to improve—it's up by 3.2 per cent over the last five years. Of particular note is the fact that more First Nations, Métis, and Inuit students are also completing high school. Other trends show that our overall student dropout rate has gone down. This is great news. We want to ensure every student completes high school and we'll continue to work toward achieving this goal.

Students also continue to do well on Diploma exams, performing at or above the provincial average in science and math. These results are good, but we still have plenty of work ahead of us, especially as we work together to dig deeper into our results and make decisions in our schools about how to go even further to support student success.

We are so proud to be your partners in public education. We, and everyone at Edmonton Public Schools, are working hard to meet the diverse needs of our students, help them be successful, and transform the learners of today into the leaders of tomorrow.



**Michael Janz**  
Board Chair



**Darrel Robertson**  
Superintendent of Schools

# Introduction

---

Edmonton Public Schools' Three-Year Education Plan (2015-2016 to 2017-2018) and Annual Education Results Report (2014-2015) presents the District's accomplishments and results for the 2014-2015 school year, and the District's strategies to advance its strategic priorities over the next three years.

This year, the District is part of Alberta Education's Assurance Pilot Project. As part of the pilot project the District is reporting on the Board of Trustees' (the Board) Vision, Mission, Values, District Priorities, and 2014 – 2018 District Strategic Plan (Strategic Plan), which reflects provincial educational priorities while being responsive to local priorities. The District's foundational statements developed in 2014, reflect extensive engagement with stakeholders. This report further builds on stakeholder engagement by carefully considering feedback from 57,000 stakeholders (students, parents, staff, and community) collected through the *2015 District Feedback Survey*.

## Timelines and Communication

After being approved by the Board, this document along with a Summary of the 3YEP/AERR will be uploaded to Alberta Education.

The 3YEP/AERR Report and AERR Summary are posted on the District [website](#) under the Our District tab, Results and Plans. The average Class Size Reports by school for all subjects and core subjects are posted on the District [website](#) under the Schools tab, Going to School, Academics, Class Sizes.

## Accountability Statement

The Education Plan for the three years commencing September 1, 2015 and the Annual Education Results Report for the 2014-2015 school year for the Edmonton Public School Board were prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Management Act*. This document was developed in the context of the provincial government's business and fiscal plans.

The Board has used the results reported in the document to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Three-Year Education Plan for 2015-2016 to 2017- 2018 and Annual Education Results Report for the 2014-2015 school year on November 24, 2015.



**Michael Janz**  
**Board Chair**



# Who We Are

---

## Board of Trustees

The Edmonton Public School Board is responsible for the education of over 90,000 students in the city of Edmonton. Nine elected Trustees ensure that students receive the best education possible in Edmonton's more than 200 public schools. Learn more about the Board of Trustees at: [epsb.ca/ourdistrict/board](https://epsb.ca/ourdistrict/board).



**Left to right:** Ken Gibson (*Ward E*), Nathan Ip (*Ward H*), Michelle Draper (*Ward B*), Michael Janz (*Ward F*), Sherry Adams (*Ward I*), Ray Martin (*Ward D*), Cheryl Johner (*Ward A*), Orville Chubb (*Ward C*) and Bridget Stirling (*Ward G*)

## District Support Team

The Superintendent of Schools (the Superintendent) provides advice and support to the Board and ensures board policy is implemented effectively. The District Support Team provides support and leadership in this work, and includes:

- Darrel Robertson, Superintendent of Schools
- Ron MacNeil, Assistant Superintendent of Schools
- Kathy Muhlethaler, Assistant Superintendent of Schools
- Kent Pharis, Assistant Superintendent of Schools
- Mike Suderman, Assistant Superintendent of Schools
- Dr. Lorne Parker, Executive Director, Infrastructure
- Dr. Sandra Stoddard, Executive Director, Governance, Strategic Services and Support for Schools
- Angela Anderson, Managing Director, Human Resources
- Lisa Austin, Managing Director, Communications and District Foundation
- Jonah Lempogo, Treasurer & Managing Director, Financial Services
- Dr. Heather Raymond, Managing Director, Inclusive Learning
- Jim Davies, General Counsel

## District Overview

Total number of schools	202
Elementary schools	125
Elementary/junior high schools	28
Elementary/junior/senior high schools	5
Junior high schools	27
Junior/senior high schools	3
Senior high schools	14
Number of students (September 30, 2015)	92,358
Number of staff (August 31, 2015)	7,882.95 FTE
2014-2015 Operating Budget	\$1,047 billion

### Learn more about:

Schools: [epsb.ca/schools/findaschool/list](http://epsb.ca/schools/findaschool/list)

Programs we offer: [epsb.ca/programs](http://epsb.ca/programs)

Department and services: [epsb.ca/ourdistrict/departments](http://epsb.ca/ourdistrict/departments)

# How We Do Our Work

---

Edmonton Public Schools is a values-driven organization. This means that everything we do is governed by our Cornerstone Values: **accountability, collaboration, equity and integrity.**

These values guide us every day, helping us make decisions that keep students as the focus of our work. Whether we are teachers, support or exempt staff, consultants or administrators, maintenance or custodial staff, we all work to achieve the District's Vision of "transforming the learners of today into the leaders of tomorrow."

Edmonton Public Schools is known for ground-breaking approaches to education, including site-based budgeting, a concept that was first introduced in 1976, as a pilot project in seven schools. By 1980, this approach had expanded to include all of our schools. Since then, the concept has evolved to site-based decision-making, which brings the responsibility for decisions and resource allocation to the school level. In collaboration with staff, parents and community, principals make decisions that reflect the needs of their students. Today, site-based decision-making is functioning successfully in our District and other educational jurisdictions across Canada.

We do not do our work alone. Edmonton Public Schools works in partnership with educational stakeholders like parents and guardians, community organizations, businesses, service providers, not-for-profit organizations, Alberta Education, and post-secondary institutions. With collaboration as one of our cornerstone values, the role of principal has evolved to be both an instructional and community leader. Our District is committed to working with partners to help every student succeed, and we are passionate, dedicated and prepared to help transform the learners of today into the leaders of tomorrow.

In 2014, the Board released its Vision, Mission, Values, and Priorities, and the Strategic Plan. The Strategic Plan was informed by Alberta Education provincial priorities, a scan of trends and issues impacting the educational sector, and stakeholder engagement with parents, students, community, and staff through an online survey, public

consultations, District Leadership Meeting, and Student Advisory Council.

The District delivered the District Feedback Survey to measure implementation of its Strategic Plan and guide future decisions, priorities, and actions. Feedback from parents, students, staff and community was used to analyze the District's performance related to its Priorities and Goals, and was used to inform the District's strategies in its Three-Year Education Plan 2015-2018. As well, the District delivered a parent engagement survey in March 2015 to inform budget planning decisions for the 2015-2016 school year. In addition to using the surveys at a District level, the surveys were a source of information for school principals to engage in conversations with parents and the school community to inform planning decisions.

Each fall, District schools share their results, highlight trends, and identify strategies for the coming year with the broader community. Schools are also expected to include staff and parents to review their results and provide input into the school plans. As well, District schools engage with parents throughout the school year through School Councils to support student achievement and success. The District also provides free school council training sessions on the school council's purpose, preparing minutes to conduct business in a transparent and accountable manner, managing meetings, and partnerships with fundraising associations.

To further demonstrate the District's commitment to stakeholder engagement, the Board approved *AA.BP Stakeholder Relations* in June 2015. This policy reflects the Board's mandated responsibility and expectation for providing opportunities for stakeholder engagement and establishes a foundational framework to guide the District's approach to stakeholder relationships and engagement.

# Foundational Statements

---



## VISION

Transforming the learners of today  
into the leaders of tomorrow

## MISSION

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

## VALUES

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

## DISTRICT PRIORITIES

2014-2018

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





## Our Strategic Goals

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

Priority 1	Priority 2	Priority 3
<p><b>Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.</b></p> <p><b>Goal One</b> <b>An Excellent Start to Learning</b> <i>Outcome:</i> More children enter Grade One reaching emotional, social, intellectual and physical developmental milestones.</p> <p><b>Goal Two</b> <b>Success for Every Student</b> <i>Outcome:</i> More students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy.</p> <p><b>Goal Three</b> <b>Success Beyond Schooling</b> <i>Outcome:</i> More students complete high school and are connected to career pathways that support their transition to post-secondary studies or the world of work.</p>	<p><b>Provide welcoming, high quality learning and working environments.</b></p> <p><b>Goal One</b> <b>A Focus on Well-being and Student Citizenship</b> <i>Outcome:</i> Our learning and working environments are welcoming, inclusive, safe and healthy.</p> <p><b>Goal Two</b> <b>Quality Infrastructure for All</b> <i>Outcome:</i> Students and staff benefit from high quality learning and working environments that facilitate quality program delivery through effective planning, managing and investing in district infrastructure.</p> <p><b>Goal Three</b> <b>Building Capacity through a Culture of Collaboration and Distributed Leadership</b> <i>Outcome:</i> Throughout their careers, all staff are provided opportunities to enhance their professional capacity and leadership within a culture of collaboration.</p> <p><b>Goal Four</b> <b>A Culture of Excellence and Accountability</b> <i>Outcome:</i> The District is grounded in effective, efficient, equitable and evidence-based practices.</p>	<p><b>Enhance public education through communication, engagement and partnerships.</b></p> <p><b>Goal One</b> <b>Parents as Partners</b> <i>Outcome:</i> Parents are provided opportunities to be involved in their child's education.</p> <p><b>Goal Two</b> <b>Supports for the Whole Child</b> <i>Outcome:</i> Community partnerships are established to provide supports and services to foster growth and success of students and families.</p> <p><b>Goal Three</b> <b>Engaged and Effective Governance</b> <i>Outcome:</i> The District is committed to ongoing communication, participation and engagement that enhances public education.</p>



# Trends and Issues

---

We are proud to be part of a city that's growing, vibrant and diverse. The connections we make with our families, partners and communities help us make sound decisions and wisely use our resources. A broad understanding of the issues and trends in our city, province, country and the world around us helps us to make effective decisions that help our students be successful.

## Infrastructure and transportation

Every student has the right to a high quality learning environment, no matter where they live. In a city like Edmonton, as we serve rapidly growing new neighbourhoods and mature areas of the city, this presents as a significant challenge.

As Edmonton's population grows, the number of students entering our schools increases. This creates some challenges for our schools, leading to increasing class sizes, using unconventional spaces for classrooms, changing attendance areas to manage enrolment growth, and challenging transportation logistics and bus ride times.

In mature neighbourhoods, school buildings are aging, and it's getting more expensive to maintain our buildings and the systems inside them. In some schools, enrolment is also declining. As we strive to make the most of taxpayer dollars and unused space in older buildings, we are working with communities to understand their needs and hopes for schools in their neighbourhoods. Working together with families, partners and community supporters, we can creatively address our accommodation challenges, build stronger schools and meet the diverse needs of our students, today, tomorrow and for decades to come.

To help us meet these challenges, we have developed a District Infrastructure Plan, which is based on Infrastructure Planning Principles approved by the Board. This comprehensive plan will guide our decisions about all District operations that impact infrastructure (facilities, educational programming, finance, transportation, maintenance, human resources, etc.). The first phase of the Infrastructure Plan will be implemented in early 2016.

## Supporting an increasingly diverse student population

As Edmonton's population continues to grow and change, so does the diversity of our schools. Classrooms today welcome and serve a diverse range of students, including those new to Canada, children in need of specialized supports and services, and those self-identifying as First Nations, Métis, or Inuit. As well, our schools must recognize, support, and program for students facing a range of socioeconomic, social and emotional factors that may impact learning.

While our schools do everything they can to meet these needs, they cannot do it alone. Partnerships are an integral part of Edmonton Public Schools. The entire community has an important role to play in student success, so tapping into the collective expertise and wisdom of staff, parents and the community provides the opportunity for better outcomes for our students.

Forming strategic partnerships with stakeholders and the community is essential to meet the complex needs of our all our students, to give parents and the community an opportunity to help shape educational policy and programming, and to meet the goals of Alberta Education's Business Plan, and our own Strategic Plan.

### Increased need for Early Years programming

Our District continues to see an increase in the number of children who would benefit from early years programming for 3 and 4 year old children in need of specialized supports and services. As of fall 2014, across the city, nearly 38% of kindergarten students are not meeting all of the developmental milestones they need to be ready for Grade 1. Initiatives like our Early Years pilot project - where we are trying innovative new ways to improve access to supports and programming for pre-Kindergarten children - will help preschoolers with unique challenges be successful and ready to begin school.

### Success beyond high school

We want to help our kids live up to their promise, and find dignity and fulfillment in their lives after high school. In today's complex world, there are many opportunities and life paths awaiting our youth. As we support students in their learning through high school completion and beyond, we have a role to play in helping them discover, explore, and navigate their unique pathway. By making this a priority, we are equipping students with the skills and competencies they need to enter the world of work or continue in post-secondary education.

Through partnerships with parents and the community, students discover their interests, understand the opportunities available to them, and get ready for a pathway that helps them find dignity and fulfillment in life. Initiatives like Career Pathways will not only prepare students for the world of work; but will also help develop confident, well-rounded citizens who contribute positively to their community.

### Efficiencies in systems and informed decision-making

As we enter into the third year of our Strategic Plan, we are consciously striving towards greater clarity and congruence, in support of our collective efforts to achieve our strategic goals and outcomes. In carrying out this work, we remain focused on those strategies that have the greatest impact, are mindful of teacher workload and the pace at which we implement change.

As the complexity of our school system grows, so does the need for systems to help us operate more effectively and efficiently, including structures and processes that help us manage and analyze critical data. Our District is implementing new systems this year to streamline processes and provide greater opportunity for District administrators to collaborate and make evidence-based, informed decisions.

To streamline District business operations, we have upgraded our underlying financial systems. To help school leaders make evidence-based decisions, we are introducing a dashboard to visually represent our data and processes to support data analysis.

The foundational support these District-wide systems and processes provide will help us be more efficient, effective, and transparent while building a culture of excellence and accountability.



# 2015 Accountability Pillar Overall Summary

## Combined 2014 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Edmonton School District No. 7				Alberta			Measure Evaluation		
			Current Result	Target 2015	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	90.0	n/a	88.7	88.8	89.2	89.1	88.9	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Excellent	Program of Studies	83.0	n/a	82.4	82.5	81.3	81.3	81.2	Very High	Improved	Excellent
		Education Quality	91.0	n/a	89.8	90.5	89.5	89.2	89.5	Very High	Improved Significantly	Excellent
		Drop Out Rate	2.9	n/a	3.2	3.7	3.4	3.3	3.3	High	Improved Significantly	Good
		High School Completion Rate (3 yr)	71.8	n/a	68.8	68.9	76.4	74.9	74.6	Intermediate	Improved Significantly	Good
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	76.5	77.6	76.5	76.8	73.0	73.1	73.9	Intermediate	Maintained	Acceptable
		PAT: Excellence	23.8	n/a	23.5	23.6	18.8	18.4	18.9	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	82.5	n/a	83.2	82.3	85.2	85.5	84.6	Intermediate	Maintained	Acceptable
		Diploma: Excellence	22.5	n/a	22.1	21.2	21.0	21.1	20.0	High	Improved Significantly	Good
		Diploma Exam Participation Rate (4+ Exams)	59.7	n/a	59.4	59.8	54.9	50.5	54.4	High	Maintained	Good
		Rutherford Scholarship Eligibility Rate	60.9	n/a	60.2	61.0	61.2	60.9	61.3	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	61.8	n/a	61.0	60.5	59.8	59.2	59.0	High	Improved	Good
		Work Preparation	83.4	n/a	82.3	81.7	82.0	81.2	80.4	High	Improved Significantly	Good
		Citizenship	85.3	n/a	83.6	83.7	83.5	83.4	83.1	Very High	Improved Significantly	Excellent
Parental Involvement	Good	Parental Involvement	79.5	n/a	78.9	78.4	80.7	80.6	80.2	High	Improved	Good
Continuous Improvement	Good	School Improvement	80.1	78.2	78.0	79.5	79.6	79.8	80.1	High	Improved	Good

### Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
6. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

## Combined 2014 Accountability Pillar FNMI Summary

Measure Category	Measure Category Evaluation	Measure	Edmonton School District No. 7				Alberta			Measure Evaluation			Targets for Issue or Concern		
			Current Result	Target 2015	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	2016	2017	2018
Student Learning Opportunities	n/a	Drop Out Rate	7.0	8.1	9.7	9.9	8.0	7.8	8.4	Low	Improved Significantly	Good	n/a	n/a	n/a
		High School Completion Rate (3 yr)	38.4	31.4	27.0	29.2	46.0	43.6	42.6	Very Low	Improved Significantly	Acceptable	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	52.1	56.6	52.6	52.9	52.1	51.4	52.2	Very Low	Maintained	Concern	52.5	53.0	53.5
		PAT: Excellence	8.7	7.1	6.2	6.1	6.5	5.8	5.9	Very Low	Improved Significantly	Acceptable	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	75.8	76.2	75.9	74.6	78.3	78.4	76.6	Low	Maintained	Issue	76.0	76.2	76.4
		Diploma: Excellence	10.0	8.8	9.2	8.2	9.4	10.1	9.1	Low	Improved	Acceptable	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	19.1	19.0	16.4	16.9	20.2	18.9	19.9	Very Low	Maintained	Concern	19.3	19.9	20.6
		Rutherford Scholarship Eligibility Rate	31.0	35.5	33.0	33.7	31.5	33.0	34.2	Very Low	Declined	Concern	31.5	32.0	32.5
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	27.6	24.0	24.0	24.5	30.3	32.1	31.5	Very Low	Improved	Issue	27.8	28.0	28.2

### Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods

To determine targets for the percentage of self-identified First Nations, Métis, and Inuit students writing four or more diploma exams within three years of entering Grade 10, the District used linear regression.

For the remaining targets, the District examined historical trend line data, current results, and the approach used to calculate targets in its Combined 3-Year Education Results Report (2014-2018) and Annual Education Results Report (2013-2014) to set incremental growth targets.

# How to Read the Report

The following pages show the District's Summary of Accomplishments, Performance Measures, Results, and Strategies as aligned to the Strategic Plan.

The Summary of Accomplishments are key achievements that took place in 2014-2015 that contributed to the advancing of the Strategic Plan. These achievements report back on the strategies identified last year in the [Combined Three Year Education Plan/Annual Education Results Report](#), and additional key initiatives over the year.

For each goal/outcome are performance measures from Alberta Education's Accountability Pillar, District Feedback Survey, and other relevant sources. In the results section, the measures are analyzed to identify areas of strength, areas of concern, and opportunities for improvement. This data is used to develop evidence-based priority strategies for each goal/outcome.

The District has maintained Alberta Education's Assessment of Accountability Pillar measures (Appendix A), and has introduced the following evaluation criteria to assess its locally developed measures:

District Performance	Accountability Pillar Measures (Achievement)	District Measures
	Very High	A (80-100)
	High	B (65-79)
	Intermediate	C (50-64)
	Low	D (<49)
	Very Low	N/A

The evaluation criteria used in this report for District measures is consistent with District evaluation standards found in Board Policy [GK.BP – Student Assessment, Achievement and Growth](#) and Administrative Regulation [GKB.AR Standards for Evaluation](#).

The District also used the following improvement assessment when comparing most current results to previous year results:

+	Increase performance results from the previous year
-	Decreased performance results from the previous year
=	Maintained performance results from the previous year
Baseline	Baseline indicates the first year data has been collected for the performance measures, and will be used to compare results for future years.


After each assessment of the performance measure results are the strategies the District will pursue over the next three years, and includes one priority strategy and additional strategies; the strategies are intentionally linked to the analysis of the performance measures results. As well, the District has identified strategies for Accountability Pillar Measures Assessed overall as an "issue" or "concern" (p.12).

The District is committed to evidence-based decision-making that assesses results to inform what it does moving forward.



# PRIORITY 1

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



# Priority 1:

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

## Summary of Accomplishments

---

### Goal One: An Excellent Start to Learning

- Implemented an Early Years pilot in four Millwoods schools. The pilot explored a new model to increase programming and services to support more pre-kindergarten children in meeting developmental milestones and readiness for Grade 1.
- Surveyed parents in the four pilot sites. Results indicated that 100 per cent of parents were satisfied or very satisfied with a welcoming and safe environment at their child's school; information they received about learning expectations and emphasis on preschool readiness, language/communication skills, fine motor skills and social/emotional skills. In addition, 98 per cent of parents reported being satisfied or very satisfied with their child's learning team and the quality of education their child received.
- Continued to provide professional development to teachers new to the Early Years Evaluation – Teacher Assessment (EYE-TA) through three half-day training sessions and ongoing in-class support. This included support in how to use EYE-TA data to identify children who require additional supports and to inform strategies for Early Years programming and literacy transitions.
- Implemented, for the first time, spring EYE-TA post-assessments for kindergarten children identified at-risk for success in literacy based on fall EYE-TA results earlier in the school year. The post-assessment demonstrated the impact of early intervention programming by measuring student growth. This information will inform program interventions and strategies for children entering into Grade 1.
- As part of the Early Years pilot in four Millwoods schools, utilized a screening process that identified 142 children eligible for mild/moderate/severe funding Alberta Education grants. The effectiveness of this screening resulted in five additional pre-kindergarten classrooms being opened in fall 2015. Further efficiencies were explored through the trialing of a centralized placement process using Special Needs Assisted Placement.
- Continued to build awareness and advocate for full-day Kindergarten classrooms in socially vulnerable areas.
- Hosted the Learning Partnership's "Welcome to Kindergarten" program in over 40 schools. The program engaged early learning and kindergarten families in hands on play-based learning activities centered on developmental domains and supported families in enhancing the role they play in early literacy development and readiness for Kindergarten. Approximately 1,932 Kindergarten and 80 early learning children and their families attended "Welcome to Kindergarten" at their school.
- Presented "The Importance of Early Childhood: Socio-Emotional Development and Early Learning" session with the Norlien Foundation and Edmonton Regional Learning Consortium. Over 1,000 early childhood teachers, leaders, community members, and exempt staff attended the session.

# Priority 1:

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

- Developed with educators, Elders, Knowledge Keepers, and Cultural Advisors a First Nations, Métis, and Inuit Early Learning

Edukit to support kindergarten readiness in literacy and numeracy.

---

## Goal Two: Success for Every Student

- Continued to provide diverse supports to students in need of specialized supports and services through Inclusive Learning multi-disciplinary School Service Teams to support each of the four school leadership groups:
  - supported schools by identifying, developing, and sharing inclusive learning strategies;
  - continued to build capacity of teachers to meet the learning needs for all their students;
  - provided general classroom consultation, specialized assessments, parent sessions, and in-services;
  - provided professional learning sessions, for staff who work with students with severe disabilities in need of specialized supports and services, which provided a comprehensive overview of literacy strategies to meet the needs of students based on the work of Drs. Karen Erickson and David Koppenhaver;
  - supported teachers and educational assistants through classroom visits, regular mentoring, through involvement in Communities of Practice, including Alberta Education's Community Practice Literacy for All;
  - became a service centre to support students who require Speech Generating Communication Systems.
- Integrated the Edmonton Regional Collaborative Service Delivery (ERCSD) staff as members of the District's School Service Teams. This integration provided the

opportunity to avoid duplication of services, increased the services available to students, and supported more strategic coordination Completed the Curriculum Development Prototyping Project, under contract to Alberta Education, and provided professional learning focused on current curricula, components of future provincial curricula, and the Ministerial Order on student learning (#001/2013).

- Implemented the Math Intervention Programming Instrument (MIPI) with Grades 2- 9 students, to provide teachers with information to develop individualized math intervention plans. Also developed a Grade 10 MIPI instrument to support numeracy intervention programming in high school.
- Developed a draft Numeracy Guiding Document and other supporting numeracy resources, including a District Share Site, *A Reflective Workbook for Schools 2015-2016*, *CRS Working Plan 2015-2016 Numeracy Action Plan* and, *a School Activity Planner 2015-2016*.
- Developed the draft curriculum-aligned grade level reading guidelines with indicators and descriptors based on the Alberta program of studies for Grades 1-9. These resources will support teachers in consistently assessing and reporting their students' grade level of reading.
- Conducted an interim evaluation of the Whole School High School Literacy Professional Learning Pilot Project and developed a plan for expansion to other District schools in 2015-2016.



# Priority 1:

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

- Sixty-seven schools provided formal literacy interventions to 700 students, including:
  - Middle Years Literacy Intervention (MYLI) program designed for Grades 3-9 students struggling with literacy;
  - Leveled Literacy Intervention (LLI), which provides an intensive, systematic approach for small groups of children;
  - Reading Recovery preventative intervention to bring the lowest achieving first graders within the average band of their peers; and
  - Beyond this, informal interventions were provided to students who required additional supports to achieve outcomes in literacy and numeracy.
- Provided ongoing professional learning and resources in Catchment areas to enhance identification and application of literacy and numeracy interventions for improving student achievement.
- Provided teachers with training, coaching, professional learning, and the opportunity to attend literacy Best Practice Days. For example, in 2014-2015, 94 literacy intervention teachers received professional learning sessions and coaching; 489 participants attended three Literacy Best Practice Days; and 161 in-service sessions and 1,613 coaching sessions were provided.
- Provided literacy leadership development sessions, including two leadership development modules: Leading Through Quality Literacy Programming and Literacy Coaching: The Way to Literacy Excellence to 26 principals and emerging leaders.
- Revised the implementation guide for Administrative Regulation GKB.AR- Standards for Evaluation for the 2015-2016 school year to include assessment and reporting discussion papers.
- Conducted two sessions for high school department heads to build teacher capacity around the analysis of diploma achievement data to inform programming.
- Delivered the Leadership and Excellence in Assessment program and assessment series in the North Central Catchment area to support 60 District teachers to conduct action research to provide high quality feedback to learners.
- Created the [\*First Nations, Métis and Inuit Guiding Document\*](#) to provide strategic direction and guidance for stakeholders who work together to support the success of First Nations, Métis, and Inuit students.
- Reviewed, developed, and implemented curriculum resources, assessment tools, and locally-developed courses inclusive of First Nations, Métis, and Inuit cultures, histories, and current contexts to support literacy and numeracy engagement and achievement. This work was done in collaboration with subject-specific consultants and community members, such as Elders, Knowledge Keepers, and Cultural Advisors.
- Implemented First Nations, Métis, and Inuit professional learning sessions to lead teachers from all 202 District schools with the outcome to strengthen First Nations, Métis, and Inuit students' engagement and achievement.
- Continued to work with First Nations communities, Métis, and Inuit organizations, and post-secondary institutions to enhance mentorship opportunities, including post-secondary summer transition programs and lunch and learn sessions for First Nations, Métis, and Inuit students.



# Priority 1:

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

- Through four English as a Second Language (ESL) Reception Centres, District ESL and Intercultural consultants served more than 735 students, and 431 newcomer families, by providing English language assessments, family interviews and debriefing, and reports back to the schools.
- As part of the Inclusive Learning (IL) Teams, ESL consultants supported 20,404 ELL students and 1,492 students received ESL assessments. Also, professional learning for teachers was provided in the areas of ESL Proficiency Benchmarks, Culturally Responsive Teaching, Teaching Academic Vocabulary, Welcoming ELL Students into our Classrooms, and Using Technology to Differentiate for ELL.

---

## Goal Three: Success Beyond Schooling

- Hosted a Career Pathways symposium for over 300 students, parents, teachers, school/central leaders, and external stakeholders.
- Hosted Career Pathways meetings key stakeholder groups: parents of students in need of specialized supports and services; Community Advisory Council for First Nations, Métis, and Inuit Education; Entrepreneurial Adventures Elementary School teachers and administrators; Catchment area staff groupings.
- Facilitated a District-wide Career Pathways professional development day for over 800 high school teachers.
- Created 22 sub-councils and working groups and a District steering committee to support the development of Career Pathways.
- Administered a survey to identify practices already occurring in District schools that align with Career Pathways.
- Developed a [\*First Nations, Métis, and Inuit Career Pathways Guide\*](#) on program planning, high school completion, upgrading opportunities, employment and training resources, and post-secondary funding options.
- Provided training for 56 principals and at least one lead teacher from junior high in Career Technology Foundations (CTF) to prepare for implementation in September 2015.
- Introduced and implemented the Entrepreneurial Adventures Program in 12 elementary schools in collaboration with The Learning Partnership.
- Supported numerous school initiated events related to Career Pathways such as Career Fairs, Career Days, Alternative Learning Opportunities Days, Global Citizenship events, and the Investigate, Invent, and Innovate Program.

## Priority 1:

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

- Eleven schools participated in Alberta Education’s High School Redesign project and submitted a school report highlighting how the project impacted outcomes of engaged students, high levels of achievement, and quality teaching. The 11 schools included: Academy at King Edward, Eastglen, Harry Ainlay, J. Percy Page, Jasper Place, Lillian Osborne, M.E. Lazerte, McNally, Queen Elizabeth, Victoria School, and Vimy Ridge. Collectively, the 11 schools achieved the following:
  - To support engaged students, high schools incorporated initiatives such as flexible learning environments, provided students opportunity to personalize their learning experiences, additional supports through tutorial blocks, and/or flexible schedules and time to complete courses, or enabled students to participate in the Global Education Centre or Student Led Initiatives for Sustainable Development.
  - As a means to support high levels of achievement, in addition to the initiatives outlined above, high schools incorporated new technologies (online learning or one-on one time with teachers), and/or encouraged teacher collaboration, sharing of best practices, and common assessments/data analysis.
- To support quality teaching, high schools advanced the District focus on assessment, provided professional development opportunities, encouraged teacher collaboration (e.g., set meeting times, 10 half-days for an action research project), focused on addressing essential learning outcomes, skills, competencies, and/or developing student/teacher relationship through communication and trust.



# Priority 1:

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

## Goal One: An Excellent Start to Learning

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

### Performance Measures

Performance Measure (all can be hyperlinked to dashboard)	Results for school year (in percentages)					Evaluation	
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	District Performance	Improvement
<b>EARLY LEARNING</b>							
Early Years Evaluation – Teacher Assessment Percentage of children entering (pre) and leaving (post)* District Kindergarten programs that meet developmental milestones (Source: EYE-TA)			61	63	62 (pre) / 81 (post)	C	-
						A	n/a
• Awareness of Self and Environment			78	82	80 (pre) / 92 (post)	A	-
						A	n/a
• Social Skills and Approaches to Learning			75	76	75 (pre) / 89 (post)	B	-
						A	n/a
• Cognitive Skills			62	64	64 (pre) / 90 (post)	C	=
						A	n/a
• Language and Communication			73	77	75 (pre) / 88 (post)	B	-
						A	n/a
• Physical Development			69	70	70 (pre) / 93 (post)	B	=
o Fine Motor						A	n/a
o Gross Motor			78	79	77 (pre) / 93 (post)	B	-
						A	n/a
Total number of students enrolled in an Early Childhood Services program (Kindergarten, Early Learning, Early Education)	6,366	6,935	7,558	7,895	8,107	N/A	+
Percentage of parents with children in Preschool or Kindergarten who indicate they know what their child must be able to do in order to be successful in Kindergarten. (Source: District Feedback Survey Q 34b)					92.9	A	Baseline
Percentage of parents with children in the early years who indicate they feel their child will be ready for learning in Grade 1. (Source: District Feedback Survey Q 34c)					90.0	A	Baseline

\*Note: Post assessments began in the 2014-2015 school year.

# Priority 1:

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

## 2014-2015 Results

The early years are an important developmental time in children's lives. Children are growing, discovering the world around them, and forming the skills they need to support their growth and lifelong learning. This early foundation is a District priority that sets the stage for future success.

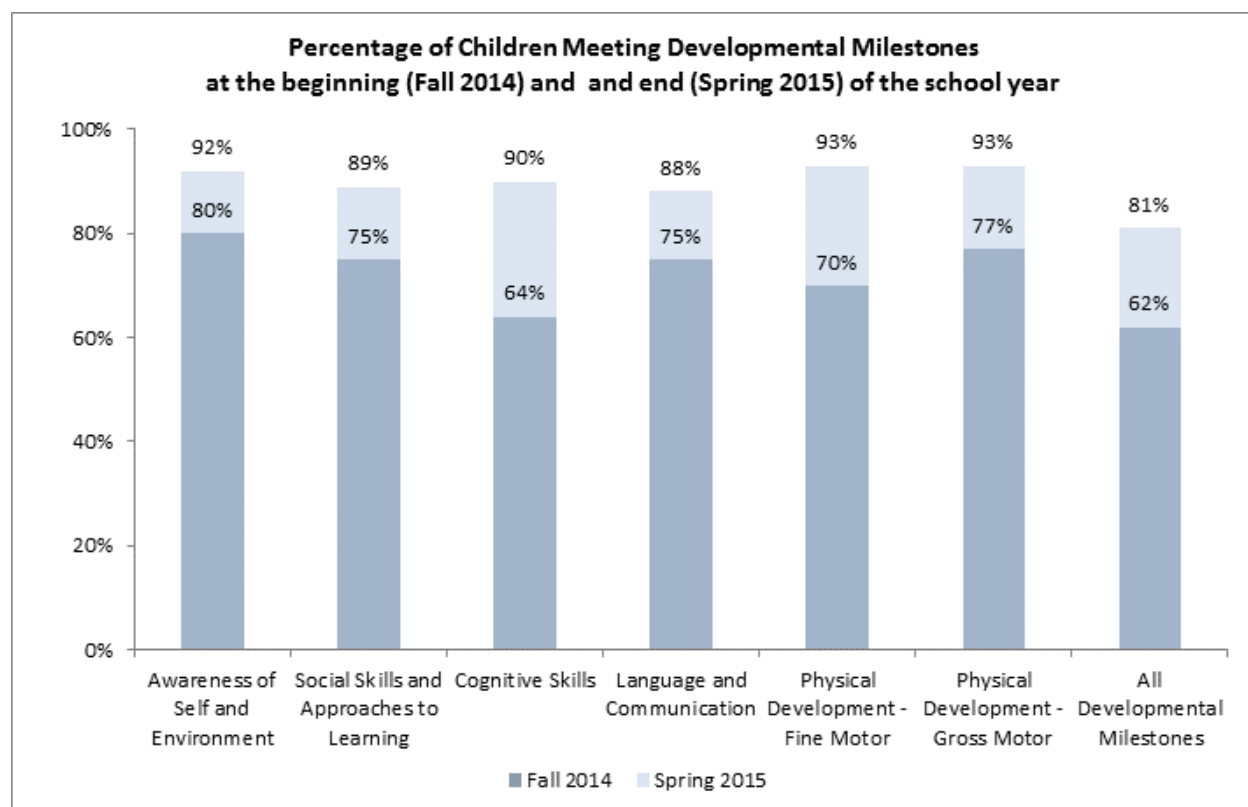
In 2014-2015, 8,107 children enrolled in Early Childhood Services with 7,008 children registered in Kindergarten. In 2014-2015, the District served 2,496 children meeting Mild/Moderate (M/M) and Program Unit Funding (PUF) criteria in pre-kindergarten and Kindergarten programs. The District provided pre-kindergarten programming for 119 English Language Learners and supported 1,308 English Language Learners enrolled in Kindergarten.

A key strategy to inform early years programming is the implementation of the Early Years Evaluation – Teacher Assessment (EYE-TA) tool. Each fall, all children entering District Kindergarten programs are assessed using the EYE-TA. The data from the EYE-TA informs targeted supports and services at the individual child level in response to five developmental domains that are indicators for school readiness. This information helps kindergarten teachers organize their instruction, maximize learning time, and monitor each child's individual progress toward school readiness. It also informs parents about their child's developmental progress.

EYE-TA results for the 2014-2015 school year indicated that approximately 62 per cent of children **entering** Kindergarten were assessed as meeting developmental milestones. In the spring, a post-assessment for the EYE-TA was conducted to determine the impact the targeted supports and services had on student growth. These post-test results revealed that 81 per cent of students **leaving** District kindergarten programs met all five developmental milestones which was an increase of 19 per cent from the September 2014 pre-assessment. These results speak to the importance of assessing students early to inform decisions around programming and underscore the positive impact that early intervention has in supporting children's growth, development and readiness for entering Grade 1. Furthermore, the results from the post-assessment can now be used to determine the supports and services required to respond to the needs of children transitioning into Grade 1 who are not yet meeting developmental milestones and are therefore considered to still be at-risk.

## Priority 1:

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



A deeper analysis of the EYE-TA post results revealed that the area showing the least amount of growth was in the area of Language and Communication, an area foundational to school success. The District believes if this area is targeted in the 2015-2016 school year it could have the greatest impact on school readiness and future success. These EYE-TA results are consistent with the Early Development Instrument (EDI) data published in spring 2014 which measures five core areas of early child development that are known to be good predictors of adult health, education and social outcomes: physical health and well-being; social competence; emotional maturity; language and thinking skills; and communication and general knowledge. Thirty-four percent of children in Edmonton experienced difficulty or great difficulty in communication skills and general knowledge; with approximately 73 per cent of children developing appropriately in the other domains. This data substantiates that opportunities exist to further support the development of language and communication skills of students enrolled in early learning programs.

Additionally, current research indicates the EYE-TA and the EDI do not accurately measure indigenous, immigrant and refugee children's developmental outcomes. There is also a gap in specifically looking at data that identifies the growing population of First Nations, Métis, and Inuit children and ELLs. It may be important to review and revise measurement tools in response to these populations and address awareness of biculturalism and bilingualism as positive assets in a child's development. Lastly, as numeracy is an important skill for future student success, exploring ways in which to enhance numeracy skills in the early years would be beneficial.

# Priority 1:

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

Other data supports that the work the District is doing with respect to Early Years programming is making a difference. In the District Feedback Survey, 92.9 per cent of parents with children in kindergarten programs reported that they know what their child needs to do to be successful in kindergarten with 99.4 per cent agreeing that play is important for child development. In addition, 90 per cent of these parent respondents indicated that they feel their child will be ready for learning in Grade 1. This is an indicator that kindergarten teachers and elementary principals are successfully communicating to parents, what children need to be successful and ready to learn.

In summary, our results indicate that the District's efforts in assessing developmental milestones early in the school year, to inform kindergarten programming is supporting the development and growth of its children. However, a focus on language and communication and a more robust collection of data in the early years is required to support continued improvement. In addition, since numeracy is a foundational life skill, the Early Years Pilot should be expanded to include a numeracy component.

### 2015-2018 Strategies

In support of the 2015-2018 Strategic Plan, the following strategies over the next three years will be implemented. The priority strategy identified below directly links to the analysis of results and the focus Edmonton Public Schools needs to take to ensure more students are reaching emotional, social, intellectual and physical development milestones as they enter Grade 1.

#### Priority Strategy:

- Continue to implement the Early Years pilot to explore the sustainability and viability of an Early Years model. Provide a recommendation report in December 2015 for a District Early Years model and implementation plan for the 2016-2017 and 2017-2018 school years.
  - Develop, implement and evaluate a Language/Literacy Pilot to inform a program prototype intended to build teacher capacity and to support children entering Grade 1 who are identified as at-risk for literacy difficulties. This would include children who have speech, language or communication needs as identified through EYE-TA results and Program Unit Funding (PUF).
  - Implement the Math Interactive Learning Experience (MILE) Research Study in partnership with the University of Alberta to improve math skills in young children with developmental difficulties.
  - Pilot the curriculum framework "Play, Participation, and Possibilities" (PPP) in Early Education and Early Learning classrooms as a play based framework to support developmentally appropriate pedagogy for pre-kindergarten children to help guide decision-making and curriculum planning.
  - Develop a First Nations, Métis, and Inuit Early Learning document in collaboration with key stakeholders, such as Aboriginal Head Start preschool programs, families, Elders, Knowledge Keepers, and Cultural Advisors, to support families navigating through First Nations, Métis, and Inuit programming, resources, supports and information.
- In partnership with the University of Alberta, Alberta Education and Multicultural Health Brokers develop a prototype (Intercultural Knowledge Translation Prototype) for knowledge mobilization of bicultural and bilingual strengths for early childhood program staff, leaders and policy makers.



# Priority 1:

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

## **Additional Strategies:**

- Continue to implement the EYE-TA in kindergarten classrooms every fall to gather baseline data to measure developmental milestones. Implement a post-assessment every spring for kindergarten children identified as experiencing difficulty to measure growth and to identify those who may be at-risk entering Grade 1 and use the data to develop or build on strategies to achieve the following:
  - support language and literacy development in children who are identified as at-risk at the end of Kindergarten and transitioning to Grade 1;
  - provide increased access to pre-kindergarten programs to increase the likelihood of more children meeting developmental milestones by the end of the kindergarten year;
  - develop feedback survey questions for District staff (leaders, teachers, exempt staff) to measure knowledge and understanding of the importance of the early years and play and respond to results through knowledge mobilization initiatives as required; and
  - develop a tool for leaders and teachers to measure implementation of high quality, play based early years programs.
- Provide tools, supports and professional learning in alignment with the early years guiding document to increase awareness and understanding of research-based, evidence-informed practices in the early years, and support high quality early years teaching and learning in pre-kindergarten and kindergarten programs. Resource development will be ongoing and available online and face-to-face.





# Priority 1:

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

## Goal Two: Success for Every Student

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

### Performance Measures

Performance Measure	Results (in percentages)					Evaluation	
	2011	2012	2013	2014	2015	District Performance	Improvement
<b>STUDENT LEARNING OUTCOME</b>							
Overall percentage of students in Grade 6 and 9 who achieved the acceptable standard and the standard of excellence on Provincial Achievement Tests (overall cohort results) (Source: Accountability Pillar)	76.3	76.6	77.2	76.5	76.5	Intermediate	Acceptable =
	23.9	23.4	23.9	23.5	23.8	High	Excellence +
Overall percentage of students who achieved the acceptable standard and the standard of excellence on diploma examinations (overall results) (Source: Accountability Pillar)	80.6	81.6	82.1	83.2	82.5	Intermediate	Acceptable -
	19.5	19.7	21.7	22.1	22.5	High	Excellence +
<b>LITERACY AND NUMERACY</b>							
Overall percentage of students in Grades 6 who achieved the acceptable standard and the standard of excellence in Language Arts on Provincial Achievement Tests (overall cohort results). (Source: Accountability Pillar)	83.8	83.4	84.4	84.1	83.9	Intermediate	Acceptable -
	20.6	18.4	18.8	19.7	22.6	Very High	Excellence +
Overall percentage of students in Grades 9 who achieved the acceptable standard and the standard of excellence in Language Arts on Provincial Achievement Tests (overall cohort results). (Source: Accountability Pillar)	80.1	78.1	79.4	77.8	78.1	Intermediate	Acceptable +
	18.6	18.3	18.7	18.3	16.8	High	Excellence -
Overall percentage of students in Grades 6 who achieved the acceptable standard and the standard of excellence in Math on Provincial Achievement Tests (overall cohort results). (Source: Accountability Pillar)	75.4	76.3	76.9	77.4	76.2	Intermediate	Acceptable -
	22.0	18.9	21.0	20.5	18.2	High	Excellence -
Overall percentage of students in Grades 9 who achieved the acceptable standard and the standard of excellence in Math on Provincial Achievement Tests (overall cohort results). (Source: Accountability Pillar)	68.7	69.2	71.3	70.9	70.3	Intermediate	Acceptable -
	23.1	24.1	25.5	24.2	24.0	High	Excellence -

# Priority 1:

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

Performance Measure	Results (in percentages)					Evaluation	
	2011	2012	2013	2014	2015	District Performance	Improvement
Overall percentage of students who achieved the acceptable standard on English diploma examinations (overall results). (Source: Accountability Pillar)	<u>30-1</u> 81.7	<u>30-1</u> 82.3	<u>30-1</u> 81.2	<u>30-1</u> 82.0	<u>30-1</u> 80.2	Very Low	Acceptable -
	<u>30-2</u> 82.8	<u>30-2</u> 83.6	<u>30-2</u> 81.9	<u>30-2</u> 82.9	<u>30-2</u> 80.3	Very Low	Acceptable -
Overall percentage of students who achieved the standard of excellence English diploma examinations (overall results). (Source: Accountability Pillar)	<u>30-1</u> 10.3	<u>30-1</u> 10.8	<u>30-1</u> 11.0	<u>30-1</u> 11.2	<u>30-1</u> 10.1	Intermediate	Excellence -
	<u>30-2</u> 7.1	<u>30-2</u> 7.2	<u>30-2</u> 7.9	<u>30-2</u> 8.8	<u>30-2</u> 6.9	Low	Excellence -
Overall percentage of students who achieved the acceptable standard on Math diploma examinations (overall results). (Source: Accountability Pillar)	<u>30-1</u> n/a	<u>30-1</u> n/a	<u>30-1</u> 78.4	<u>30-1</u> 74.0	<u>30-1</u> 76.1	n/a	Acceptable +
	<u>30-2</u> n/a	<u>30-2</u> n/a	<u>30-2</u> 70.8	<u>30-2</u> 71.2	<u>30-2</u> 76.1	n/a	Acceptable +
Overall percentage of students who achieved the standard of excellence on Math diploma examinations (overall results). (Source: Accountability Pillar)	<u>30-1</u> n/a	<u>30-1</u> n/a	<u>30-1</u> 33.2	<u>30-1</u> 29.0	<u>30-1</u> 33.1	n/a	Excellence +
	<u>30-2</u> n/a	<u>30-2</u> n/a	<u>30-2</u> 10.6	<u>30-2</u> 15.0	<u>30-2</u> 18.3	n/a	Excellence +
	87.1	88.1	87.1	82.4	79.2	B	-
Percentage of students in Grades 4-12 reporting they get help with reading and writing when they need it (Source: Accountability Pillar)	85	85	87	n/a	87	n/a	n/a
<b>INSTRUCTIONAL SUPPORTS</b>							
Percentage of parents satisfied with special support their child has received at school (Source: Accountability Pillar)	86	88	85	86	86.4	n/a	+

# Priority 1:

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

First Nations, Metis and Inuit Students							
Performance Measure	Results (in percentages)					Evaluation	
	2011	2012	2013	2014	2015	District Performance	Improvement
<b>STUDENT LEARNING OUTCOME</b>							
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard and the standard of excellence on Provincial Achievement Tests (overall cohort results) (Source: Accountability Pillar)	49.1	51.0	55.0	52.6	52.1	Very Low	Acceptable -
	6.9	5.8	6.3	6.2	8.7	Very Low	Excellence +
Overall percentage of self-identified FNMI students who achieved the acceptable standard and the standard of excellence on diploma examinations (overall results) (Source: Accountability Pillar)	77.2	73.8	74.1	75.9	75.8	Low	Acceptable -
	8.2	7.1	8.5	9.2	10.0	Low	Excellence +

## Notes:

- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
- Diploma Examination Participation is based upon a cohort of grade 10 students who are tracked over time.
- Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

## 2014-2015 Results

The District believes that access to a high quality education is foundational to our students achieving the desired student learning outcomes of a K-12 education and to reaching their full life potential. We acknowledge that each student learns in their own unique way and to maximize the potential of every student, the District provides a range of programming, instructional models and services through the lens of an inclusive education system to engage and accommodate all students where they are at in their learning journeys.

# Priority 1:

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

## Five Year Enrolment Data

Type	Sep 30 2010 (Final July 11 Version after Changes*)	Sep 30 2011 (Final July 12 Version after Changes*)	Sep 30 2012 (Final Aug 2 Version after Changes*)	Sep 30 2013 (Final June 23 Version after Changes*)	Sep 30 2014 (Final July 7 Version after Changes*)
District Enrolment	79,780	80,569	83,272	86,427	89,520
Special Education (Including Gifted and Talented)**	10,825	10,880	10,871	11,035	11,273
FNMI	7,034	7,135	7,365	7,591	7,879
ELL including Unfunded ELL (Includes 301 ELL Foreign Born, 302 ELL Unfunded - was included in AERR 2013- 2014 and 303 ELL Canadian Born)	12,613	14,371	16,303	18,411	20,404

\* Priority School Conflicts removed and Special Education Coding completed.

\*\* Gifted and Talented students with other special education coding are only counted once.  
Developmentally Immature is included.

The District served a total 89,520 students including 20,404 ELLs, 11,273 requiring specialized supports and services and 7,879 self-identifying as First Nations, Métis or Inuit as of September 30, 2014. As the District strives to meet the complex learning needs of an increasingly diverse population, data validates that the District is making a difference in accommodating the learning needs of the range of students that come to school each year to learn. This is evidenced in the Accountability Pillar results, as the District received an overall measurement of Excellent in the category of Student Learning Opportunities; with 91.0 per cent of parents reporting they are satisfied with the quality of education Edmonton Public Schools provides and 86.4 per cent of parents reporting they are satisfied with the special support their child receives at school. Additionally, on the District Feedback Survey 82.5 per cent of parents reported that the staff at their child's school are aware of the strengths and needs of their child as a learner.

Each year our Grade 6 and 9 students write the Provincial Achievement Test (PAT) for social studies, science, mathematics, and language arts. The results from these tests provide the District with a snapshot of our students' progress towards achieving the desired student learning outcomes of a K-12 education. Our five year data trends reveal that compared to the province, District students in Grades 6 and 9 continue, to achieve higher in both the acceptable standard and the standard of excellence. For the 2014-2015 school year 76.5 per cent of Grade 6 and 9 students achieved acceptable standard overall on their PATs. This is an increase from 76.3 per cent from in 2010-2011. Additionally, 23.8 per cent of

# Priority 1:

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

our Grades 6 and 9 students achieved the standard of excellence; this is comparable to 23.9 per cent in 2010-2011. When these results are disaggregated to show the achievement for ELL, Students in Need of Specialized Supports and Services, and self-identified First Nations, Métis and Inuit Students, District results reveal the following:

- 71.4 per cent of ELL students achieved the acceptable standard (an increase from 65.1 per cent in 2011) and 18.5 per cent achieved the standard of excellence (an increase from 12.7 per cent in 2011);
- 54.2 per cent of Special Needs students achieved the acceptable standard (an increase from 41.2 per cent in 2011) and 22.8 per cent achieved the standard of excellence (an increase from 8.9 per cent in 2011); and
- 52.1 per cent of self-identified First Nations Métis and Inuit students achieved the acceptable standard (an increase from 49.1 per cent in 2011) and 8.7 per cent achieved the standard of excellence (an increase from 6.9 per cent in 2011).

Additionally, in 2014-2015 District students did better on their Diploma exams achieving an overall measurement category evaluation of Good. Five year trend data shows the overall percentage of students who achieved the acceptable standard on Diploma exams has increased from 80.6 per cent in 2010-2011 to 82.5 per cent in 2014-2015, and students who achieved the standard of excellence increased from 19.5 per cent in 2010-2011 to 22.5 per cent in 2014-2015. Noteworthy are our high school science results in which District students continue to outperform the province in both the acceptable and the standard of excellence. When District results are disaggregated to show the achievement for ELLs, students in need of specialized supports and services, and self-identified First Nations, Métis and Inuit students, results reveal that:

- 68.8 per cent of ELL students achieved the acceptable standard (an increase from 67.0 per cent in 2011) and 15.6 per cent achieved the standard of excellence (an increase from 14.3 per cent in 2011);
- 64.6 per cent of students in need of specialized supports and services achieved the acceptable standard (maintained 64.7 per cent in 2011) and 6.4 per cent achieved the standard of excellence (an increase from 4.8 per cent in 2011); and
- 75.8 per cent of self-identified First Nations Métis and Inuit students achieved the acceptable standard (an increase from 73.8 per cent in 2012) and 10.0 per cent achieved the standard of excellence (an increase from 7.1 per cent in 2012).

It is encouraging that our ELLs, students in need of specialized supports and services and self-identified First Nations Métis and Inuit students are showing growth; however, opportunities exists to continue to increase achievement for these students. Results from our District Feedback survey indicate that 67.3 per cent of our teachers feel they have the knowledge, skills and resources to program for ELL students; 68.0 per cent for our First Nations, Métis and Inuit students and 78.5 percent for students in need of specialized supports and services. To build teacher capacity in these areas, the District is currently planning and developing a range of Summer Institute learning opportunities; the institute is intended to enhance teacher capacity to meet the learning needs of all our students and will include sessions that develop literacy and numeracy instructional expertise and support universal design for learning strategies.

## Priority 1:

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

Literacy and numeracy are foundations of successful learning and living, and help students reach their full potential in school and experience a better quality of life in future years. These skills are also essential in the workplace. To discover and make meaning of the world, students need the ability to acquire, create, connect, and communicate information in a variety of situations that go beyond the foundational basics of reading, writing, and solving simple arithmetic problems. As such, the District results in the area of language arts and mathematics have been analyzed in further detail.

While trends in the data over the past five years indicate that District Grade 6 English language arts results have been consistently higher than those of the province, our results have remained relatively static, with a slight decrease of 0.20 per cent this past year. The percentage of all District students meeting the acceptable standard in Grade 6 English Language Arts 2014-2015 was 83.9 per cent compared to 84.1 per cent the year previous, as compared to 82.8 per cent for the province. The percentage of District students meeting the standard of excellence in Grade 6 English Language Arts increased 2.9 percent this year, going from 19.7 per cent to 22.6 per cent, as compared to the provincial results which saw a 1.9 per cent increase, going from 17.6 per cent to 19.5. Further analysis of the general levels of student performance based on the percentage of correct responses to individual test items on the PAT exam indicate that students perform lower in inferencing, literary techniques and devices, and reading for text details with multi structural responses requiring synthesis. Mining our data to this level of detail enables the District to identify target growth areas within a strategic focus that addresses both the building of student competency and teacher expertise in these areas.

Similarly, trends in the data over the past five years indicate that the percentage of District students meeting the acceptable standard and standard of excellence in Grade 9 English Language Arts has consistently been higher than those of the province. The percentage of District students meeting the acceptable standard in Grade 9 English Language Arts remained relatively the same with a slight increase from 77.8 per cent to 78.1 per cent as compared to a decrease from 76.3 per cent to 75.6 per cent for the province. The percentage of District students meeting the standard of excellence in Grade 9 English Language Arts decreased this year from 18.3 per cent to 16.8 per cent as compared to a decrease from 15.1 per cent to 14.4 per cent for the province. Further analysis of the general levels of student performance based on the percentage of correct responses to individual test items on the Grade 9 PAT exam is underway and this information will impact programming supports moving forward.

With respect to how our high school students are doing relative to achieving the desired learning outcomes on the Diploma exams, the percentage of District students meeting the acceptable standard in English Language Arts 30-1 decreased this year from 82.0 per cent to 80.2 per cent as compared to a decrease from 87.6 per cent to 86.5 per cent for the province. The percentage of District students meeting the standard of excellence in English Language Arts 30-1 decreased this year from 11.2 per cent to 10.1 per cent as compared to a decrease from 11.8 per cent to 11.5 per cent for the province. The percentage of District students meeting the acceptable standard in English Language Arts 30-2 decreased this year from 82.9 per cent to 80.3 per cent as compared to a decrease from 89.8 per cent to 88.7 per cent for the province. The percentage of District students meeting the standard of excellence in English Language Arts 30-2 decreased this year from 8.8 per cent to 6.9 per cent as compared to a decrease from 13.1 per cent to 11.3 per cent for the province. Trends in the data over the past five years for both English Language Arts 30-1 and 30-2 show that the province consistently outperforms the District.

## Priority 1:

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

In looking at these results, it is important to note that the participation rates of District students writing the English Language Arts 30-1 exam are consistently higher than those of the province, meaning that more of our students are choosing to attempt the higher level exam. Successfully completing English Language Arts 30-1 leaves more doors open in terms of post-secondary program opportunities for students. With more District students consistently attempting the higher level courses than the provincial average, this may be a contributing factor to why our results are slightly lower. Despite this fact, we have work ahead of us to improve our results in English. We will be looking deeper at the percentage of correct responses to individual test items on the Diploma exam to determine specific areas in the curriculum to focus our improvement efforts on.

In the area of mathematics, while trends in the data over the past five years indicate that District results have been consistently higher than those of the province in Grade 6 and 9 mathematics, the percentage of District students meeting the acceptable standard in Grade 6 Mathematics decreased this year from 77.4 per cent to 76.2 per cent as compared to a decrease from 73.5 per cent to 73.3 per cent for the province. The percentage of District students meeting the standard of excellence in Grade 6 Mathematics showed a decrease this year from 20.5 per cent to 18.2 per cent as compared to a decrease from 15.4 per cent to 14.1 per cent for the province. Additionally, the percentage of District students meeting the acceptable standard in Grade 9 Mathematics decreased this year from 70.9 per cent to 70.3 per cent as compared to a decrease from 67.1 per cent to 65.3 per cent for the province. The percentage of District students meeting the standard of excellence in Grade 9 Mathematics showed a decrease this year from 24.2 per cent to 24.0 per cent as compared to an increase from 17.3 per cent to 18.0 per cent for the province. These results indicate that mathematics in both the elementary and the junior high will continue to be an area of focus. Further analysis of the general levels of student performance based on the percentage of correct responses to individual test items on the PAT exams reveals that in Grade 6 the areas generally lower over five years include understanding of ratio; developing and applying a formula for a perimeter, area and volume; creasing, labeling, and interpreting line graphs to draw conclusions. In Grade 9 student performances were generally lower over five years include solving single variable linear inequalities with rational coefficients; operations of multiplication and division with polynomial expressions; surface area of composite 3-D objects; and, circle properties.

In the area of high school mathematics, the District is happy to report that our Math 30-1 and 30-2 results have increased in the acceptable standard and standard of excellence, which was an area of improvement compared to last year. The percentage of District students meeting the acceptable standard in Mathematics 30-1 increased this year from 74.0 per cent to 76.1 per cent as compared to an increase from 75.1 per cent to 76.2 per cent for the province. The percentage of District students meeting the standard of excellence in Mathematics 30-1 increased this year from 29.0 per cent to 33.1 per cent as compared to an increase from 27.9 per cent to 31.7 per cent for the province. The percentage of District students meeting the acceptable standard in Mathematics 30-2 increased this year from 71.2 per cent to 76.1 per cent as compared to an increase from 71.3 per cent to 73.9 per cent for the province. The percentage of District students meeting the standard of excellence in Mathematics 30-2 increased this year from 15.0 per cent to 18.3 per.



# Priority 1:

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

With literacy and numeracy being foundational for successful learning, moving forward, we will focus our efforts on identifying students who are at risk of meeting learning outcomes in literacy and numeracy and providing appropriate interventions as required. Our work on MIPI and our District-wide focus on reading are initiatives that the District is confident will have a positive impact on student achievement in these areas. Our goal of assessing students, providing intervention supports to address learning challenges and tracking growth on a regular basis, will support more students in meeting or exceeding the desired learning outcomes. We've still got lots of work ahead of us, especially as we work together to dig deeper into our results, and make decisions in our schools about how to go even further to support student success. But the District is confident that it is on the right track.

In summary, District students continue to demonstrate strong results on PATs and Diploma exams; our results also provide us clear indicators of where efforts need to be focused in order for the District to meet its expectations of continuous improvement and success for all students. Literacy and numeracy will remain a strategic focus across the District, as we strive to ensure all teachers have the knowledge and skills to engage and program for students in a manner that enables each of them to thrive individually in their learning.

### 2015-2018 Strategies

In support of the Strategic Plan, the following strategies over the next three years will be implemented. The priority strategy identified below directly links to the analysis of results and the focus Edmonton Public Schools needs to take to enable more students to demonstrate growth and achieve learning outcomes with a specific focus on literacy and numeracy.

#### Priority Strategies:

Reading is critical to school and lifelong success. As such, the District is developing additional ways to support this essential life skill through a District-wide Focus on Reading. Key elements of this focus will be:

- building capacity for teachers to accurately assess reading levels consistently across the District using a variety of reading assessment tools as well as newly developed grade level support tools that are developed from the specific outcomes from provincial and local programs of study
- building capacity for District-wide reporting of students reading at, above, or below grade level;
- supporting teachers in developing expertise in interventions that focus on the individual learning needs of all students, including ELL learners, students in need of specialized supports and services, and students self-identifying as First Nations, Metis, and Inuit;
- supporting teachers in building their expertise in research based reading practices to support student growth in reading; and
- volunteer cohorts of elementary and secondary schools will participate in a two-year pilot to explore ways in which the reading levels reported in June can support the development of student intervention plans and the implementation of intervention strategies during 2015-2017. This pilot will be valuable for informing the District on strategies that are effective in providing the following year's teacher with information on students that may require additional reading interventions and supports and will allow us, over time, to determine if reading intervention strategies used in schools are resulting in more students reading at grade level.

## Priority 1:

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

- Numeracy is also foundational to successful learning and living, the following strategy will support numeracy learning:

Implement the first three years of the *Numeracy Guiding Document and Action Plan 2015-2019*:

- continue the Mathematics programming Intervention (MIPI) tool for Grades 2-9; expand implementation to Grade 10 in selected schools; and
- provide professional learning supports for staff in literacy, numeracy and curricular areas to build capacity in implementing research based best practices.

Alberta Education requires strategies be developed for issues identified as a “concern” or “issue” in the Accountability Pillar overall summary. The following priority strategy will be implemented to eliminate the achievement gap between First Nations, Metis and Inuit students and all other students:

- contract a research consultant to conduct a literature review on evidence-based strategies proven to improve learning outcomes for First Nations, Metis, and Inuit students;
- conduct high school entrance and exit surveys for self-identified Grade 10 and 12 First Nations, Métis, and Inuit students to inform and refine current practice, such as programming, supports, resources, and information;
- in consultation with First Nations, Metis, and Inuit key stakeholders to integrate these learnings to develop and implement a comprehensive District model that includes all components necessary to eliminate the achievement gap and improve high school completion results;
- continue to support student engagement, achievement, and First Nations, Metis, and Inuit programming in all schools, through:
  - professional learning opportunities (resources, supports, professional learning) for First Nations, Metis, and Inuit lead teachers;
  - alignment of school plans using [First Nations, Metis and Inuit School Resource Tool](#) and First Nations, Metis and Inuit Guiding Document; and
- evaluate the impact of the model.

# Priority 1:

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

## Goal Three: Success Beyond Schooling

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

### Performance Measures

Performance Measure		Results (in percentages)						Evaluation	
		2010	2011	2012	2013	2014	2015	District Performance	Improvement
<b>HIGH SCHOOL COMPLETION</b>									
Percentage of students who completed high school within three, four, and five years of entering Grade 10 (Source: Accountability Pillar)	3-yr	67.3	68.0	69.8	68.8	71.8		Intermediate	+
	4-yr	72.6	73.0	74.3	75.0	74.8		n/a	-
	5-yr	74.9	76.1	76.5	77.3	78.1		n/a	+
Percentage of Grade 12 students eligible for a Rutherford Scholarship.(Source: Accountability Pillar)		59.7	62.1	60.7	60.2	60.9		High	+
Annual dropout rate of students aged 14 to 18. (Source: Accountability Pillar)		4.9	4.3	3.6	3.2	2.9		High	+
Percentage of students writing four or more diploma exams within three years of entering Grade 10 (Source: Accountability Pillar)		58.4	58.8	61.4	59.4	59.7		High	+
<b>ESSENTIAL SKILLS FOR SUCCESS BEYOND SCHOOLING</b>									
Percentage of students in Grades 7-12 who indicate they are confident or comfortable with the skills they possess that are essential for success beyond schooling (Source: District Feedback Survey roll up Q 19d, 19e, 19f, 19g, 20a, 20c, 20d, 20e, 20f, 20g, 20h, 20i, 21a, 21b, 21f, 21g)							86	A	Baseline
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 (Source: Accountability Pillar)			81.0	80.6	82.1	82.3	83.4	High	+
Percentage of Grade 7 and 10 students reporting that they get the help they need planning for a career (Source: Accountability Pillar)			68	69	68	n/a	68	n/a	=
Percentage of parents and teachers satisfied their child or students demonstrate the knowledge, skills and attitudes necessary for lifelong learning (Source: Accountability Pillar)			67.9	68.1	68.8	69.1	70.5	n/a	+

## Priority 1:

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

Performance Measure	Results (in percentages)						Evaluation	
	2010	2011	2012	2013	2014	2015	District Performance	Improvement
<b><u>TRANSITIONS/CAREER PLANNING</u></b>								
Percentage of high school students who transition to post-secondary (including apprenticeship) within six years of entering Grade 10 (Source: Accountability Pillar)	59.9	58.9	61.5	61.0	61.8		High	+
Percentage of staff, students, parents, and community that report Edmonton Public Schools prepares students to transition to the next level of education or the world of work (Source: District Feedback Survey roll up Q 9d, 22a, 22b, 25c, 28a, 28b, 7b, 14b)						83.1	A	Baseline



# Priority 1:

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

## Performance Measures

First Nations, Metis and Inuit Students									
Performance Measure		Results (in percentages)						Evaluation	
		2010	2011	2012	2013	2014	2015	District Performance	Improvement
<b><u>HIGH SCHOOL COMPLETION</u></b>									
Percentage of self-identified FNMI students who completed high school within three, four, and five years of entering Grade 10 (Source: Accountability Pillar)	3-yr	26.6	30.3	30.3	27.0	38.4		Very Low	+
	4-yr	29.9	32.4	36.3	36.0	34.8		n/a	-
	5-yr	36.3	36.8	36.9	41.7	40.2		n/a	-
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship (Source: Accountability Pillar)		31.6	35.4	32.6	33.0	31.0		Very Low	-
Annual dropout rate of self-identified FNMI students aged 14 to 18 (Source: Accountability Pillar)		11.3	10.7	9.4	9.7	7.0		Low	+
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10 (Source: Accountability Pillar)		16.9	14.3	19.9	16.4	19.1		Very Low	+
<b><u>TRANSITIONS/CAREER PLANNING</u></b>									
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10 (Source: Accountability Pillar)		21.3	25.9	23.7	24.0	27.6		Very Low	+

Notes:

- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
- 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.
- Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
- Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

	2010	2011	2012	2013	2014
Number of identified First Nations, Métis, or Inuit Students	532	518	516	564	571
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10	16.9	14.3	19.9	16.4	19.1

# Priority 1:

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

## 2014-2015 Results

More than ever, young people are facing increasingly complex decisions as they build their awareness, understanding, and commitment to potential career and life pathways. The District has a role to play in providing opportunities for students to develop the foundational knowledge, competencies, and attitudes that will enable them to successfully participate in post-secondary, the world of work, and to lead a dignified and fulfilled life. High school completion is essential to supporting this outcome.

Data from the Accountability Pillar confirms that the District continues to trend positively in the area of high school completion. The District's three-year completion rate has increased by 3.8 per cent from 68.0 per cent in 2011 to 71.8 per cent in 2014. The four-year completion rate for the same period has increased from 73.0 per cent to 74.8 per cent, and five year completion rates have risen 2.0 per cent from 76.1 percent in 2011 to 78.1 per cent in 2014. The data also confirms that students are staying in school longer, as the annual dropout rate of students aged 14-18 has continued to decrease from 4.3 per cent in 2011 to 2.9 per cent in 2014. The District is optimistic that initiatives such as Career Pathways, the District's focus on reading, and High School Redesign will promote learning environments that engage, inspire, and encourage students to stay on course with their K-12 journey and see it through to completion.

The same positive trending is evident in the results reflecting the District's First Nations, Métis, and Inuit students. The three-year completion rates increased from 30.3 per cent in 2011 to 38.4 per cent in 2014. The four-year rates saw an increase of 2.4 per cent from 32.4 percent in 2011 to 34.8 per cent in 2014. The five-year completion rate went from 36.8 per cent in 2011 to 40.2 per cent in 2014. Also showing positive direction is a decrease in the percentage of First Nations, Métis, and Inuit students dropping out from school early, with a 10.7 per cent dropout rate in 2011 down to 7.0 per cent in 2014. These numbers are encouraging, however, they also present a sense of urgency and the District is committed to continuous improvement efforts in support of high school completion for our First Nations, Métis, and Inuit students.

High school completion is a key milestone that opens the door for the opportunity of post-secondary education. Again, Accountability Pillar results for the District reflect positive trending as more students are transitioning to a post-secondary experience within six years of entering Grade 10. Data shows a gradual increase from 58.9 per cent in 2011 to 61.8 per cent in 2014. The number of self-identified First Nations, Metis, and Inuit students choosing a post-secondary path is also increasing with a steady yearly upward trend from 25.9 per cent in 2011 to 27.6 per cent in 2014.

Success beyond schooling encompasses both post-secondary education and entering directly into the world of work. Critical to both these paths are the behaviours and attitudes that are foundational to work ethic, achievement, and a life-long commitment to learning and curiosity. In this regard, data from the District Feedback Survey and the Accountability Pillar shows both areas of strength and opportunities for growth within the District. On the District Feedback Survey, 86 per cent of students in Grades 7 to 12 were confident with the skills they possess in order to be successful in their life beyond school. While 83.1 per cent of parents, staff, students, and community indicated that Edmonton Public Schools prepares students to transition to the next level of education or the world of work. In contrast, on the Accountability Pillar, only 68 per cent of students in Grades 7 and 10 reported positively that they receive the help they need planning for a career and 70.5 per cent of parents and teachers were satisfied that students demonstrated the knowledge, skills, and attitudes for lifelong learning. The District acknowledges that there is still work to be done and will build upon initiatives that are



# Priority 1:

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

demonstrating positive outcomes. These could include the top five transition strategies identified by staff on the District Feedback Survey: counseling/student services; options/specialty courses and programs; career fairs/information/guest speakers; Registered Apprenticeship Program (RAP); and work experience/job shadowing/mentoring.

In looking at the 86 per cent of Grades 7-12 students who were confident with the skills they possess in order to be successful in their life beyond school, through District Feedback Survey data, the District can look more closely at these skills and the associated student confidence levels. Students were most confident in their ability to learn new skills and information (94.7 per cent), work on their own (94.4 per cent) and use technology (94.1 per cent). On the other hand, students reported the least confidence in the areas of public speaking (63.1 per cent), coping with failure or loss (65.7 per cent) and stepping outside of their comfort zone to learn (81.5 per cent).

In summary, the District's high school completion rate continues to rise, and the dropout rate has gone down. While more First Nations, Métis, and Inuit students are completing high school, and fewer are dropping out of school, opportunity exists to improve outcomes. In the District's commitment to support all students in finding their path to a life of dignity and fulfillment, it will focus forward on strategies that support successful transitions, promote critical thinking, and enhance student's ability to cope.

### 2015-2018 Strategies

In support of the Strategic Plan, the following strategies over the next three years will be implemented. The priority strategy identified below directly links to the analysis of our results and the focus the District needs to have to ensure more students complete high school and successfully transition to their postsecondary or the world of work pathway.

#### Priority Strategy:

Develop a Project Charter and a detailed project plan that identifies key deliverables, timelines, resources, and an evaluation framework that supports implementation of the Career Pathways Model:

- continue to build upon the first year of the Career Pathways initiative by utilizing the efforts of 22 sub-councils and working groups to deliver specific projects and pilots foundational to the model;
- establish an overarching Advisory Committee to oversee implementation of the project;
- expand the implementation of programs supported by The Learning Partnership: Welcome to Kindergarten, Entrepreneurial Adventures, Investigate, Invent and Innovate;
- continue to support implementation of Career and Technology Foundations in junior high schools and explore expansion down to Grades 5 and 6;
- pilot MyBlueprint (e-portfolio and career planning supports) in District schools;
- continue to support high schools in programming for students related to Career Pathways and increase opportunities for out-of-classroom experiences and explorations;
- develop a community of practice to support the work school counselors in engaging students in their exploration of future careers;

## Priority 1:

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

- develop a community of practice of Kindergarten to Grade 4 teachers to focus on embedding Career Pathways related materials throughout the curriculum for our youngest students;
- establish an international partnership related to Career Pathways between five District high schools and schools in Finland; and
- collaborate with key stakeholders to develop a culturally responsive guide in alignment with the First Nations, Métis, and Inuit Career Pathways Guide and Guiding Document in order to support high school completion, student success, and transitions to post-secondary institutions and the world of work.

### **Additional Strategies:**

Build upon High School Redesign with the implementation of strategies that reflect across the following themes:

- flexible course scheduling and timetables to promote alternate student learning styles and opportunities;
- provide opportunities for teacher collaboration to support curriculum planning and student programming; and
- use strategic communication strategies to proactively engage with students.



## PRIORITY 2

Provide welcoming, high quality learning  
and working environments.



## Priority 2:

Provide welcoming, high quality learning and working environments.

### Summary of Accomplishments

---

#### Goal One: A Focus on Well-being and Student Citizenship

- Developed first draft of new Board Policy, FA.BP – Human Resources Framework to address the Board’s responsibilities to deliver appropriate education programming and to provide a welcoming, caring, respectful, and safe learning and working environment. The Board adopted the policy in October 2015 and it is posted on the District website for stakeholder feedback.
- In efforts to support schools as positive social learning environments, the District continued to offer mental health training opportunities, promote supporting resources, and raise mental health awareness through the following:
  - provided Mental Health First Aid training for one staff member from each District school, provided Mental Health First Aid train-the-trainer training to 14 District staff who in turn trained 421 additional employees, and offered Mental Health First Aid training for First Nations, Métis, and Inuit community partners and students in two District schools;
  - delivered a District wellness professional learning day on positive mental health and creating positive learning environments;
  - partnered with ERCSD, to provide a mental health series for educators;
  - partnered with Alberta Health to provide the Children’s Mental Health Learning series to caregivers, families and professionals; and
  - participated in key events (Mental Health Awareness Week, May 4-10) and highlighted resources (Mental Health Awareness Site).
- One hundred and twenty-two students in Grades 8-12 were trained in suicide awareness and prevention. Once trained, these students served as Community Helpers across their nine schools. The training covered 14 modules related to mental health; a 15<sup>th</sup> module was developed to support LGBTQ related topics in schools. This work was made possible by the Community Helpers (CH) Program Grant, funded by Alberta Health Services.
- Continued to support the implementation of Board Policy [HFA.BP - Sexual Orientation and Gender Identity](#) through the following initiatives and supports:
  - identified LGBTQ teacher consultants to support District schools in the implementation of the policy;
  - supported District schools in the identifying of a Safe Contact, the establishment of Gay Straight Alliances (GSAs), and student accessibility to universal washrooms;
  - supported both student and staff participation in the GSA regional roundtable sessions and the provincial GSA conference;
  - provided professional learning for District staff around LGBTQ related topics through Catchment and school professional learning days; and engaged all staff new to the District in diversity-sensitivity training;
  - provided LGBTQ learning sessions for school councils; and
  - celebrated LGBTQ through participation in the Gay Rights Festival and Parade, and Pink Shirt Day.

## Priority 2:

### Provide welcoming, high quality learning and working environments.

- To promote welcoming, inclusive, safe, and healthy learning environments, continued to support and implement the following bullying prevention strategies:
  - initiated work on the new “Promoting Healthy Relationships to Prevent Bullying - A Toolkit” to replace the District’s previous resource. The new toolkit is being developed in alignment with the Strategic Plan, to reflect amendments to the *School Act*, and includes recommendations from Alberta’s Plan For Promoting Healthy Relationships and preventing Bullying;
  - continued to share with schools information and links to tools and resources that support bullying prevention awareness, student learning activities, and parent resources;
  - participated in key events: National Bullying Awareness week (November 16 -22, 2014) and Pink Shirt Day (February 25, 2015); and
  - promoted the supports and resources of various community stakeholders connected to bullying prevention, such as Safe and Caring Schools and Communities by The Alberta Teacher's Association (ATA) and Alberta School Board Association (ASBA).
- Collaborated with key community stakeholders to deliver a Comprehensive School Health Agency Fair; a District Wellness Day: Creating Positive Learning Environments; and Be Safe! Training with the Canadian Red Cross. These initiatives were supported by the District Wellness Project, funded by the Alberta School Community Wellness Fund.
- Identified a Comprehensive School Health (CSH) contact in each school to provide timely communication to District staff around wellness resources and learning opportunities.
- Developed the District Guide for Teaching Sexual Health Education, Grades 4-12 for administrators, teachers and parents. Schools provided parent information sessions.
- Through the use of Alberta Education funding, created multidisciplinary teams equaling 128 FTEs (Speech Language Pathologists, Occupational Pathologists, Psychologist, Social Workers, etc.) that provided direct supports and services to schools, including general classroom consultation, individual student consultation, and specialized assessments.
- The ERCSD strategically coordinated professional services to support students in need of specialized supports and services. This initiative saw services from Student Health Initiative Partnership, Children and Youth with Complex Needs, and Regional Educational Consulting Services integrated into the District’s School Service Team Resources, resulting in a total of 61.9 FTEs (19.9 District staff and 42 Alberta Health Services staff) in support of District students.
- Supported the growth and development of qualities that promote citizenship through the following:
  - over 40 District schools utilized the Leader in Me program as means to build student leadership and positive citizenship across their school community;
  - continued to partner with Free the Children to promote student awareness around local and global issues;
  - 48 District schools had students participate in *We Day Alberta*, with an emphasis on youth empowerment, global issues, and local action; and

## Priority 2:

### Provide welcoming, high quality learning and working environments.

- through youth leadership initiatives, District students collected over 6,800 pounds of food in support of *We Act*, We Scare Hunger Food Drive and raised more than \$45,000 dollars in support of Free the Children.
  - To minimize the potential of workplace violence, raise awareness, and ensure a consistent approach to addressing incidents, the District:
    - implemented the Administrative Regulation [FBEB.AR - Workplace Violence](#);
    - provided Nonviolent Crisis Intervention training to 665 staff members;
    - provided Violent Threat Risk Assessment Training, as part of the Community Threat Response and Intervention Support Protocol, to over 200 employees;
    - developed common plans, reports, and incident reporting to guide programming, increase staff collaboration, allocate resources, and support workplace health; and
    - increased awareness of our commitment to safe and healthy working and learning environments through the development of posters about Workplace Violence.
- 

#### Goal Two: Quality Infrastructure for All

- Using the Infrastructure Plan as the guiding direction, continued to support and address the District's complex infrastructure needs through the following:
  - conducted three alternative program reviews;
  - developed an Early Years program distribution model as part of the Early Years pilot program;
  - engaged stakeholders in the Highlands community (staff, parents, community members) around the concept of a replacement school and the development of an Accommodation Plan; and
  - finalized the *Infrastructure Plan Charter* and established an Infrastructure Steering Committee.
- Collaborated with Alberta Education to clarify and calculate the new Instructional Area Model (IAM) utilization formula. The District's utilization rate for the 2014-2015 school year was approximately 75 per cent, up from 71 per cent (Area, Capacity and Utilization [ACU] measure) from the previous year. Work continues to ensure an accurate and timely database to support ongoing analysis of the District's space inventory.
- Continued efforts to address the challenge of aging school buildings and decreasing student populations across in mature neighbourhoods:
  - the Board approved the consolidation and closure of Lawton, R.J. Scott, and Rundle Schools conditional to the opening of the new Ivor Dent school on the Rundle School site;
  - the District continued conversation with the Greater Highlands community on the consolidation of Montrose, Mount Royal, and Highlands school; the community expressed interest in the modernization of the existing Highlands School and potential closure of Mount Royal and Montrose schools; and
  - the District began a third exploratory community conversation with a cluster of schools in a mature neighbourhood.
- Completed SuperNet upgrades for 75 per cent of schools; the remaining schools will be completed by December 2015. The upgrade supports efficient and effective use of technology for both staff and students.



## Priority 2:

### Provide welcoming, high quality learning and working environments.

- District Technology consultants facilitated the integration of technology in over 90 schools and provided professional development to over 4,000 staff through school, Catchment, and District-wide professional learning sessions. These sessions built staff capacity in the area of technology and provided the opportunity for collaboration between teachers to share promising practices in support of student success.
- Infrastructure Maintenance and Renewal (IMR) funds were used to complete larger building component replacement work in 120 schools.(e.g., boilers, electrical systems, doors, and roofs).

---

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

- In collaboration with the ATA, implemented the first year of a three-year school calendar pilot. The pilot has the following features:
  - five common professional learning days, enabling teachers from across the District to collaborate and learn together;
  - a common calendar for all staff, students, and families promotes effective planning, easier coordination of activities, and is more predictable and user friendly for families; and
  - supports professional learning and promotes the development of teacher leadership across Catchments in relationship to the designing, developing, delivering, and facilitating of professional development.
- Developed and implemented components of a Talent Management Strategy for the District, including:
  - hosted Educational Assistants Open House in the spring to support recruitment of new Educational Assistant staff – as of April 2015, 65 Educational Assistants were hired from the Open House;
  - promoted the District as an employment opportunity through participating in presentations, career fairs, and information events;
  - worked with the University of Alberta (U of A) to attract four internationally accredited teachers to the District, with the potential for additional teachers to be hired;
  - initiated the pilot, Observing Pre-Service Teachers to support early identification of high potential teachers, resulting in the recruitment of eight new teachers and 10 new supply teachers;
  - delivered a comprehensive seven-week Administrative Assistant Training program to 36 new support staff to better support the needs of schools;
  - granted tuition leave or support to 117 District staff pursuing additional post-secondary educational opportunities; this was made possible through Clause 23 Professional Improvement Program and the Teacher Development Program;
  - provided professional learning support to more than 321 teachers through the Staff Development Fund pilot;
  - engaged over 1,000 support staff in work related professional learning, 30 custodians in the Building Operator Certificate Course, and over 500 custodial staff in power engineering, safety, technology, and wellness related professional learning activities;
  - supported District leadership development through the Leadership Development Framework; the framework offered 24 modules and served 243 staff and achieved a 90 per cent positive participant rating;

## Priority 2:

### Provide welcoming, high quality learning and working environments.

- supported staff new to the District through the New Teacher Induction Program (379 teachers), Changing the Conversation diversity training (534 employees), and orientation training (79 supply custodial staff; 619 supply support staff); and
- continued to explore alternate approaches to staff professional growth and development, including Harvard ManageMentor online learning modules (90 staff), two Leadership Saturdays with the U of A (196 staff), and mentoring to educational assistants, administrative assistants and custodial staff.
- Provided targeted professional development to build leadership competencies and capacity with the District's 36 First and Second Year Principals.
- Engaged members of the Superintendent's Community of Practice in Education (SCOPE) for feedback to support District-wide decision-making around critical issues.
- Each school within the District identified a First Nations, Métis, and Inuit Lead Teacher to build increased awareness and understanding amongst member of the school community around the First Nations, Métis, and Inuit people and culture.

---

### Goal Four: A Culture of Excellence and Accountability

- Developed and launched the public-facing [Strategic Plan Dashboard](#) to communicate to the public the District's progress on advancing its goals and outcomes.
- In support of an evidence-based decision-making culture, developed the District Feedback Survey:
  - aligned the survey to the Strategic Plan to support ongoing monitoring of progress;
  - designed the survey with input from District leaders and in collaboration with the U of A's Evaluation and Research Services, Faculty of Education;
  - tailored the survey to gather stakeholder voice from students, parents, staff, and community
  - implemented the survey in spring 2015 - 57,000 stakeholders participated;
  - developed a user guide to support District leaders in their analysis and usage of their survey results; and
  - provided schools and central decision units with survey results, enabling District leaders to utilize survey data to inform future direction and decision-making.
- Introduced the Equity Fund as an opportunity to enhance supports and services for students; the Equity Fund enabled principals to work collaboratively at the Catchment level to determine the best use of educational funding in support of student success.
- In June of 2015, leadership groups reported on the outcomes achieved through use of Equity Fund resources; these presentations highlighted initiatives that positively impacted student engagement in the learning process and staff development.
- To support the transformation of the District's business operations and improve system efficiencies, work continued around the planning, designing, building, and delivering of E-Biz. The project was initiated in 2013 and had a target launch date of 2015; which was met.

## Priority 2:

### Provide welcoming, high quality learning and working environments.

- To support confidence in enrolment projections, the District initiated a demographics report from an external consultant. This work saw the review of the District's enrolment projection process and confirmed accuracy and accountability in enrolment projections.
- To support timely and effective pre-enrolment of students, the District launched an automated pre-enrolment on SchoolZone in spring 2015. Seventy-one per cent of students eligible for pre-enrolment registered online, reducing the number of delayed enrolments by 5,000 students. Additionally, the online registration provided timely enrolment data that enabled the District to be more intentional and responsive to program distribution and space accommodation in preparation for the 2015-2016 school year.
- To support Inclusive Learning's ability to be responsive to referrals, the electronic Tracking Referrals for Assessment and Consultation Services (TRACS) process was developed. TRACS will enable both Inclusive Learning and schools to monitor the progress and status of each student referral resulting in efficiencies of service delivery. TRACS was designed to interact with Pinpoint.
- In order to better meet the needs of parents in relationship to the design and delivery of curbside service routes for special education riders, the District shifted from outsourcing this work to in-house design. This shift was made possible due to the utilization of an internal GPS system and has also resulted in financial efficiencies.
- In collaboration with Edmonton Catholic Schools, continued the work to explore a joint transportation service delivery model; this past year's work built upon the joint pilot conducted in 2013-2014 and included preliminary design of a potential service delivery model. The joint transportation service delivery model is intended to result in efficiencies resulting from an integrated busing system.

## Priority 2:

Provide welcoming, high quality learning and working environments.

### Goal One: A Focus on Well-being and Student Citizenship

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

#### Performance Measures

Performance Measure (all can be hyperlinked to dashboard)	Results (in percentages)					Evaluation	
	2011	2012	2013	2014	2015	District Performance	Improvement
<b>WELL BEING</b>							
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. (Source: Accountability Pillar)	87.9	88.5	89.3	88.7	90.0	Very High	+
<b>CITIZENSHIP/ LEADERSHIP</b>							
Percentage of teachers, parents and students that are satisfied that students' model active citizenship. (Source: Accountability Pillar)	82.4	83.2	84.4	83.6	85.3	Very High	+
Percentage of staff, students, and parents that report that Edmonton Public Schools provides learning environments that promote student citizenship and leadership. (Source: District Feedback Survey roll up Q 7f, 21e, 21h, 25d, 9d)					88.7	A	Baseline
<b>WELCOMING</b>							
Percentage of students, parents, and community and partners that report that Edmonton Public Schools provides learning and working environments that are welcoming. (Source: District Feedback Survey roll up Q 3e, 11c, 4, 8c, 26d)					85.4	A	Baseline
<b>INCLUSIVE</b>							
Percentage of staff, students, parents, and community that report that Edmonton Public Schools provides learning and working environments that are inclusive. (Source: District Feedback Survey roll up Q 3c, 3d, 13e, 13f, 7c, 7d, 9a, 13a, 15d, 8e, 26e)					86.9	A	Baseline
<b>SAFE</b>							
Percentage of staff, students, parents, and community and partners that report that Edmonton Public Schools provides learning and working environments that are safe. (Source: District Feedback Survey roll up Q 13a, 13b, 13c, 13d, 15, 12a, 12b, 12c, 12d, 15, 25e, 9e, 26b)					89.1	A	Baseline
<b>HEALTHY</b>							
Percentage of staff and students that report that Edmonton Public Schools provides learning and working environments that are healthy. (Source: District Feedback Survey roll up Q 7c, 7d, 9e, 11b, 11c, 20b, 21c, 21d, 16c)					84.7	A	Baseline

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

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

## Priority 2:

### Provide welcoming, high quality learning and working environments.

#### 2014-2015 Results

As a District, we want every student to grow, thrive, and experience success throughout their learning journey. This achievement of personal wellness will support children and youth both as students and as members of the local and global communities. The District supports student growth and development academically, socially, and emotionally. To do this, we aim to provide classroom and school environments that give students a sense of safety, acceptance, and belonging. This allows students to focus on their learning, prepares them for their futures in post-secondary studies and/or the world of work, and helps them gain a strong sense of citizenship and social responsibility.

The District serves over 90,000 students representing a diverse range of beliefs, backgrounds, cultures, and circumstances. The diversity and uniqueness of each individual student must be accepted and respected if all our students are to succeed. We endeavour to have classroom and school environments that create a sense of belonging, acceptance, and emotional, psychological, and physical safety in order for children to learn. Safe and healthy learning environments require the assurance of frequent, consistent, and positive teacher-student and student-student interaction.

According to the District Feedback Survey, 88.7 per cent of students in Grades 3-6 and 82.5 per cent of students in Grades 7-12 felt they belong in school, 88.6 per cent of parents indicated that their child feels included in school, and 81.5 per cent of community respondents indicated District schools are welcoming to people in the neighbourhood. When asked if school respects the diversity of people, 93.7 per cent of students in Grades 3-6 and 88.9 per cent of students in Grades 7-12 indicated they agreed. Similarly, 95.0 per cent of staff indicated their school or decision unit respects and values the diversity of people, and 88.0 per cent of community respondents indicate the District is respectful of all cultures.

This is further supported by the comments provided by Grade 3-12 student respondents who were asked what they liked about their school in the District Feedback Survey. Safe/caring inclusive environments was identified as one of the top five responses, along with caring and supportive teachers and friends. Inspiring students within a caring and supportive environment is integral to ensuring student success. Students who are inspired by and cared for by their teachers can accomplish amazing things, and that motivation almost always stays with them. By forging strong relationships, educators are able to affect virtually every aspect of their students' lives, teaching them the important life lessons that will help them succeed beyond the four walls of the classroom.

In the area of student citizenship, many District schools facilitate opportunities that promote the attributes of citizenship and good character in their students. These skills are critical to a positive school environment and will serve students well in their adult life. This work also results in opportunities for students to develop leadership skills and principles to empower them to reach their full potential. In 2014-2015, 85.3 per cent of teachers, parents, and students indicated on the Accountability Pillar Survey that they were satisfied students model active citizenship, an increase of 2.9 per cent over the past five years. The District continued to slightly outpace the provincial response, which grew at a rate of 1.2 per cent to 83.9 per cent in 2014-2015. In terms of leadership opportunities, 75.1 per cent of students in Grades 3-6 and 79.1 per cent of students in Grades 7-12 indicated, on the District Feedback Survey, that they have chances to be a leader at their school. While these numbers are positive, there is the opportunity for schools to explore additional ways to provide student leadership opportunities.

In 2014-2015, 90.0 per cent of teachers, parents, and students who completed the Accountability Pillar Survey agreed that students are safe at school and are learning the importance of caring for others, an increase of 2.1 per cent compared to five years ago. The District continues to slightly outpace the

## Priority 2:

### Provide welcoming, high quality learning and working environments.

provincial response which grew at a rate of 1.2 per cent over the past five years to 89.2 per cent in 2014-2015. In addition, on the District Feedback Survey, a high percentage of students reported they feel safe in their school buildings (93.7 per cent for Grades 3-6, and 92.4 per cent for Grades 7-12), and slightly less safe outside of the school building (89.5 per cent for Grades 3-6 and 85.7 per cent for Grades 7-12). As well, 90.7 per cent of parent respondents indicated staff at their child's school provide a safe and caring learning environment, and 87.6 per cent of community respondents perceived District schools are safe places.

While students report an overall feeling of safety in their school, a closer analysis of District Feedback Survey data has indicated there is still work to do in the area of student safety and well-being; 53.7 per cent of students in Grades 3-6 have indicated in the 2014-2015 school year, they saw another student being bullied at school. Additionally, 50.2 per cent of students in Grades 7-12 reported that they have observed or witnessed threatening or harmful behaviour towards another student in the 2014-2015 school year. This data confirms the District's efforts to build staff awareness and capacity around mental health, to focus on bullying prevention, and to build strategic relationships with community partners that also are focused on mental health and well-being was a critical use of District resources and needs to remain a priority strategy on the go forward.

As part of this ongoing effort the District identified a variety of support materials to help staff, parents and students develop a school culture that fosters a positive school climate and addresses bullying behaviour. Furthermore, the District will continue to expand its approach to create safe and healthy learning environments by continuing to incorporate teaching respect for self and others, healthy behaviours, integrity, citizenship, a sense of commitment, and contribution to the school and society. This approach reflects a proactive perspective to creating safe school environments where bullying behaviour is reduced or eliminated.

In the effort to significantly reduce incidents of bullying, strategies to support mental health and well-being are critical. The District acknowledges the importance of positive mental health and the impact mental health and well-being have on student lives and the overall positive climate of the school. As such, the District is paying close attention to District Feedback Survey results that indicate only 70.6 per cent of students in Grades 7-12 report comfort in coping with stress, and when staff were asked which competencies should be emphasized in school, perseverance (54.9 per cent), coping with stress (48.6 per cent), resolving conflicts (46.4 per cent), and managing mental health (43.3 per cent) were the top priorities. Supporting students in managing their mental health, including dealing with stress, will need to be a continued area of focus.

A key component to mental well-being and health is one's physical health. With this in mind, the District is committed to encouraging healthy behaviours. The District Feedback Survey results indicated students are learning about living and being healthy, with 91.0 per cent of students in Grades 3-6 and 84.0 per cent of students in Grades 7-12 indicating they learned about (or are encouraged to make) healthy choices. Similarly, 91.5 per cent of students in Grades 3-6 indicate they exercise daily compared to 80.9 per cent of students in Grades 7-12.

In summary, the District has strengths in providing welcoming, inclusive, safe and healthy environments. Additionally, the District has opportunities to build upon initiatives that promote and encourage student leadership, continue to develop its capacity around mental health needs, and to advance its efforts in creating safe school environments where bullying behaviour is reduced or eliminated. It is the District's desire to strive towards school communities where all students, staff, parents, and community members feel welcomed, safe, and respected every day.



## Priority 2:

### Provide welcoming, high quality learning and working environments.

#### 2015-2018 Strategies

In support of the Strategic Plan, the following strategies over the next three years will be implemented. The priority strategy identified below directly links to the analysis of results and the focus Edmonton Public Schools needs to take to ensure our learning and working environments are welcoming, inclusive, safe and healthy.

#### Priority Strategy:

The District will develop tools, expand resource supports, and offer professional learning opportunities to continue to build expertise in strategies that promote and encourage student leadership, build student's ability to manage their mental health and advance our efforts in creating safe, welcoming and inclusive school environments. This will include:

- Explore, develop and implement further means to strengthen mental health services by developing a Mental Health Team to provide extensive intervention support to at-risk students.
- Developing and implementing administrative regulations that are aligned to Board Policy [AEBB.BP - Wellness of Students and Staff](#) and provide direction to schools with respect to creating learning and working environments that supports a District culture of wellness.
- Revising the Bullying Prevention Toolkit, developed in 2012 to align with the Strategic Plan, the amendments to the *School Act* (June 1, 2015), and recommendations outlined in Alberta's Plan for Promoting Healthy Relationships and Preventing Bullying.
- Identifying a Comprehensive School Health lead teacher in each school to support curricular instruction and the development, implementation and monitoring of strategies to create and maintain a culture of wellness for students in accordance with the amendment to the *School Act* regulations and the *Guide to Education*.
- Working collaboratively with government agencies and community partners to coordinate and provide awareness of, and access to, available resources and professional development in the area of mental health, bullying, and creating safe, welcoming and inclusive school environments.
- Building upon the concept of enhancing student leadership the District is organizing a professional learning day for school administrators and their leadership teams featuring Safe School Ambassadors®, a youth-centered, violence prevention program that has been implemented in more than 1,500 North American schools. This Wellness Day will also offer topics related to understanding the new Wellness of Students and Staff administrative regulations, changes to the revised *School Act*, mindfulness as a way of managing stress, and Human Resources related topics connected to the Staff Wellness section of the administrative regulations.
- Implementing the Commit to Kids Program. This program provides a step-by-step plan to assist child-serving organizations create and maintain safe and healthy environments by reducing the risk of potential offenders gaining access to children.

#### Additional Strategies:

- Continue to provide supports to schools related to student threat assessment, including Violence Threat Risk Assessment (VTRA) training opportunities and a District VTRA resource.
- Continue to provide supports to schools around the implementation of Board Policy [HFA.BP- Sexual Orientation and Gender Identity](#).
- Continue to provide Nonviolent Crisis Intervention (NVCi) Training opportunities including NVCi Comprehensive Workshop and Crisis Prevention Institute Specialized Training for NVCi re-certification.

## Priority 2:

### Provide welcoming, high quality learning and working environments.

- Continue to offer professional learning opportunities that promote positive mental health, create awareness of mental health problems and share evidence based strategies that support student and staff wellness, particularly information and strategies relative to managing stress.
- Continue to provide and highlight opportunities for students to develop leadership competencies and demonstrate citizenship skills.
- Continue to offer Mental Health First Aid training.



## Priority 2:

Provide welcoming, high quality learning and working environments.

### Goal Two: Quality Infrastructure for All

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

#### Performance Measures

Performance Measure	Results					Evaluation	
	2011	2012	2013	2014	2015	District Performance	Improvement
INFRASTRUCTURE							
<a href="#">Number of District-requested capital projects that received provincial funding (Source: EPS)</a>	0	2	0	10	11	N/A	+
<a href="#">Percentage of yellow bus riders whose one-way trip is less than 60 minutes (Source: EPS)</a>					97	A	Baseline
<a href="#">Percentage of school space used across the District. (Source: EPS)</a>	66	66	67	71	75*	B	+
Percentage of District sites with a minimum of 100 mb SuperNet link	0	0	3	33	87	A	+
Percentage of students (3-12), staff, parents, and community and partners that report their school building is well maintained. (Source: District Feedback Survey Q 3f, 11a, 15g, 9a, 26c)					89.7	A	Baseline
Percentage of community agency staff and CEOs that report they have access to the school space required to support the services they offer. (Source: District Feedback Survey Q 5b and 7b)					85.3	A	Baseline
Percentage of community and partners that report schools are easy to access for community activities. (Source: District Feedback Survey Q 26f)					74.9	B	Baseline
Percentage of community and partners that report schools are accessed easily by people with physical challenges. (Source: District Feedback Survey Q 26g)					74.1	B	Baseline
Percentage of community and partners that report schools are appropriately located to respond to student population needs. (Source: District Feedback Survey Q 26a)					75.3	B	Baseline

\*Note: 2014-2015 results use the Instructional Area Model (IAM) utilization formula which defines capacity to be 100%. Before this, the ACU was used and defined 85% as capacity.

## Priority 2:

### Provide welcoming, high quality learning and working environments.

#### 2014-2015 Results

The District believes that quality infrastructure is a foundation for high quality teaching and learning. This includes our buildings and the supporting systems such as communication and transportation networks. Currently, the District is responsible for 202 operational schools as well as several facilities accommodating the District's centralized supports. A comprehensive infrastructure strategy needs to address program distribution, new school opportunities, maintenance of aging infrastructure, efficient space utilization, and the accommodation of staff and students. To support high quality learning and working environments for over 90,000 students and more than 7,500 staff, the District utilizes an approach to infrastructure that includes a 10-Year Facility Plan, a 3-Year Capital Plan, an overarching Infrastructure Strategy and a set of Infrastructure Planning Principles.

School space continues to present as both an opportunity and a challenge for the District as we work to balance space utilization with student population growth, and new school construction versus the maintaining of aging infrastructure. In terms of space utilization and the accommodation of our students, the District's utilization rate is trending upward from 67 per cent in 2012-2013 to 75 per cent in 2014-2015 and the District's enrolment continues to rise with the September 30, 2014, enrolment count showing an increase of 3,145 students, up 3.6 per cent from the previous year. Presenting as a challenge is the matter of where our students reside, with the majority of our 10,000 newest students moving into new and developing communities over the last four years. This has created the demand for school space and the need for growth accommodation strategies.

During this time of challenging enrolment projections, the District remains committed to always looking for supports that will increase the accuracy of enrolment projections. This past year, the District worked with an external consultant to review comparison data. Preliminary findings from this work validate that the District utilizes processes in the calculation of student enrolment projections that are accurate and reliable.

Through the 3-Year Capital Plan, the District strives to strategically balance the need for new school construction versus the maintaining and modernizing of its aging infrastructure. At this time, the District has begun design and construction on 10 new construction projects. These projects will partially address space challenges across new communities. The Capital Plan provides a summary of the outstanding requests for construction projects. This summary reflects both new school construction and modernization requests and includes 20 projects over a three-year period. Aging infrastructure presents as a challenge to the District, as the average age of our schools is 46 years, with 90 out of 202 schools being 50 years of age or older. In recent years, the District has initiated projects in mature neighbourhoods that would see aging infrastructure replaced by a new school facility. An example of this work is the Ivor Dent Replacement School in north east Edmonton which will see the consolidation of three mature buildings and the accommodation of these students occurring in a new state-of-the-art facility. A second strategy to deal with aging infrastructure is the modernization of an existing school. The District currently has been funded to support design and construction on four modernizations and design only on an additional two schools.

Another key area related to infrastructure is the ongoing care and maintenance of our space. Despite the challenge of the age of the majority of our facilities, 89.7 per cent of students, staff, parents, and community indicated on the District Feedback Survey that their school building is well-maintained.

One aspect of facility maintenance is the updating of technology infrastructure to support accessible and efficient use of technology. In 2014-2015, the District completed SuperNet upgrades in 75 per cent

## Priority 2:

### Provide welcoming, high quality learning and working environments.

of schools, with the remainder scheduled for completion by December 2015. This infrastructure upgrade serves as the foundation to the delivery of an enhanced and more equitable internet service for all schools. Data from the District Feedback Survey indicated that 94.9 per cent of students in Grades 7-12 agreed that technology is meaningfully integrated into instruction.

The third component of quality infrastructure is transportation services. Several of our students rely on yellow bus services to get them to and from school every day. This service supports nearly 1,000 children enrolled in Early Education programming, regular students designated to a school outside of the neighbourhood where they live, students attending alternative programs, and students in need of specialized supports and services who choose to attend either their designated school or a District Centre special education program. The District strives to provide one-way bus rides less than 60 minutes. In 2014, 97 per cent of yellow bus routes met or exceeded this target.

In summary, the District is focused on delivering a strong infrastructure model despite significant challenges. Through growth accommodation and accurate pre-enrolment calculations, the District is making effective and efficient use of its current space. New school construction and the modernization of aging schools is central to creating a long-term infrastructure model that supports quality K-12 programming across the Edmonton area for years to come.

### 2015-2018 Strategies

In support of the Strategic Plan, the following strategies over the next three years will be implemented. The priority strategy identified below directly links to the analysis of results and the focus Edmonton Public Schools needs to have to ensure quality learning and working environments that facilitate quality program delivery through effective planning, managing, and investing in District infrastructure.

#### Priority Strategy

Implement Year 1 of the District Infrastructure Plan including the following initiatives:

- support new school openings for the 2016-2017 operational year;
- ongoing evaluation and monitoring of program distribution;
- communicate and work with parents and schools in areas impacted by growth accommodation challenges;
- support Early Learning program identification as informed by the Early Years' pilot; and
- ongoing analysis of data to inform District's space utilization rate.

#### Additional Strategies

- Continue to pursue utility savings and improve our overall sustainability with waste reduction and recycling initiatives.
- Complete the detailed design phase of the Edmonton Student Transportation Authority (ESTA) and forward to the Board for review and consideration for approval to proceed.
- Continue to work with other school jurisdictions and Alberta Education to provide feedback to [Alberta Education's Learning and Technology Policy Framework](#).
- Complete SuperNet upgrades for all schools
- Continue to pursue utility savings and improve the District's overall sustainability with waste reduction and recycling initiatives such as, lighting, control system upgrades and boiler replacements.

## Priority 2:

Provide welcoming, high quality learning and working environments.

### Goal Three: Building Capacity Through a Culture of Collaboration and Distributed Leadership

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

#### Performance Measures

Performance Measure	Results (in percentages)					Evaluation	
	2011	2012	2013	2014	2015	District Performance	Improvement
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. (Source: Accountability Pillar)	82.1	81.9	83.1	82.4	83.0	Very High	+
<b>PROFESSIONAL DEVELOPMENT AND GROWTH</b>							
<a href="#">Number of staff participating in professional growth opportunities through the Leadership Development Framework.</a> (Source: District Dashboard)			226	239	245	N/A	+
Percentage of staff that report Edmonton Public schools supports employee professional development and growth. (Source: District Feedback Survey Q 17a)					91.8	A	Baseline
Percentage of staff that report they are aware of career opportunities available to them within the District. (Source: District Feedback Survey Q 17b)					92.9	A	Baseline
Percentage of staff that report they have opportunities to move to different roles in the District. (Source: District Feedback Survey Q 17d)					76.1	B	Baseline
Percentage of staff that report school-based professional learning opportunities are effective in enhancing their professional growth. (Source: District Feedback Survey Q 18a)					88.5	A	Baseline
Percentage of staff that report catchment level professional learning opportunities are effective in enhancing their professional growth. (Source: District Feedback Survey Q 18b)					81.6	A	Baseline
Percentage of staff that report other District-wide professional learning opportunities are effective in enhancing their professional growth. (Source: District Feedback Survey Q 18c)					87.2	A	Baseline
Percentage of staff that report out of District professional learning opportunities are effective in enhancing their professional growth. (Source: District Feedback Survey Q 18d)					66.8	B	Baseline
Percentage of staff that report formalized coaching and mentoring that supports my professional growth are effective in enhancing their professional growth. (Source: District Feedback Survey Q 18e)					71.3	B	Baseline
Percentage of staff that report they have the knowledge, skills, and resources to program and support students in need of specialized supports and services. (Source: District Feedback Survey Q 25g)					78.5	B	Baseline



## Priority 2:

### Provide welcoming, high quality learning and working environments.

Performance Measure	Results (in percentages)					Evaluation	
Percentage of staff that report they have the knowledge, skills, and resources to program for and support students who are English Language Learners (ELL). (Source: District Feedback Survey Q 26a)					67.3	B	Baseline
Percentage of staff that report they have the knowledge, skills, and resources to program for and support students who self-identify as Status Indian/First Nations, Non-Status Indian/First Nations, Metis or Inuit. (Source: District Feedback Survey Q 26b)					68.0	B	Baseline
<b>DISTRIBUTED LEADERSHIP</b>							
Percentage of staff that report they have opportunities in their work to develop and demonstrate their leadership skills. (Source: District Feedback Survey Q 17e)					87.6	A	Baseline
Percentage of staff that report the decisions made at their school/decision unit reflect collaboration. (Source: District Feedback Survey Q 13b)					90.3	A	Baseline
<b>COLLABORATION</b>							
Percentage of staff that report staff in their school/decision unit work as a team. (Source: District Feedback Survey Q 15b)					89.4	A	Baseline
Percentage of staff that report staff in their school/decision unit collaborates with other school/decision units. (Source: District Feedback Survey Q 15c)					86.4	A	Baseline
Percentage of parents that report the decisions made at their child's school reflect collaboration. (Source: District Feedback Survey Q 12b)					77.7	B	Baseline

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

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

## 2014-2015 Results

High quality teaching and leadership are at the heart of student success. Providing quality education and learning environments, along with supports and services that help our students succeed, is a responsibility shared by all District staff. Critical to this expectation is a District culture that promotes collaboration, provides opportunities for shared leadership, and values professional learning for all staff.

Overall, data from the District Feedback Survey validates that the District is a positive place to work. According to the District Feedback Survey, 92.9 per cent of employees indicated awareness of career opportunities available to them, 84.4 per cent of employees were aware of leadership development opportunities, while 76.1 per cent of staff perceive they have opportunities to move to different roles within the District. When asked, 87.6 per cent of staff felt they have opportunities in their work to develop and demonstrate leadership skills.

Collaboration is both a District cornerstone value and a critical element to a thriving learning environment. On the District Feedback Survey, 90.3 per cent of staff felt decisions made reflected collaboration, and 89.4 per cent of employees indicated that their staff work as a team. Additionally,

## Priority 2:

### Provide welcoming, high quality learning and working environments.

77.7 per cent of parents perceived that that decisions made at their child's school reflected collaboration.

Lifelong learning is a value supported and promoted within education. This includes the opportunity for all staff to continue to learn and grow in their area of responsibility and expertise. The District's approach to providing professional development is evolving and shifting to reflect the many ways staff need and want to engage in professional growth opportunities. These include formalized mentoring and coaching, online learning cohorts; in-services; and professional development sessions that can be delivered in a variety of ways, times, and places to accommodate individual staff learning preferences. The results from the District Feedback Survey indicate that the District's approach to professional learning is of value as 91.8 per cent of District staff reported that Edmonton Public Schools supports employee professional development and growth.

The District also recognizes the importance of leadership and provides many opportunities for staff to grow and thrive as leaders. The District's Leadership Development program provides leadership learning opportunities that support both emerging leaders and current leaders in their development and growth. Additionally, through Catchment professional development, leadership opportunities are emerging due to the fact that many consultants and teachers are co-creating and co-presenting professional development sessions. Collaborative work in schools is also promoting and enhancing instructional leadership as teachers collectively work together, coach and mentor colleagues in order to blend theory and practice in support of evidence-based instructional practices.

The District Feedback Survey has provided staff an opportunity to share their perspectives on the various types of learning available to them. As a result, 88.5 per cent of staff reported that school-based professional learning opportunities are an effective means of enhancing their professional growth, 87.2 per cent of staff found other District-wide learning opportunities to be effective, 81.6 per cent of staff reported that catchment level learning opportunities are an effective means of enhancing professional growth, 71.3 per cent of staff indicated formalized coaching and mentoring was an effective means of enhancing professional growth, and 66.8 per cent of staff indicated that out-of-District learning opportunities enhanced their professional growth. However, 30.2 per cent of staff indicated they were not aware out-of-District opportunities. This data will help to inform future planning and allocation of resources related to District-level professional learning opportunities.

As much as staff have a positive perspective to the professional and leadership growth opportunities available to them through the District, there remains an area for improvement in relationship to professional development and building staff capacity. The District Feedback Survey data indicated that only 67.3 per cent of staff perceive they have the knowledge, skills, and resources to program for and support ELLs. Likewise, only 68.0 per cent of staff reported they have the knowledge, skills, and resources to program for and support students who self-identify as First Nations, Métis, or Inuit. In the District's efforts to provide quality learning environments that enable all students to succeed, this area of teacher/staff capacity and confidence needs to be a strategic focus on the go forward.

The catchment structure serves as a professional network that supports multiple ways teachers can work together, including professional development, networking, planning, and collaborating. The District Feedback Survey afforded teachers the opportunity to provide their perspective to the value of the catchment structure. The following themes were identified as Catchment structure strengths: collaboration/networking; professional development learning; and development of common

## Priority 2:

### Provide welcoming, high quality learning and working environments.

goals/consistency across schools. The following themes were identified as opportunities for Catchment improvement: varied professional development/topics relevant to specific needs; subject/grade-level/position specific collaboration; and more opportunities for collaboration/networking.

In summary, the District provided many opportunities through which staff were able to enhance their professional and leadership capacity within a culture of collaboration. Furthermore, the Catchment work is valued by staff as a means to support learning and working together. Opportunities will continue for improving the effectiveness of school, Catchment and District professional learning, with a focus on building staff capacity in meeting the needs of our ELL and First Nations, Métis, and Inuit students.

### 2015-2018 Strategies

Over the next three years, the following strategies will be implemented in support of the Strategic Plan. The Priority Strategy identified below directly links to the analysis of survey results and the focus Edmonton Public Schools needs to ensure that throughout their careers, all staff are provided opportunities to enhance their professional capacity and leadership within a culture of collaboration.

#### Priority Strategy:

- Enhance the communication of professional learning opportunities to District staff to promote increased awareness of, and participation in, professional learning opportunities:
  - implement a professional learning management system to: allow staff to search, register, and track professional learning opportunities; plan, monitor and report on professional learning opportunities at a District-level; and, enable more effective talent management and succession planning.
- Support school and Catchment professional learning by collaborating with central decision units around the facilitation and delivery of professional learning topics.
- Develop a range of Summer Institute learning opportunities to build teacher capacity around meeting the instructional learning needs of all our students, including ELL, First Nations, Metis, and Inuit, and students in need of specialized supports or services.

#### Additional Strategies:

- Continue to provide professional learning opportunities for First Nations, Métis, and Inuit Lead Teachers and educators throughout the District to support First Nations, Métis, and Inuit education and culture.
- Continue to offer opportunities for mentoring through teacher, educational assistant, administrative assistant and custodial mentors, as well as coaching skills training and mentoring modules to emerging and experienced leaders through the Leadership Development Framework.
- Communities of practice will continue to respond to staff needs as they are identified, including those that are co-led by school and central leaders to provide collegial dialogue, mentorship and best practices, as well as those that support the work of teachers, administrative assistants, library technicians, science technicians and educational assistants.
- Continue to develop and implement administrative regulations related to [AEBB.BP - Wellness of Students and Staff](#).
- Continue to employ a range of recruitment strategies designed to attract the very best applicants and to meet the District's increasing need for qualified employees in several staff groups, including First Nations, Métis, and Inuit teachers and staff.

## Priority 2:

Provide welcoming, high quality learning and working environments.

### Goal Four: A Culture of Excellence and Accountability

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

#### Performance Measures

Performance Measure	Results (in percentages)					Evaluation	
	2011	2012	2013	2014	2015	District Performance	Improvement
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 (Source: Accountability Pillar)	78.5	79.7	80.8	78.0	80.1	High	+
<b>ACCOUNTABILITY AND EXCELLENCE</b>							
Percentage of teachers, parents and students satisfied with the overall quality of basic education (Source: Accountability Pillar)	90.6	90.6	91.2	89.8	91.0	Very High	+
Percentage of staff that report the decisions made at their school/decision unit reflect accountability. (Source: District Feedback Survey Q 13a)					92.0	A	Baseline
Percentage of staff that report the decisions made at their school/decision unit reflect equity. (Source: District Feedback Survey Q 13c)					85.7	A	Baseline
Percentage of staff that report the decisions made at their school/decision unit reflect integrity. (Source: District Feedback Survey Q 13d)					91.1	A	Baseline
Percentage of staff that report they have the supports and resources they need to do their job effectively. (Source: District Feedback Survey Q 14g)					83.3	A	Baseline
Percentage of staff that report the structures and processes in their work environment are effective and efficient. (Source: District Feedback Survey Q 15a)					86.7	A	Baseline
Percentage of staff that report Edmonton Public Schools is a good place to work. (Source: District Feedback Survey 16a)					97.1	A	Baseline
Percentage of staff that report Edmonton Public Schools uses data to inform planning and decision-making. (Source: District Feedback Survey Q 19e)					73.6	B	Baseline
Percentage of staff that report Edmonton Public Schools uses resources responsibly. (Source: District Feedback Survey Q 20b)					73.2	B	Baseline
Percentage of staff that report work responsibilities are fair and reasonable. (Source: District Feedback Survey Q 14f)					87.4	A	Baseline
Percentage of parents that report the decisions made at their child's school reflect accountability. (Source: District Feedback Survey Q 12a)					75.7	B	Baseline
Percentage of parents that report the decisions made at their child's school reflect equity. (Source: District Feedback Survey Q 12c)					76.5	B	Baseline
Percentage of parents that report the decisions made at their child's school reflect integrity. (Source: District Feedback Survey Q 12d)					80.5	A	Baseline

## Priority 2:

### Provide welcoming, high quality learning and working environments.

Performance Measure	Results (in percentages)					Evaluation	
	2011	2012	2013	2014	2015	District Performance	Improvement
Percentage of parents that report their child has access to appropriate resources to be successful in his/her school. (Source: District Feedback Survey Q 8f)					83.8	A	Baseline
Percentage of community and partners that report Edmonton Public Schools uses its financial resources to best meet the learning needs of students. (Source: District Feedback Survey Q 15)					68.3	B	Baseline

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

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

### 2014-2015 Results

To achieve its vision of transforming the learners of today into the leaders of tomorrow, the District has established an operational foundation that functions from the perspectives of continuous improvement, evidence-based decision-making, striving for efficiencies, public accountability and transparency, and placing student success at the centre of our actions.

The District's accountability framework ensures the fiscal integrity and effective oversight of District funds towards the achievement of the District's Vision, Mission, Priorities, board policies, and requirements of Alberta Education. Furthermore, through the implementation of the Equity Fund, the District continues to demonstrate its intentional efforts to support the equitable distribution and efficient use of resources based on the specific needs of the student population, thereby deepening its commitment to supporting student success and well-being. On the District Feedback Survey 83.8 per cent of parents indicated their child has access to the appropriate resources to be successful in school. This positive parental perception around the allocation of resources supports that parents feel the District is on target with its allocation of resources. However, only 68.3 per cent of District partners and community stakeholders indicated that the District uses its financial resources to best meet the learning needs of its students. This result is an indicator that the District can improve upon its communication around decisions related to the distribution of funds.

Furthermore, the District's Cornerstone Values (equity, accountability, collaboration, and integrity) are integral to decision-making and serve as guiding principles for our work and actions. These common set of values allow us to be united as we focus on our purpose – the success and well-being of over 90,000 students. Our Cornerstone Values are alive in our District today. In the District Feedback Survey, staff indicated decisions made reflect accountability (92.0 per cent), collaboration (90.3 per cent), equity (85.7 per cent), and integrity (91.1 per cent). Meanwhile, parents responding to the survey indicated decisions made at their child's school reflect accountability (75.7 per cent), collaboration (77.7 per cent), equity (76.5 per cent), and integrity (80.5 per cent). While these results are slightly lower than those responses from staff, it is important to note that approximately 56.7 per cent of parents were not aware of the District's Cornerstone Values prior to taking the survey.

Edmonton Public Schools also prides itself in the quality of education it delivers to over 90,000 students throughout its 202 schools. In the 2014-2015 Accountability Pillar survey, 91.0 per cent of teachers, parents, and students who responded indicated they were satisfied with the overall quality of basic education, which is slightly higher than the provincial result of 89.5 per cent. The District is pleased with these results and with the fact that it has maintained this standing over the last five years. This high level

## Priority 2:

### Provide welcoming, high quality learning and working environments.

of satisfaction from its stakeholders is an indication that the District has created a culture of excellence and assurance among stakeholders.

This is further reinforced through the staff results achieved in the District Feedback Survey; 97.1 per cent of District staff reported that they believe that Edmonton Public Schools is a good place to work, with 83.3 per cent of those who responded to the survey indicating they have the resources to do their job, 87.4 per cent indicating their work responsibilities are fair and reasonable, and 86.7 per cent indicating structures and processes in their workplace are effective and efficient. These results demonstrate the District's commitment in providing high quality, effective, and efficient working environments for all staff.

Furthermore, in the area of evidence-based decision-making, the District continues to focus on building an ongoing culture of continuous improvement through data-driven decision-making. Eighty-six per cent of staff indicate that the District uses data to guide instructional practice and 73.6 per cent reported that the District uses data to inform planning and decision-making.

In summary, the District demonstrates accountability and excellence in its decisions and conduct, with clear evidence that these are grounded in effective, efficient, equitable, and evidence-based practices. Educational stakeholders report strong agreement that the decisions reflect the District's cornerstone values and that Edmonton Public Schools is a good place to work, focused on the delivery of quality of education. As the results indicate, the District has the opportunity to build awareness and communicate to parents and community stakeholders how the District uses its resources and data to inform planning and decision-making.

### 2015-2018 Strategies

In support of the Strategic Plan, the following strategies over the next three years will be implemented. The priority strategy identified below directly links to the analysis of results and the focus Edmonton Public Schools needs to do to ensure the District is grounded in effective, efficient and evidence-based practices.

#### Priority Strategy:

Develop and implement an internal, online, interactive dashboard that will enable District leaders to monitor and measure progress toward the achievement of the District Priorities. A dashboard in support of the Strategic Plan will also allow the District to foster system improvement through the use of data as it will display performance measures that illustrate District performance in areas that are important to continuous improvement.

- The internal dashboard will provide a platform for District leaders to easily access data and analytical tools (ways to look at, compare, organize and sort data) that would inform practice and support action.
- The dashboard will organize, summarize, consolidate, and visually represent data, thereby streamlining the way data is accessed and reports are created.
- The development of the internal dashboard will achieve the following primary outcomes:
  - align metrics with the strategic goals of the District;
  - improve accessibility of data at the school and District level based on performance measures as defined by the Strategic Plan – online access to data that can inform practice and can be acted upon;



## Priority 2:

### Provide welcoming, high quality learning and working environments.

- allow existing District metrics (EYE-TA, HLAT, etc.) to be integrated and included in the dashboard;
- link student, school, and District data and present it in one easy-to-use online source;
- improve efficiencies in the management and reporting of data i.e., timeliness of data, streamlining the way data is reported across the District;
- reduce the amount of time central staff spend on synthesizing and reporting data;
- increase resources dedicated to the management and analysis of data;
- improve a school's ability to target resources most effectively;
- evaluate activities and strategies in support of the Strategic Plan at an operational level to ensure resources (e.g., space, dollars, staff) are targeted to those initiatives that result in the highest impact; and
- move leaders to looking beyond historical data and support using predictive forecasting and predictive measures to inform decision-making.

#### **Additional Strategies:**

- Complete implementation of E-Biz, including:
  - deliver instructor-led and web-based training for the E-Biz;
  - manage transition of processes, data, and system(s) through a central command centre;
  - provide post go-live functional and Information Technology (IT) support; and
  - provide on-going structure and governance for application support and continuous improvement activities.
- Building on the success of equity fund Catchment reporting, implement Catchment Strategic Planning sessions and processes to complement the Strategic Plan and school plans.
- Implement portfolio management and develop a process to evaluate initiatives that will result in the most benefit to students and that demonstrate the strongest alignment with the Strategic Plan.
- Continue to support schools in aligning their First Nations, Métis, and Inuit School Resource Tool and First Nations, Métis, and Inuit Guiding Document with their school plan to support student achievement and success.



## **PRIORITY 3**

**Enhance public education through communication, engagement and partnerships.**



## Priority 3:

### Enhance public education through communication, engagement and partnerships.

#### Summary of Accomplishments

---

##### Goal One: Parents as Partners

Offered District-level school council training in the fall to support the establishment and operation of parent councils for the school year. Additionally, the District paid for the annual fee for all District School Parent Councils to be members of the Alberta School Councils' Association.

- Provided supports to school councils that encouraged and facilitated parent involvement in education through ongoing information, processes and protocol support, and communicated parent learning opportunities.
- Recognized 25 parents for their participation in and support of quality public education through the District Recognition program.
- To support effective communication between parents and schools enhanced the District website, the District's social media strategy, and the SchoolZone web portal as communication tools with parents.
- To support efficiencies for parents as users of our system, introduced on SchoolZone an online pre-enrolment process, an application to curbside bus routing, the option for online fee payments, and the District news section.
- In collaboration with Edmonton Regional Learning Consortium provided engagement sessions to parents/guardians of First Nations, Métis, and Inuit students and developed tools and resources to engage First Nations, Métis, and Inuit parents/guardians as partners in support of student learning and career planning.

---

##### Goal Two: Supports for the Whole Child

- Continued to strategically collaborate with key community stakeholders at the systems level to support the implementation of and advocacy for school based wrap around models.
- District schools participated in collaborative wraparound initiatives in partnership with other service providers to bring programs, supports and services directly into the school community in a manner that enhanced student and/or family well-being and promoted increased educational success. Examples of this approach across the District include:
  - The Community Mental Health Program at Parkview School;
  - Braemar School/Terra Centre program;
  - Partners for Kids program in 14 District schools;
  - The Star Program at Jasper Place; and
  - Schools as Community Hubs in three District schools.
- Partnered with the City of Edmonton and Edmonton Catholic Schools to deliver The Journey to Reconciliation Youth Leadership Conference (March 2015), where more than 700 Indigenous and non-Indigenous youth and adults explored the concept of reconciliation.
- Collaborated with community organizations and post-secondary institutions through the First Nations, Métis, and Inuit External Advisory Committee provided information on initiatives, programs, and supports for First Nations, Métis and Inuit students, families and community members.

## Priority 3:

### Enhance public education through communication, engagement and partnerships.

- Continued to access the Inclusive Education Advisory Committee to discuss aspirations for inclusive education and provide two-way communication related to District policy, regulation, or practice regarding inclusive education.
- Worked in partnership with members of Edmonton's immigrant and refugee community to provide programs and services to newcomer families including monthly parent information sessions about the school system in Alberta.
- Delivered the District Feedback Survey to parents, students, staff, and community to seek feedback on what stakeholder's value about public education, priorities, and opportunities to improve as a school District. The District received 3,107 parent responses and 305 community responses.

---

#### Goal Three: Engaged and Effective Governance

- Established Board Policy [AA.BP - Stakeholder Relations Policy](#) to reflect the Board's responsibility to provide meaningful stakeholder engagement opportunities and to establish a framework to guide a District approach to stakeholder relationships. The Board lived the values of this policy during its development by seeking input and perspective from key community stakeholders. Once a draft of AA.BP was developed, it was then also posted for online feedback with 99 stakeholders responding.
- A pilot District course promoting youth voice, leadership, and the opportunity to learn and experience governance was offered. There were 28 students from across the District who participated in the District Legacy course. Additionally the pilot saw the election of the first Student Trustee in the Province of Alberta. The Student Trustee was officially sworn in at the November 25, 2014, public board meeting and served the Board through to June 30, 2015.
- Enhanced generative governance by seeking input from stakeholders, around key educational issues:
  - In October 2014 continued the conversation around a potential replacement school with members of the Greater Highlands community.
  - In October 2014 engaged 300 stakeholders at the Career Pathways Symposium to discuss the Career Pathways Model. The stakeholders included students, parents, teachers, business community, non-profit groups, post-secondary institutions, government, and community organizations.
- In June 2015 engaged 31 community members and potential partners interested in the North East Replacement School Campus and Annex.
- In March 2015 implemented a parent budget survey to seek parent voice and perspective to help inform spring budget decisions around the allocation of educational funding; over 4,000 parents participated in the online survey.
- Continued to provide opportunity for parent and community involvement around the spring School Budget Planning Process.
- Continued to demonstrate accountability and transparency to parents and the broader community through the opportunity to attend the yearly District Results Review Process and the communicating of our results at public board.
- Supported ongoing communication and engagement with parents and community members through such avenues as SchoolZone, the District website, and central supports.

## Priority 3:

Enhance public education through communication, engagement and partnerships.

### Goal One: Parents as Partners

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

#### Performance Measures

Performance Measure	Results (in percentages)					Evaluation	
	2011	2012	2013	2014	2015	District Performance	Improvement
<b>PARENTAL INVOLVEMENT</b>							
Percentage of parents and teachers satisfied with parental involvement in decisions about their child's education. (Source: Accountability Pillar)	78.9	77.8	78.7	78.9	79.5	High	+
Percentage of parents that report that they have opportunities to communicate with their child's teacher. (Source: District Feedback Survey Q 20)					96.6	A	Baseline
Percentage of parents that report that they feel that student progress is reported on an ongoing and timely manner. (Source: District Feedback Survey Q 15)					88.7	A	Baseline
Percentage of parents that report that the information they receive about their child's learning at school tells them what they need to know in order to help their child be successful in school. (Source: District Feedback Survey Q 18)					82.9	A	Baseline
Percentage of parents involved in the IPP process that reported they felt part of a team with teachers and other staff. (Source: District Feedback Survey Q 5)					72.1	B	Baseline
Percentage of parents that report they are welcome at their child's school. (Source: District Feedback Survey Q 7a)					94.4	A	Baseline
Percentage of parents that report they are aware of opportunities they have to be involved in their child's education. (Source: District Feedback Survey Q 7c)					88.8	A	Baseline
Percentage of staff that report at their school, parent(s)/guardian(s) have opportunities to be involved to the best of their ability in their child's education. (Source: District Feedback Survey Q 26e)					94.6	A	Baseline
Percentage of students (Grade 3-12) who report that their parent(s)/guardian(s) discuss(es) their report card with them. (Source: District Feedback Survey Q 17b and 18c)					85.7	A	Baseline

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

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

#### 2014-2015 Results

A child's first "teacher" in life is their parents and a lot of life learning has happened long before a child's first day of school. Kindergarten or Grade 1 is the start of formalized educational programming and the K-12 journey towards school completion. At this time, parents are extending the responsibility for the growth and development of their children to include school staff. This is a privilege, as well as an

## Priority 3:

### Enhance public education through communication, engagement and partnerships.

opportunity to work together in partnership between a child's parents and the educational staff of the school. The goal of this partnership is that each child grows, thrives, and experiences school success in readiness for their life beyond Grade 12.

Edmonton Public Schools values the role of parents and strives to find ways to work together that promote the success and well-being of their children. There are many ways parents can be actively involved in their child's schooling and this will vary across the District's 202 schools and many learning programs. The first step in support of a positive school-parent partnership is to ensure that all families are welcomed and respected as members of the school community. On the District Feedback Survey 94.4 per cent of parents responding to the survey indicated they are welcome at their child's school.

Communication between the home and school is critical to maintaining a positive working relationship between school staff and parents. There are multiple ways to support open and timely communication. Results from the District Feedback Survey provided the District with the following information around quality communication between home and school: 96.6 per cent of parents indicated that they were satisfied with the opportunities they have to communicate with their child's teacher; 88.7 per cent of parents reported satisfaction with the manner in which student progress is reported; and 82.9 per cent of parents indicated that the information they receive from the school tells them what they need to know in order for them to help their child be successful in school. Overall, these are positive results, with room for continuous improvement to ensure parents have the information they need to support their child's learning.

Beyond strong communication between the school and parents, is the opportunity for parents to be actively involved in their child's school. Parent involvement takes on many shapes and forms, including such things as sitting on parent council, attending student led conferences, volunteering in the school library to being a guest speaker in a classroom in support of Career Pathways. The District Feedback Survey provided the opportunity for parents to share with us a perspective around how we are doing in supporting and promoting parent involvement; 88.8 per cent of parents indicated they are aware of opportunities they have to be involved in their child's education and 94.6 per cent of staff indicated parents have opportunities to be involved in their child's education. When asked how they are involved in their child's education, parents most commonly responded: accessing SchoolZone (92.6 per cent); monitoring homework (87.9 per cent); attending parent teacher meetings (79.6 per cent); and, attending school events (75.7 per cent). Almost half of the parents who responded to the survey indicated they volunteer in school, and 25.0 per cent identified they attended school council meetings. Currently, a quarter of parents participate in school council meetings as a means of input or advocacy; this may be an indication that there is an opportunity to explore additional methods to engage parents in an advisory capacity.

Additionally 85.7 per cent of students Grades 3-12 indicated that their parent took time to discuss their report card with them. While these are positive results, there is a critical indicator showing where there is room for improvement. Only 72.1 per cent of parents involved in the Individualized Program Plan (IPP) process indicated that they felt like they were part of the team with teachers and other staff in the development of their child's IPP. Our students in need of specialized supports or services face unique challenges in their educational journey and a strong partnership between home and school is foundational to their success in school.



## Priority 3:

### Enhance public education through communication, engagement and partnerships.

Alberta Education's Accountability Pillar Survey 2014-2015 data indicated that the percentage of parents and teachers satisfied with parental involvement in decisions about their child's education is 79.5 per cent. While this reflects an increase over previous years' performance dating back to 2011, the District is still slightly lower than the provincial average of 80.7 per cent. Finding ways in which we can enhance parental involvement in decision making about their child's education is an area for growth.

The District Feedback Survey asked parents what additional information they would need in order to know if their child is being successful in school, the top three responses provided by parents were: improved/more regular communication and feedback; specific/personalized/transparent information regarding their child's achievement; and indicators of their child's success other than grades. This information provides the District with feedback that will help to inform future communication and parent engagement strategies in support of a strong partnership between home and school in support of student success.

In summary, parents feel welcome in their child's school, feel they have strong communication channels with their child's teacher and are aware of opportunities to be involved in their child's education. Parents are indicating the number one way they gather information about their child's learning is through report cards, the fact that they would like more specific, personalized information about how their child is doing in school, including indicators of success other than grades, is important information for schools to consider when they are reporting student achievement and growth. Additionally, parents indicated that SchoolZone is the second most popular way they gather information about their child's learning; as such, the opportunity exists to expand use of SchoolZone for communication. Finally, there exists an opportunity to engage with parents to identify potential ways to strengthening the school council process or exploring other forms of parental engagement.

### 2015-2018 Strategies

In support of the Strategic Plan, the following strategies over the next three years will be implemented. The priority strategy identified below directly links to the analysis of results and the focus Edmonton Public Schools needs to take to promote effective communication with parents and to ensure opportunities are provided for parents to be involved in their child's education.

#### Priority Strategy:

Identify, and implement best practices in parent engagement occurring in school Catchments to enhance parental engagement District-wide by:

- conducting a literature review to determine best practices in parent engagement to support all parents' participation in their child's learning;
- hosting a District-wide parent consultation session (in person or using blackboard collaborate) to gather feedback from parents on how to enhance their engagement in the education of their children;
- consulting with Catchment principals to share their most promising practices for working with parents;
- working with the Alberta School Council Association to identify best practices in parent engagement; and
- utilizing the information gathered from the literature to develop a parent engagement strategy and associated tools and resources to support principals and teachers in engaging parents in the education of their child.

## Priority 3:

### Enhance public education through communication, engagement and partnerships.

#### **Additional Strategy:**

- Explore innovative ways to utilize SchoolZone to engage parents in the school community (i.e., post and highlight literacy/numeracy tips and videos to support parents in working with their children to support their academic success, a Trustee section to engage parents on Board decisions such as development of the District's Vision, Mission, Priorities, distribution of funds, naming of schools etc.).
- Develop and implement a systematized approach for electronically completing, collecting, storing and sharing various students plans and reports, including IPPs and ELL benchmarks, through a network-connected enterprise-wide system that would support enhanced parental engagement.



## Priority 3:

Enhance public education through communication, engagement and partnerships.

### Goal Two: Supports for the Whole Child.

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

#### Performance Measures

Performance Measure	Results (in percentages)					Evaluation	
	2011	2012	2013	2014	2015	District Performance	Improvement
<b><u>PARTNERSHIPS</u></b>							
Percentage of staff that report Edmonton Public Schools has partnerships that enhance student success. (Source: District Feedback Survey Q 20d)					79.9	B	Baseline
Percentage of staff that report that their school has access to supports and services for students with challenging circumstances. (Source: District Feedback Survey Q 26c)					80.4	A	Baseline
Percentage of parents that report that they are aware of community partners in their child's school. (Source: District Feedback Survey Q 26)					37.8	D	Baseline
Percentage of community agency staff that report they have a positive working relationship with school staff that enables meeting their agency's mandate in support of students. (Source: District Feedback Survey Q 5a)					96.9	A	Baseline
Percentage of community agency CEOs that report they have a positive working relationship with Edmonton Public Schools' Central Office staff. (Source: District Feedback Survey Q 7a)					91.2	A	Baseline
Percentage of community agency staff that report they see a direct link between school-based supports and services their agency provides and student growth and success. (Source: District Feedback Survey Q 5d)					99.0	A	Baseline
Percentage of community agency staff that report there are processes to support effective communication and decision-making between their agency and school staff. (Source: District Feedback Survey Q 5c)					89.8	A	Baseline

#### 2014-2015 Results

If the District is to achieve the goal of success and fulfillment for all of its students, this will not be done in isolation. The diversity and complexity of need across our student body requires expertise, knowledge, and skills beyond that of professional educators. In order for all students to engage and learn in the classroom no matter their background, capabilities, or circumstances, we will need to work closely with our fellow community stakeholders who share a joint commitment to the success and well-being of today's children and youth.

The community is already actively involved in the educational programming and supports and services offered across District schools. In fact, 79.9 per cent of District staff indicated that Edmonton Public Schools has partnerships that enhance student success, and 89.4 per cent of school staff report that

## Priority 3:

### Enhance public education through communication, engagement and partnerships.

they have access to community supports and services for students with challenging circumstances. While staff awareness of partnerships that exist within schools are solid results the District can build upon, only 37.8 per cent of parents who responded to the survey indicated they were aware of community partnerships at their child's schools. This represents as an opportunity for the District to explore how to better acknowledge and make aware the contributions of community to student success.

Communication, shared leadership, and positive relationships are foundational to the development and maintenance of strategic partnerships that support student success. On our District Feedback Survey 96.9 per cent of community agency staff reported that they have a positive working relationship with schools staff, and 91.2 per cent of community agency leaders reported that they have a positive working relationship with District administration. Additionally, 89.8 per cent of our community partners reported that there are processes in place to support effective communication and decision-making between their organization and the District. This data suggests that strong relationships have been built with agencies in the community. This is a strength that can be capitalized upon to build future partnerships to support the whole child.

Partnerships thrive when there is a shared common purpose and vision between the partnering organizations; 99.0 percent of community agency staff reported that they see a direct link between school-based supports and services their agency provides and student growth and success. This information suggests that the work agencies are doing in our schools strongly aligns to our Strategic Plan and reinforces that, together, we are collectively focused on ensuring success for the students and families we serve. In addition, with the anticipated arrival of Syrian refugees, the opportunity exists to work together with partners to welcome and support these anticipated students and their families into the school community.

In summary, the District values the contributions and commitment of its partners. This is a shared belief and is a foundation that can be built upon in coming years as the District strives to ensure all schools and students have the benefits, supports, and services that strategic community partnerships bring into the school environment. This is a fundamental strategy to the District's goal of success and fulfillment for all of its students.

### 2015-2018 Strategies

In support of the Strategic Plan, the following strategies over the next three years will be implemented. The priority strategy identified below directly links to the analysis of results and the focus Edmonton Public Schools needs to take to ensure community partnerships are established to provide supports and services to foster growth and success of students and families.

#### Priority Strategy:

Build a partnership framework that will support District leaders in their work to form strategic community relationships and partnerships. The partnership framework will address the following aspects of strategic community engagements:

- evidence-based needs assessment;
- exploring potential community relationships;
- planning and developing a partnership initiative;
- implementing a school-community initiative or partnership;

## Priority 3:

### Enhance public education through communication, engagement and partnerships.

- maintaining, monitoring, and ending community relationships;
- accountability and reporting;
- grants and research opportunities; and
- signing authorities.

#### **Additional Strategies:**

- The Edmonton Public Schools Foundation will expand its partnership network to communicate and engage with stakeholders about the needs for early learning supports and opportunities to be involved.
- Continue to increase engagement and strength-based relationships between First Nations, Métis, and Inuit families, community members, Elders, Knowledge Keepers and Cultural Advisors and District schools through professional learning opportunities and resources, such as the [\*First Nations, Métis and Inuit Family Guide\*](#).
- Continue to support partnerships that are foundational to the provision of wrap-around services in existing initiatives such as The Way In project, the Star Program, and All in for Youth.
- Continue to maintain partnerships with community stakeholders serving the immigrant and refugee community that support student and family capacity and support adjustment to life in Canada, including schooling. The District is developing, and will need to implement, a strategy to support the anticipated arrival of the Syrian refugees.
- Continue to collaborate with Edmonton Community Threat Response and Intervention Support Protocol (C-TRISP) partners to prevent and reduce violence in schools and communities, and provide intervention and supports for students at risk.
- Establish a single one point of contact in the District to enhance communication and support for community members.

## Priority 3:

Enhance public education through communication, engagement and partnerships.

### Goal Three: Engaged and Effective Governance

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

#### Performance Measures

Performance Measure	Results (in percentages)					Evaluation	
	2011	2012	2013	2014	2015	District Performance	Improvement
<b><u>DISTRICT GOVERNANCE</u></b>							
Number of staff, students, parents and community members who responded to the District Feedback Survey. [Dashboard]					57,063	n/a	Baseline
Percentage of staff that report they are aware of the District's vision, values and priorities. (Source: District Feedback Survey Q 12a)					95.8	A	Baseline
Percentage of staff that report their work aligns to the District's strategic plan. (Source: District Feedback Survey Q 12b)					86.4	A	Baseline
Percentage of staff that report that the decisions of the Superintendent supports the success and well-being of students and staff. (Source: District Feedback Survey Q 19b)					85.5	A	Baseline
Percentage of staff that report that the decisions of the Board of Trustees supports the success and wellbeing of students and staff. (Source: District Feedback Survey Q 19a)					78.8	B	Baseline
Percentage of parents that report they have contacted their child's school Trustee. (Source: District Feedback Survey Q 31)					24.4	D	Baseline
Percentage of parents that contacted their Trustee that report they were satisfied with the outcome. (Source: District Feedback Survey Q 32)					73.3	B	Baseline
Percentage of community and partners that report their organization understands how to navigate the various levels and departments of Edmonton Public Schools that supports how they work together. (Source: District Feedback Survey Q 7c)					61.8	C	Baseline
<b><u>ENGAGEMENT/COMMUNICATION</u></b>							
Percentage of staff that report they have opportunities to provide input into decision-making that affects their work. (Source: District Feedback Survey Q 14 c)					87.8	A	Baseline
Percentage of staff that report Edmonton Public Schools is transparent in its communications and decision-making processes. (Source: District Feedback Survey Q 20a)					75.7	B	Baseline
Percentage of parents that report staff at their child's school build trust and foster positive relationships within the school community. (Source: District Feedback Survey Q 9b)					85.0	A	Baseline
Percentage of community and partners that report Edmonton Public Schools is perceived positively by the neighborhood. (Source: District Feedback Survey Q 26h)					83.1	A	Baseline
Percentage of community and partners that report Edmonton Public Schools is actively connected to the neighbourhood. (Source: District Feedback Survey Q26i)					68.3	B	Baseline



## Priority 3:

### Enhance public education through communication, engagement and partnerships.

In the District Survey, the following are the top five ways information about Edmonton Public Schools is mostly accessed by the following groups:

Parents:

- SchoolZone
- Conversations with their child(ren)
- Speaking with other parents
- Visiting the school website
- Visiting the Edmonton Public Schools website

Community:

- Visiting the Edmonton Public Schools website
- Conversation with current EPSB staff, student or their families
- Visiting an EPSB school's website
- Word of mouth
- Newspaper

## 2014-2015 Results

The District strives for a transparent and trustworthy relationship between itself and all educational stakeholders – students, staff, parents, partners, and community. It is committed to walking alongside these stakeholders and expanding the pathways and opportunities to communicate and engage by using processes that are inclusive, transparent, and responsive. Through communication, engagement, and accountability, the District is laying the foundation for generative participation, public assurance, and confidence in the decision-making and governance of Edmonton's public education system.

Foundational to the District's direction are the Vision, Mission, Priorities, and Values. These elements are supported by the Strategic Plan that includes Priorities, Goals, and Outcomes. The Strategic Plan serves as a guide post to the allocation of resources and decision-making across the District. The Strategic Plan, developed in consultation with key educational stakeholders, and reflecting an environmental scan that included emerging educational trends and issues, key performance data, and alignment to Alberta Education's business plan, was introduced in the 2013-2014 school year. This past year, work was done to develop key indicators that enable the District to measure its progress, hold itself accountable, and share with the public its results. A District Feedback Survey was developed as one source of data and feedback for the District to inform progress, planning, and decision-making. The survey was administered in the spring to students, staff, parents, partners, and community. Over 57,000 stakeholders responded. Data from the survey was used to inform the 2014-2015 Results Review reporting process and 2015-2016 budget planning process. To support communicating our progress, an external dashboard was developed where performance measures related to each goal of the Strategic Plan were shared. The external dashboard is accessible through the District website. This work represents the strategic planning cycle of: plan, do, measure, act.

The District values the opportunity to engage with educational stakeholders around a variety of issues, concerns, and opportunities; the District Feedback Survey was one means to accomplish this. Another example of generative engagement occurred when the District was faced with potentially challenging budget circumstances, and reached out to parents through an online survey to better understand what they valued in a quality education system; there were more than 4,000 respondents to this survey. Feedback from the survey was used to inform decisions around the allocation of future resources.

Youth voice represents the perspective of our 90,000 students. Last year, the District piloted the Legacy Course to foster and promote youth leadership and participation in governance. This course saw participation from students across District high schools. Legacy Course students had the opportunity to see governance at the local, provincial, not-for-profit, and school board levels. Students also had the opportunity to foster their own leadership and influence through completing a project-based learning initiative. As part of the Legacy Course, the first Student Trustee in the Province of Alberta was elected. This was a history-making moment for the Board, the District, youth leadership, and the Province of

## Priority 3:

### Enhance public education through communication, engagement and partnerships.

Alberta. Feedback from students participating in the pilot indicated that 100 per cent of course participants felt the Legacy Course was a meaningful avenue to youth leadership and expanded their understanding of governance. Lessons learned from this pilot initiative will be used to inform the development of a District model of student voice, leadership, and governance. Students from this year's course will be bringing this model forward in a recommendation to the Board in early 2016.

Another key stakeholder group is the broader community. Schools are vibrant assets in the heart of Edmonton communities. When the District has challenging decisions around enrolment or aging infrastructure that may impact the purpose of a school within a community, the voice of community residents provides important feedback to inform decisions of this nature. Examples of this type of engagement took place across several Edmonton communities in the 2014-2015 operational year, including the Greater Highlands area and the Greater Lawton area. Feedback from community participants in both of these initiatives indicated that the District's generative approach to a community conversation was appreciated.

It is important that staff have an opportunity for voice and input in their role as educational stakeholders. Staff feedback on the District Feedback Survey indicated that 87.8 per cent reported they have opportunity to provide input into decision-making that affects their work, and 75.7 per cent indicated that Edmonton Public Schools is transparent in its communications and decision-making processes. These figures validate the District has effective processes in place for staff input and confirms the District has opportunity to improve its ability to communicate to stakeholders how information is used in inform decision-making.

Also, on the survey, 95.8 per cent of District staff indicated they were aware of the District's Vision, Mission, Values, and Priorities, and 86.4 per cent of staff confirmed that their work aligned to the District's Strategic Plan. These results indicate that the District has established a clear and meaningful strategic plan and has engaged staff to ensure every part of the organization understands, and is committed to aligning their work to the overall direction of the District. It is this common direction that will result in improved student success and organizational excellence. Further substantiating how a well thought out strategic plan will enhance decision-making throughout an organization, 85.5 per cent of staff indicated that they believe the decisions of the Superintendent supports the success and well-being of students and staff.

Feedback on the survey from parents and community also indicated confidence in the District; 85.0 per cent of parents responded that District staff at their school, build trust and foster positive relationships within the school community. There were 83.1 per cent of community members who responded that Edmonton Public Schools is perceived positively by the neighbourhood and 68.3 per cent of community indicated that Edmonton Public Schools is actively connected to the neighbourhood. These figures demonstrate strength in the District's efforts to engage as well as room for continuous improvement, particularly in our efforts to engage and communicate with community members.

The District recognizes that communication is a critical strategy to share information, create awareness, and solicit information back into the District with our key educational stakeholders. In today's world, communication takes on a variety of forms. The District uses many ways to reach out to our stakeholders. In the recent District Feedback Survey we received input around which of those methods may be most effective. Parents indicated the top five ways they find out more information about Edmonton Public Schools are: SchoolZone (93.8 per cent); conversations with their child(ren) (65.7 per cent); speaking with other parents (57.7 per cent); visiting school websites (48.9 per cent); and visiting the Edmonton Public Schools website (47.6 per cent). Meanwhile, community members who responded to the survey indicated the top ways they find out information about Edmonton Public Schools includes: visiting Edmonton Public Schools website (65.4 per cent); conversations with current district staff, students or their families (64.2 per cent); visiting a school website (54.7 per cent); and the newspaper

## Priority 3:

### Enhance public education through communication, engagement and partnerships.

(24.7 per cent). Additionally, feedback from the survey indicated that 75.7 per cent of District staff reported that Edmonton Public Schools is transparent in its communications and decision-making processes. This data will help to inform future communication strategies between the District and its stakeholders.

As articulated in Section 45 of the *School Act*, the responsibility for the governance of the District rests with the Board. Policy, advocacy, generative governance, and fiscal responsibility are core to how they approach their responsibilities related to a quality public education system. Results from the District Feedback Survey, indicated that 78.8 per cent of staff reported confidence that the decisions of the Board support the success and well-being of students and staff, and 73.3 per cent of parents who have contacted their Trustee indicated they were satisfied with the outcome of their contact. These are indicators that the Board takes its responsibilities related to governance seriously. Moving forward, the Board has committed to ensuring that in the final two years of their term, there will be strong evidence in their public board meetings that the decisions they make align directly to the Strategic Plan and input received from multiple stakeholders is considered in their decision-making processes.

In carrying out its duties and responsibilities the Board is committed to using stakeholder engagement processes to consistently inform local priorities and to build a sense of “assurance” that Edmonton Public Schools is on target in the development and operationalizing of an educational system that puts student success and learning at the core of its work. The District’s results will be shared transparently with the public as a demonstration of its commitment to *transforming the learners of today into the leaders of tomorrow*.

#### 2015-2018 Strategies

In support of the Strategic Plan, the following strategies over the next three years will be implemented. The priority strategy identified below directly links to the analysis of results and the focus Edmonton Public Schools needs to take to ensure ongoing communication, participation and engagement that enhance public education.

#### Priority Strategy

Continue to create a culture of generative conversation/consultation, to inform and continually improve what the District is doing, by engaging with stakeholders:

- on the ongoing implementation and monitoring of Strategic Plan and priorities;
- draft board policies and regulations; and
- on the development, implementation, and monitoring of key projects, such as infrastructure or budget related initiatives.

#### Additional Strategies:

- Explore how SchoolZone may host a Trustee Portal as a means of parent engagement.
- Continue to enhance the District website, the SchoolZone web portal, and social media as communication tools with parents and the broad community.
- Continue to provide supports to schools to improve their school websites.
- Explore communication opportunities to be more responsive to stakeholders.
- Develop Legacy Model, a system-wide student engagement process and governance model that enables students across Edmonton Public Schools to have a meaningful voice in public education.
- Heighten collaboration efforts with Metro board collaboration and other school jurisdictions.

# Summary of Financial Results and Budget Summary

To be inserted after November 24, 2015 Board Meeting.

# Capital and Facilities Projects and Plans

## Previously Funded Capital Projects Status

In collaboration with the Government of Alberta as project managers, the following school projects are in design or under construction:

- Dr. Margaret-Ann Armour School in Windermere-Ambleside neighbourhood (Grades K-9, 900 students scheduled to open in September 2016);
- Nellie Carlson School in Terwillegar Heights - MacTaggart neighbourhood (Grades K-9, 900 students scheduled to open in September 2016);
- Roberta MacAdams School in Heritage Valley - Blackmud Creek neighbourhood (Grades K-6, 650 students scheduled to open in September 2016);
- Michael Phair School in Lewis Farms- Webber Greens neighbourhood (Grades 7-9, 900 students scheduled to open in September 2017);
- Ivor Dent School as a new K-9 replacement school in the Greater Lawton area (Grades K-9, 650 students scheduled to open in September 2017); and
- The modernization of the Alberta School for the Deaf.

The District has also begun design and construction on the following projects:

- A 600 student addition to Lilian Osborne School;
- Modernizations of :
  - Belgravia School;
  - Ross Sheppard School; and
  - Vimy Ridge Academy;
- As well as the following new schools announced in the past year:
  - K-6 school for Windermere –Windermere Estates neighbourhood (Grades K-6, 650 students);
  - K-9 school for Heritage Valley-Allard neighbourhood (Grades K-9, 900 students);
  - K-9 school for The Grange-Granville neighbourhood (Grades K-9, 900 students);
  - K-9 school for Eglerslie-The Orchards neighbourhood (Grades K-9, 900 students);
  - K-9 school for South East - Walker neighbourhood (Grades K-9, 900 students);
  - K-9 school for Lewis Farms - Secord neighbourhood (Grades K-9, 900 students);
  - K-9 school for Palisades-Hudson neighbourhood (Grades K-9, 900 students);
  - K-9 school for Heritage Valley-Chappelle-west neighbourhood (Grades K-9, 900 students); and
  - K-9 school for The Meadows-Laurel neighbourhood (Grades K-9, 650 students).

Further project parameters are anticipated in relation to the modernizations of Caernarvon and Mill Creek schools, as well as the NAIT Collegiate partnership with Edmonton Catholic Schools and NAIT.

## Community Engagement and Parental Involvement

Throughout the 2014-2015 school year, District administration conducted a series of community based engagement processes related to the selection of sites for three new schools where there was more than one site across multiple neighbourhoods available to accommodate the school. The process yielded general satisfaction with sites selected and approved for these schools.

On June 23, 2015, the Board approved adoption of Option 2 as the preferred approach to the Greater Highlands Consolidation Plan. This approach would see the conversion and modernization of Highlands School into a modern facility to accommodate K-9 programming for students currently attending Highlands, Montrose and Mount Royal schools. The community engagement process to reach this

# Capital and Facilities Projects and Plans

recommendation began in the 2013-2014 school year, and was extended through the 2014-2015 school year to afford community with sufficient time to determine a preferred approach.

The District's *Three-Year Capital Plan 2016-2019*, guided by the *Planning Principles*, was approved by the Board on April 7, 2015 and submitted to the Province of Alberta.

## THREE-YEAR CAPITAL PLAN 2016-2019

The community engagement processes undertaken to support new school site selection and the Greater Highlands Consolidation Plan included communications such as: media briefings; website content; print; roadside and social media advertising; letters to parents, community leagues and City officials; and multiple public and community stakeholder meetings.

### Modular and Portable Requests

Over the 2014-2015 school year, the District worked to initiate the purchase and tender documents to install portable classrooms at the following schools:

- Crawford Plains School (2 freestanding portables)
- Daly Grove School (3 freestanding portables)
- George H Luck School (2 freestanding portables)
- Menisa School (2 freestanding portables)
- Michael Strembitsky School (2 freestanding portables)
- Velma E. Baker School (1 freestanding portable)

### Infrastructure Maintenance Renewal (IMR) and Other Projects

Over 700 projects were initiated in 2014-2015 as part of the District's annual Major Maintenance Plan, funded primarily through the Infrastructure Maintenance Renewal (IMR) stream. The initial IMR fund for 2014-2015 was \$14.6M. A mid-year adjustment brought the 2014-2015 allocation to \$29.3M. Work included the completion of a three year project at J. Percy Page to replace the skylights valued at \$3.5 million and the completion of a two year project at J. Percy Page to replace the failing building panels valued at \$1.5 million. The District also completed over 25 projects to upgrade schools for barrier free requirements and numerous projects that directly impact students by improving acoustics or specialized classrooms such as science or CTS labs.

### Summary of Facility and Capital Plans

The District's Ten-Year Facilities Plan and Three-Year Capital Plan can be viewed on the District's website: <https://www.epsb.ca/ourdistrict/results/capitalplanning/>.



# Whistle Blower Protection

Section 32(3) of the *Public Interest Disclosure Act* (2013) requires that school authorities include their annual report of disclosures in the Annual Education Results Report or combined Three-Year Education Plan/Annual Education Results Report.

Edmonton Public Schools is committed to acting with integrity and to ethical behaviour in all matters. As such, the District created the Administrative [Regulation FBEC.AR – Public Interest Disclosure \(Whistleblower Protection\)](#), effective December 1, 2014, to assign roles, responsibilities and define expectations for District procedures that facilitate employees to make confidential disclosures about serious wrongdoing in a safe setting that is free from reprisal.

Edmonton Public Schools reported no disclosures for 2014-2015.

# Appendix A: Accountability Pillar Measure Evaluation Reference

## 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.

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 - 65.90	65.90 - 70.33	70.33 - 79.81	79.81 - 84.65	84.65 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.45	13.45 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.76	73.76 - 81.00	81.00 - 86.67	86.67 - 90.27	90.27 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.16	13.16 - 19.74	19.74 - 24.05	24.05 - 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	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Sh 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.

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

### Category Evaluation

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

# Appendix A: Accountability Pillar Measure Evaluation Reference

## Student Learning Achievement (Grades K-9)

### Measure Evaluation Reference - Achievement Evaluation

#### Authority: 3020 Edmonton School District No. 7

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 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
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 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
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 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
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 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
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 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
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 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.

# Appendix A: Accountability Pillar Measure Evaluation Reference

## Student Learning Achievement (Grades 10-12)

### Measure Evaluation Reference - Achievement Evaluation

Authority: 3020 Edmonton School District No. 7

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 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 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
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 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.

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.

