

**DATE:** September 6, 2016

**TO:** Board of Trustees

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

**SUBJECT:** Strategic Plan Update: District Accountability Pillar Survey Results (May 2016)

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

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**REFERENCE:** [Accountability Pillar Results for 3-Year Education Plans May 2016](#)

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## ISSUE

The purpose of this report is to provide the Board of Trustees with an update of the District's Strategic Plan using information from Alberta Education's Accountability Pillar Survey (May 2016). The report is part of Administration's commitment to providing the Board of Trustees with ongoing updates on progress relative to the District Strategic Plan. This analysis will also help to inform the District's direction for the 2016-2017 operational year.

## BACKGROUND

In 2014, Edmonton Public Schools formally launched its District Strategic Plan for the 2014-2018 term. The District Strategic Plan has three priorities with supporting goals and outcomes. The plan serves to provide common direction and alignment between the work of the Board of Trustees, the Superintendent of Schools, and District staff. The plan provides the foundation for a District culture of evidence-based decision making, assurance, and accountability. This culture fosters an environment focused on continuous improvement across the District.

In 2015, the District joined Alberta Education's Assurance Pilot Project. The Assurance Model provides a framework for the District to report directly on how we are doing relative to the goals and outcomes on the 2014 – 2018 Strategic Plan, which reflects provincial educational priorities while being responsive to local priorities.

## CURRENT SITUATION

Each year, Alberta Education requires school jurisdictions to submit a Three-Year Education Plan (3YEP) and an Annual Education Results Report (AERR) by November 30. The 3YEP/AERR reports on results from the previous school year and highlights the District's strategies to advance its strategic priorities over the next three years.

This year, with the flexibility afforded through the Assurance Pilot, the District has established an Assurance and Public Board Reporting Cycle in support of completing the AERR/3YEP. This cycle was developed to achieve the following outcomes:

- To establish a planning and reporting cycle that considers when local and provincial data is available for analysis and to inform timely decisions.

- To use results to inform programming decisions that promote success for all students.
- To support a cycle of continuous improvement and reinforce how results and data drive District planning and reporting.
- To interpret and report on results in a manner that demonstrates assurance and transparency.

With these outcomes in mind, for the 2016-2017 school year, at each public board meeting, a high level overview and an analysis of results for a District Strategic Plan goal and outcome will be presented. Not only will this reporting cycle support the completion of the AERR/3YEP, it will enable meaningful dialogue on results and strategies moving forward. For this initial public board meeting, however, an overview of District progress relative to the District Strategic Plan will be provided through the Analysis of District Accountability Pillar Survey Results May 2016 (Attachment I) and the accompanying presentation.

### KEY POINTS

- Attachment I provides an analysis of Alberta Education's Accountability Pillar Survey (May 2016); highlighting areas of success and growth relevant to the District Strategic Plan.
- Appendix I provides the District's Strategic Plan, and its goals, outcomes, strategies and work accomplished to date to provide additional context.
- Accountability Pillar Results for 3-Year Education Plans, May 2016 are provided as a reference.

### ATTACHMENTS and APPENDICES

ATTACHMENT I	Analysis of District Accountability Pillar Survey Results (May 2016)
APPENDIX I	District Strategic Plan (2014-2018) - Strategy Update

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## Analysis of District Accountability Pillar Survey Results May 2016

### Introduction

As part of the Accountability Pillar, every year between January and March, Alberta Education surveys all teachers, students in Grades 4, 7 and 10, and their parents. Approximately 3,950 students, 20,150 parents and 3,600 teachers responded to the survey. This provides important information regarding perceptions of the quality of education students are receiving in the following five Measure Categories:

1. Safe and Caring Schools
2. Student Learning Opportunities
3. Continuous Improvement
4. Parental Involvement
5. Preparation for Lifelong Learning, World of Work, and Citizenship

Accountability Pillar Survey results are made available to school authorities in May each year. These are reported on publicly as part of the District's 3-Year Education Plan (3YEP) and Annual Education Results Report (AERR). This survey serves as one source of data the District uses to monitor its progress toward attaining the goals and outcomes articulated in the District Strategic Plan. The survey results also assist schools in their planning processes.

The following analysis is a high level summary of the findings for each of the five key accountability areas.

### 1. Safe and Caring Schools (District Strategic Plan: Priority 2 Goal One)

One key Measure Category in the Accountability Pillar Survey is whether school environments are perceived as safe and caring. The survey included five questions to measure the percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. More specifically, teachers, parents and students were asked whether:

- students feel safe at school
- students feel safe on the way to and from school
- students treat each other well at school
- teachers care about their students
- students are treated fairly by adults at school

Outlined in the chart below is the five year trend data in this area, comparing the District to the Province.

#### SAFE AND CARING – FIVE YEAR TREND DATA:

	2012	2013	2014	2015	2016
<b>EPSB</b>	88.5%	89.3%	88.7%	90.0%	89.5%
<b>Alberta</b>	88.6%	89.0%	89.1%	89.2%	89.5%

In an analysis conducted by Alberta Education, the District received a category evaluation of “excellent”, with achievement being reported as “very high” in the key accountability area of Safe and Caring. Additionally, the District received an improvement rating of “maintained”.

#### RESULTS AND IMPLICATIONS:

Overall, 89.5 per cent of teacher, parent and student respondents reported they agreed that students are:

- safe at school
- learning the importance of caring for others
- learning respect for others
- are treated fairly in school

The District results are consistent with provincial results. While there was some variance between stakeholder groups, all responses reflected high levels of agreement among teachers (95.1 per cent), parents (89.3 per cent) and students (84.2 per cent). This data yielded from all stakeholder groups demonstrates an increase over the previous years.

A closer examination of the specific questions and stakeholder responses yields information in terms of strengths and potential target areas for further investigation. This information includes:

#### Responses from Parents:

- Overall, results from questions asked of parents in the area of Safe and Caring showed improvement over the past five years.
- Parent responses reflected high levels of agreement to the statement “your child is safe at school” (92 per cent, 95 per cent and 92 per cent for elementary, junior high and high school respectively).
- Parent responses reflected high levels of agreement to the statement “your child is safe on the way to and from school” (92 per cent, 93 per cent and 91 per cent for elementary, junior high and high school respectively).
- Parent responses reflected high levels of agreement to the statement “my child is treated fairly by adults at school” (91 per cent, 89 per cent and 87 per cent for elementary, junior high and high school respectively) and “teachers care about your child” (94 per cent, 90 per cent and 84 per cent for elementary, junior high and high school respectively).
- The lowest levels of agreement in parent responses were to the item “students treat each other well at your child’s school” (77 per cent, 75 per cent and 81 per cent for elementary, junior high and high school respectively). Although the trend in all cases has been positive over the past five years, these numbers are lower than the responses parents provided to other questions in the Safe and Caring category.

#### Responses from Teachers:

- Overall, results from questions asked of teachers in the area of Safe and Caring showed steady improvement over the past five years.
- Teacher responses reflected high levels of agreement to the statement “students are treated fairly by adults at your school” (99 per cent).
- Teacher responses reflected high levels of agreement to the statement “students are treated fairly by adults at your school” (98 per cent).
- Teacher responses reflected high levels of agreement to the question about student safety at school (97 per cent).

- Teacher responses reflected slightly lower levels of agreement to the statement “students treat each other well at your school” (91 per cent).
- The lowest levels of agreement in teacher responses were to the statement “students are safe on the way to and from your school” (85 per cent).

#### Responses from Students:

- Student responses reflected high levels of agreement to the statements “I feel safe at school” (88 per cent, 87 per cent and 85 per cent for elementary, junior high and high school respectively); “I feel safe on the way to and from school” (85 per cent, 88 per cent and 87 per cent for elementary, junior high and high school respectively); “my teachers care about me” (88 per cent, 84 per cent and 78 per cent for elementary, junior high and high school respectively); and “I am treated fairly by adults at my school” (82 per cent, 84 per cent and 85 per cent for elementary, junior high and high school respectively).
- Student responses demonstrated an increase from elementary, to junior high, to senior high, in response to the question “do others students treat you well?” (74 per cent, 80 per cent and 96 per cent for elementary, junior high and high school respectively).

## 2. Student Learning Opportunities (District Strategic Plan: Priority 1, Goal Two)

A second key Measure Category in the Accountability Pillar Survey is related to the learning opportunities provided to students. This area measures:

- the percentage of teachers, parents and students satisfied with the opportunities for students to receive a broad program of studies including fine arts, career, technology, and health and physical education
- satisfaction with the overall quality of basic education
- the level of agreement that programs for children at risk are easy to access and timely

Outlined in the charts below is the five year trend data in this area, comparing the District to the Province.

#### PROGRAM OF STUDIES – FIVE YEAR TREND DATA:

	2012	2013	2014	2015	2016
<b>EPSB</b>	81.9%	83.1%	82.4%	83.0%	83.0%
<b>Alberta</b>	80.7%	81.5%	81.3%	81.3%	81.9%

#### QUALITY OF BASIC EDUCATION – FIVE YEAR TREND DATA:

	2012	2013	2014	2015	2016
<b>EPSB</b>	90.6%	91.2%	89.8%	91.0%	91.8%
<b>Alberta</b>	89.4%	89.8%	89.2%	89.5%	90.1%

#### AT RISK STUDENTS – ACCESS TO PROGRAMS – FIVE YEAR TREND DATA:

	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>EPSB</b>	82.5%	83.5%	83.0%	83.8%	83.5%
<b>Alberta</b>	82.7%	83.4%	83.8%	84.2%	84.6%

Rating conducted by Alberta Education indicates that in the area of Student Learning Opportunities, the District received a category evaluation of “excellent” with achievement being reported at “very high”. The five year trend data also indicates that the level of satisfaction has generally remained stable, with the District receiving an improvement rating of “maintained”.

#### RESULTS AND IMPLICATIONS:

Overall in the area of program of studies, 83.0 per cent of teacher, parent and student respondents reported they are satisfied that students receive a broad program of studies. Teachers responded with high levels of satisfaction (89.6 per cent), parents with 80.6 per cent satisfaction, and students with 78.9 per cent satisfaction. These results are higher than the provincial results for all stakeholder groups.

Responses from teachers, parents and students indicated high levels of satisfaction of with the quality of basic education (90.8 per cent overall). All stakeholder groups reported high levels of satisfaction; 96.7 per cent of teachers, 89.7 per cent of students and 86.2 per cent of parents reported satisfaction in this area. These results are higher than the provincial results for all stakeholders.

Responses from teachers, parents and students indicated high overall levels of agreement that programs for students at risk are easy to access and timely (83.5 per cent). The provincial results for all stakeholders were slightly higher at 84.6 per cent. 94.1 per cent of District teachers agreed, 82.5 per cent of District students, and 74.1 percent of District parents agreed that programs for students at risk are easy to access and timely. The results from District parent and student responses were lower than the provincial results.

A closer examination of the specific questions and stakeholder responses yields information in terms of strengths and potential target areas for further investigation. This information includes:

#### PROGRAMS OF STUDY:

- Overall, data from parent responses in the area of programs of study demonstrated a slight decrease from 80.9 per cent in 2015 to 80.6 per cent satisfaction in 2016.
- Responses from parents indicated high levels of satisfaction to items pertaining to the variety of subjects offered at school (93 per cent), physical education (89 per cent). Responses from parents indicated lower levels of satisfaction pertaining to access to areas such as music and drama (86.2 per cent).
- These results are consistent with the distribution and slightly above in all categories in comparison to provincial averages.
- The five year trend data indicates that the level of satisfaction has remained quite stable, with an improvement rating of “maintained”.

#### QUALITY OF BASIC EDUCATION:

The District believes that access to a high quality education is foundational to students achieving the desired student learning outcomes of a Kindergarten to Grade 12 education and to reaching their full life potential. Each student learns in their own unique way. 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. 90.8 per cent of all stakeholder groups reported satisfaction with the quality of basic education provided.

An examination of the specific questions and stakeholder responses yields information in terms of strengths and potential target areas for further investigation. This information includes:

##### Responses from Parents:

- Overall, parents provided positive responses to the specific question items.
- Parents reported high satisfaction with the quality of education children are receiving at school (92 per cent) and the quality of teaching at school (91 per cent).
- Parents also reported lower level of satisfaction with respect to whether or not children find the school work challenging (78 per cent) or interesting (83 per cent). Those results were generally consistent at all three grade divisions.

##### Responses from Teachers:

- Teachers reported high levels of agreement (at or higher than 95 per cent on all six question items with little variability across grade divisions).

##### Responses from Students:

- Student responses demonstrated high levels of agreement at elementary, junior high and high school levels.
- Elementary students were asked only two of the six questions, but in both cases, their satisfaction with the teachers and the school was high (both at 95 per cent).
- At junior high and high school, there was slightly more variation between the specific items. The highest levels of satisfaction were reported for “the quality of teaching” (95 per cent and 92 per cent for junior high and high school respectively) and the “quality of education” (96 per cent and 95 per cent for junior high and high school respectively). In contrast, the students were somewhat less satisfied with “the level of challenge” (72 per cent and 81 per cent for junior high and high school respectively) and their “level of interest” (78 per cent and 72 per cent for junior high and high school respectively).

#### AT RISK:

In terms of access and timeliness of programs for at risk students, the aggregate results showed a stable level of satisfaction at 83.5 per cent. This percentage of agreement is slightly higher than the three year roll up of 83.4 per cent, and below the provincial average of 84.5 per cent.

##### Responses from Parents:

- The parents’ satisfaction with access to programs for at risk students showed slight improvement over the past five years. These results are lower than those of the Province.
- Higher satisfaction is reported in response to questions about teacher availability to help when a child needs it (84 per cent) and to help with school work (76 per cent).

- The satisfaction results are much lower (62 per cent) in response to the specific question about help with “problems that are not related to school work”.

#### Responses from Teachers:

- Teachers’ satisfaction also indicated slight increases over the five years. Teacher responses were consistently high (above 90 per cent) across all grade levels and for all questions, with the only exception being satisfaction with “access to programs and services at school to get help with school work” (which only dropped to 86 per cent at the elementary level).

#### Responses from Students:

- Students reported highest levels of agreement with the items regarding teachers being available to help them when they need it (88 per cent) and with access to programs and services (88 per cent).
- Students reported lower levels of agreement with help being available at the school for “problems that are not related to school work” (70 per cent).

### 3. Continuous Improvement (Priority 2, Goal Four)

This Measure Category in the Accountability Pillar Survey measures whether or not parents, teachers, and students see improvement in their school. Parents and teachers were asked for their perceptions of the quality of education in their school over the past three years. Students were asked whether they were proud of their school and whether they would recommend it to a friend.

#### CONTINUOUS IMPROVEMENT – FIVE YEAR TREND DATA:

Outlined in the chart below is the five-year trend data for continuous improvement that compares the District data to the provincial data. These numbers show the percentage of teachers, parents, and students indicating that their school and schools within their jurisdiction have improved or stayed the same over the past three years (or equivalent question).

	2012	2013	2014	2015	2016
<b>EPSB</b>	79.7%	80.8%	78.0%	80.1%	80.9%
<b>Alberta</b>	80.0%	80.6%	79.8%	79.6%	81.2%

#### RESULTS AND IMPLICATIONS:

The percentage of teachers, parents, and students with high levels of agreement that there was improvement in their school has remained relatively stable over the past five years, with both District and provincial respondents reporting a slight five-year high.

#### Responses from Parents:

- Parents were asked whether the quality of education that their child experiences at school has “improved”, “stayed the same”, or “declined” in the past three years. Of all respondents, 32 per cent reported “improved,” 47 per cent reported “stayed the same,” 13 per cent reported “declined” and 9 per cent reported “don’t know”. These rates have not varied by more than two percentage points over the past five years.
- 78 per cent of parents reported that the quality of education that their child has experienced at school has “improved” or “stayed the same” for the past three years.



- Parents of students in lower grades reported higher levels of agreement that their school had “improved” or “stayed the same” (82 per cent of parents of elementary school students, 76 per cent of parents of junior high students, and 74 per cent of parents of high school students agreed that their school had “improved” or “stayed the same”). Parents of students in lower grades also reported that the quality of education their child had received at school had “declined” (14 per cent of parents of elementary school students, 11 per cent of parents of junior high students, and 12 per cent of parents of high school students). This apparent contradiction could be explained by the fact that parents of older students responded “don’t know” almost twice as frequently. If these “don’t know” answers are excluded, then parents of all grade levels are approximately equally likely to report finding their school to have “improved” or “stayed the same”, or have “declined” over the past three years.

#### Responses from Teachers:

- Teachers were asked whether they perceived that the quality of education at their school has “improved”, “stayed the same”, or “declined” in the past three years. 52 per cent of respondents reported “improved,” 27 per cent reported “stayed the same,” 6 per cent reported “declined” and 15 per cent reported “don’t know.” These rates have not varied by more than two percentage points over the past five years.
- A combined total of 79 per cent of teachers reported that the quality of education had “improved” or “stayed the same”.
- Seventy five per cent of elementary teachers report that the quality of education at their school has “improved” or “stayed the same”. This rate has remained steady over the past five years.
- Seventy five per cent of junior high teachers responded that the quality of education at their school has “improved” or “stayed the same”. This represents a slight five-year low, having slowly dropped four percentage points since 2012.
- Eighty one per cent of high school teachers responded that the quality of education at their school has “improved” or “stayed the same”. This represents a five-year high, having gained eight percentage points since 2012.
- Note: Included in the Accountability Pillar Results for 3-Year Education Plans May 2016 is the Alberta Commission on Learning (ACOL) measure. These results indicated that:
  - 92 per cent of teachers agreed that professional development opportunities made available through the jurisdiction have been focused on the priorities of the jurisdiction.
  - 80 per cent of teachers agreed that professional development opportunities made available through the jurisdiction effectively addressed their professional development needs
  - 80 per cent of teachers agreed that professional development opportunities made available through the jurisdiction have significantly contributed to their ongoing professional development
  - When asked whether in the past three to five years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth, teachers responded with generally high levels of satisfaction (84.1 per cent). This was consistent with the provincial average of 83.9 per cent.

#### Responses from Students:

- Students were asked slightly different questions, depending on grade level. Elementary school students were asked, “are you proud of your school”. 88 per cent indicated “yes” and 5 per cent indicated “no”.
- Junior high and high school students were asked to rate their agreement with the statement “I am proud of my school”. 87 per cent of junior high students indicated “strongly agree” or “agree”, and 8

per cent responded “disagree” or “strongly disagree”. Eighty three per cent of high school students responded positively and 10 per cent responded negatively.

- At all grade levels, the percentage of students who report feeling pride in their school has remained fairly steady over the past five years.
- Junior high and high school students were also asked to rate their agreement with the statement “I would recommend my school to a friend”. 84 per cent of junior high students indicated “strongly agree” or “agree” and 11 per cent indicated “disagree” or “strongly disagree”. Eighty three per cent of high school students responded positively and 11 per cent responded negatively.
- The percentage of students responding positively to whether they would recommend their school to a friend has varied fairly significantly over the past five years, especially at the high school level; the 2016 rates fall fairly close to the median.

#### **4. Parental Involvement** (District Strategic Plan: Priority 3, Goal One)

This key Measure Category in the Accountability Pillar Survey is related to the opportunities for parental involvement in decisions about their child’s education, opportunities for parental involvement in decisions at their child’s school, and whether parental input into decisions at their child’s schools is considered.

Outlined in the chart below is the five year trend data in this area, comparing the District to the Province. Rating that is done by Alberta Education indicates that in the area of parental involvement, the District received a category evaluation of “good”, with achievement being reported at “high”. The five year trend data also indicates that the level of satisfaction has remained quite stable, with an improvement rating of “maintained”.

#### **PARENTAL INVOLVEMENT – FIVE YEAR TREND DATA:**

	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>EPSB</b>	77.8%	78.7%	78.9%	79.5%	78.9%
<b>Alberta</b>	79.7%	80.3%	80.6%	80.7%	80.9%

#### **RESULTS AND IMPLICATIONS:**

The level of satisfaction from parents and teachers with respect to parent/guardian involvement remained positive and relatively stable at 78.9 per cent.

#### **Responses from Parents:**

- Parents reported the most positive results in response to the item “to what extent are parents/guardians involved in decisions about their child's education”. 81 per cent of parents at the elementary level, 81 per cent of parents at the junior high level and 82 per cent of parents at the high school level responded positively.
- In response to the question, “to what extent are you involved in decisions at your child's school”, parents reported satisfaction at 65 per cent (elementary level), 56 per cent (junior high level) and 51 per cent (high school level).
- In response to the question, “how satisfied or dissatisfied are you that your input into decisions at your child's school is considered”, parents reported satisfaction at 67 per cent (elementary level), 64 per cent (junior high level) and 60 per cent (high school level).

#### Responses from Teachers:

- Teachers reported high levels of satisfaction with “the opportunity parents/guardians have to be involved in decisions about their child’s education” (93 per cent, 89 per cent and 80 per cent for elementary, junior high and high school respectively).
- Teachers reported high levels of satisfaction with “the opportunity parents have to be involved in decisions at their child’s school” (93 per cent, 89 per cent and 80 per cent for elementary, junior high and high school respectively).
- Although the framing of the question is different, teachers showed positive but lower satisfaction with “to what extent parents/guardians are involved in decisions at their child’s school” (83 per cent, 73 per cent and 67 per cent for elementary, junior high and high school respectively).
- Similar results were reported in response to the survey question “to what extent are parents/guardians involved in decisions about their child’s education” (85 per cent, 79 per cent and 73 per cent for elementary, junior high and high school respectively).

#### Responses from Students:

- This measure did not include questions for students in elementary, junior or senior high.

### **5. Preparation for Lifelong Learning, World of Work and Citizenship (Priority 1, Goal Three and Priority 2, Goal One)**

This key Measure Category focuses on the level of satisfaction that high school graduates demonstrate the knowledge, skills, and attitudes necessary for lifelong learning, and that they are taught the knowledge, skills, and attitudes necessary for learning throughout their lifetimes. It also asks whether students are taught attitudes and behaviours that will make them successful at work when they leave school. The Citizenship Measure reports the percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

Teachers, parents and students are asked whether “students at your school/your child’s school: help each other, respect each other, are encouraged at school to be involved in activities that help the community (not asked on the Grade 4 survey), and are encouraged to try their best to follow the rules”

- Overall, parents and teachers responded positively to the work preparation item, with 84 per cent in agreement. This continues a trend upward from 83.4 per cent in 2015 and is above the provincial average of 82.6 per cent. Teachers reported high levels of agreement (92 per cent). This was consistent across all grade levels, with only a slight decline from 94 per cent of elementary teachers, to 90 per cent in junior high and 87 per cent in high school.
- The response to the item on lifelong learning demonstrates a growth trend over the past five years.
- District results in the area of citizenship are relatively stable and are similar to the provincial results.
- Ranking that is assigned by Alberta Education indicates that in the area of work preparation, the District received an overall category evaluation of “good”, with achievement being reported at “high”. The improvement is ranked as “improved significantly”. The District received an “excellent” overall ranking in the area of citizenship, with achievement at “high”.

Outlined in the charts below is the five year trend data in this area, comparing the District to the Province.

#### LIFELONG LEARNING – FIVE YEAR TREND DATA:

	2012	2013	2014	2015	2016
<b>EPSB</b>	68.1%	68.8%	69.1%	70.5%	70.8%
<b>Alberta</b>	68.0%	68.5%	69.5%	70.0%	70.5%

#### RESULTS AND IMPLICATIONS:

In response to questions about students’ demonstrating the knowledge, skills, and attitudes for lifelong learning, the results were relatively stable, increasing slightly from 2015 (70.5 per cent in agreement) to 2016 (70.8 per cent). This aligns with the provincial average of 70.7 per cent. The two following survey items make up these averages:

- “High school students demonstrate the knowledge, skill, and attitudes necessary for learning throughout their lifetime”. The responses to this survey item varied considerably from elementary to junior and senior high (43 per cent, 55 per cent and 86 per cent for elementary, junior high and high school respectively).
- “Children are taught the knowledge, skills, and attitudes necessary for learning throughout their lifetime”. Results followed a similar trend of variability from elementary to junior and senior high (31 per cent, 48 per cent and 78 per cent for elementary, junior high and high school respectively).
- Both teachers and parents reported highest levels of satisfaction at the high school level.

#### WORLD OF WORK – FIVE YEAR TREND DATA:

This Measure Category in the Accountability Pillar Survey measures how prepared teachers and parents believe students will be to join the world of work. Outlined in the chart below is the five-year trend data in this Measure Category, comparing the District to the Province. These numbers show the 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.

	2012	2013	2014	2015	2016
<b>EPSB</b>	80.6%	82.1%	82.3%	83.4%	84.0%
<b>Alberta</b>	79.7%	80.3%	81.2%	82.0%	82.6%

#### RESULTS AND IMPLICATIONS:

Provincially and as a District, the 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 is trending upwards, with a record high in 2016.

#### Responses from Parents:

- Seventy six per cent of parents responded positively (24 per cent “very satisfied”, 53 per cent “satisfied”) and 13 per cent responded negatively (11 per cent “dissatisfied,” 2 per cent “very dissatisfied”). The percentage who responded either “satisfied” or “very satisfied” has been slowly increasing, having increased by four percentage points since 2012.

- The response breakdown is nearly equal with equal rate of growth across elementary, junior high, and high schools, with 75 per cent, 77 per cent, and 76 per cent of parents responding positively for elementary, junior high and high school respectively.

#### Responses from Teachers:

- 92 per cent of teachers responded positively (48 per cent “very satisfied”, 44 per cent “satisfied”) and 6 per cent responded negatively (5 per cent “dissatisfied”, 1 per cent “very dissatisfied”). The percentage who responded either “satisfied” or “very satisfied” has been slowly on the rise, having increased by three percentage points since 2012.
- However, teachers of students in younger grades tended to report higher levels of satisfaction than teachers of students in older grades. At the elementary level, 94 per cent of teachers were “satisfied” and 4 per cent were “dissatisfied”, while at junior high the responses were 90 per cent “satisfied”, 8 per cent “dissatisfied”. At the high school level the responses were 87 per cent “satisfied” and 12 per cent “dissatisfied”.

#### CITIZENSHIP – FIVE YEAR TREND DATA:

	2012	2013	2014	2015	2016
<b>EPSB</b>	83.2%	84.4%	83.6%	85.3%	84.9%
<b>Alberta</b>	82.5%	83.4%	83.4%	83.5%	83.9%

The percentage of parents, teachers and students who are “satisfied that students model the characteristics of active citizenship” continues to remain stable, with a slight dip in 2016, but an overall increase over the past five years at both the District and the Province.

#### Responses from Parents:

- Parents reported high levels of agreement that their “child is encouraged at school to try his or his best (93 per cent, 92 per cent and 88 per cent for elementary, junior high and high school respectively).
- Though still very positive, parents reported slightly lower levels of agreement on the items “students at your child's school follow the rules” (82 per cent) and “students at your child's school respect each other” (86 per cent, 81 per cent and 76 per cent for elementary, junior high and high school respectively).
- The lowest responses for all three grade levels were for the items pertaining to how much children are “encouraged at school to be involved in activities that help the community” (81 per cent, 75 per cent and 76 per cent for elementary, junior high and high school respectively) and how much children at the school “help each other when they can (83 per cent, 77 per cent and 75 per cent for elementary, junior high and high school respectively).

#### Responses from Teachers:

- Teachers were consistently in agreement across all five question items under this category as well as all three grade groupings, ranging from 99 per cent in response to “students are encouraged to try their best” to 92 per cent in response to “students are encouraged at your school to be involved in activities that help the community”.

Responses from Students:

- There was a considerably high level of agreement from students in response to the statements “I am encouraged to try my best” (94 per cent, 94 per cent and 92 per cent for elementary, junior high and high school respectively).
- There was a considerable drop in response to the other items in this category from “students help each other” (77 per cent, 79 per cent and 76 per cent for elementary, junior high and high school respectively) and, though it was not asked of children in Grades 4-6, the item “students are encouraged to be involved in activities that help the community” (79 per cent and 76 per cent for junior high and high school respectively).
- Students reported lowest levels of agreement for the items “students follow the rules” (69 per cent, 65 per cent and 67 per cent for elementary, junior high and high school respectively) and “students respect each other” (70 per cent, 69 per cent, and 73 per cent for elementary, junior high and high school respectively).

# **District Strategic Plan (2014-2018) Strategy Update**

## 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.

Note: The following sections highlights strategies and work accomplished as it relates to the Accountability Pillar Measure Category: Safe and Caring Schools.

#### Strategy:

- 2.1a Implement Board Policy AEBB.BP Wellness of Students and Staff and develop accompanying administrative regulations to support staff wellness and the Framework for Kindergarten to Grade 12 Wellness Education

#### Work accomplished to date:

- The policy has been implemented.
- Administrative Regulation AEBB.AR Wellness of Students are currently in draft form, to support Board Policy AEBB.BP Wellness of Students and Staff, and will be revised and finalized in 2016-17, pending the completion of the Safe and Caring Parent Policy, in order to align with District values and language.

#### Strategy:

- 2.1b Continue to develop and promote an online resource site for school based positive mental health promotion for all grade levels and provide opportunities for staff to receive training in mental health as a way to create and sustain positive social learning environments

#### Work accomplished to date:

- In 2016 Staff development offered two sessions of Mental Health First Aid Basic to support staff.
- One session of Mental Health First Aid Basic was successfully provided to all staff groups.
- The Employee Family Assistance Program continues to provide support to staff and dependents. From January to June EFAP provided a range of services to 399 eligible staff and dependents.
- Two Workplace Wellness sessions were offered as professional development to all Human Resources staff.
- The foundation of our professional learning in the area of mental health literacy is in two areas: [Mental Health First Aid](#) certification, which builds capacity within staff to identify students in need of intervention and to understand the importance of fostering healthy relationships that can act as bridge to professional support. Secondly, beginning in the spring of 2016, the District is now offering Go-To Educator mental health literacy training based on the research of [Dr. Stanley Kutcher](#). The goal of this training is to build mental health capacity in a sustainable way by increasing mental health literacy amongst District employees.
- The District also offers in-services through the Professional Learning Calendar, including sessions on Healthy Relationships; a Community of Practice for Counsellors; 'Be Safe!' Red Cross Training; Increasing Emotional Regulation in Student; Supporting Students who Experience Anxiety, and others.
- The District has provided resource supports for mental health through the Comprehensive School Health (CSH) Unit's Jurisdictional [Healthy School Community Wellness Fund](#). This has included kick-start funding for mental health initiatives with a student leadership and staff capacity building component.
- The District has 15 APPLE School sites at the elementary school level that focus on physical literacy, nutrition, and social emotional learning as foundations to positive mental health. The CSH approach is embedded in the [APPLE Schools'](#) project.



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

- A CSH consultant within Inclusive Learning provides support for developing integrated approaches in schools to enhance positive mental health. The consultant also serves as a bridge for schools to access resources from partners including: Alberta Health Services; The Red Cross; PrevNet; Regional Collaborative Service Delivery (RCSD); the Pan-Canadian Joint Consortium for School Health; Ever Active Schools; Primary Care Network (PCN); the Collaborative for Academic, Social and Emotional Learning; the University of Alberta's School of Public Health.
- [Key Resource for Schools](#) – Schools as a Setting for Promoting Positive Mental Health: Better Practices and Perspectives – provides guidelines for better practices related to the promotion of positive mental health perspectives within a CSH framework.
- [Edmonton Public School's Mental Health Awareness Internal Website](#) – This website provides information to support the annual Mental Health Awareness week, as well as resources to support learning organized by Divisions, literature lists, PA announcements, video resources, community events, and emergency contacts and supports.
- [Elementary](#) and [Junior High Mental Health Toolkits](#) – The toolkits are a result of a collaborative project between Alberta Health Services (AHS) Public Health, AHS Addictions and Mental Health, Edmonton Public Schools, and Edmonton Catholic Schools. This is a curriculum-based resource that teaches students about mental wellness.
- [Pan Canadian Joint Consortium for School Health's Healthy School Planner](#) – This assessment provides feedback on areas of strength and growth in regards to positive mental health within participating school communities.
- [AHS' Addictions and Mental Health CALM Lessons](#) – The District's CSH consultant works closely with AHS' Addiction Prevention and Mental Health Coordinator for the Zone 2/3
- Region to provide up-to-date resource based CALM lessons that are linked to curricular outcomes.
- [40 Development Assets for Adolescents](#) – This resource provides protective factors for mental health.
- [Bounce Back Book](#) – Free resource from AHS that teaches Division 1 and 2 students about mental health.
- [MORE Modules](#) – Professional learning for school staff: these web-based online modules address current issues in child and adolescent mental health. Modules are available at any time and provide text-based discussion among registrants and presenters and web-based evaluation of the module.
- [AHS Guide for Schools Choosing Health Resources](#) – This guide highlights best practices for choosing health resources (including mental health).
- [Mental Health Tip-sheets](#) – The tip-sheets provide strategies for supporting positive mental health through social participation and support behaviour.
- [Addiction and Mental Health Mobile Application Directory 2016](#) – This document includes information about mobile applications (apps) related to addiction and mental health.
- In addition to District resources we collaborate with Edmonton's Regional Collaborative Service Delivery Team (RCSD) to provide coordinated comprehensive school-based wrap-around services including those from AHS. Through this partnership we have 14 Mental Health Therapist. These therapists are integrated in to the Inclusive Learning school teams and receive referrals directly from the school.
- Approximately 50 high school students and 10 teachers from District schools participated in the Jack.org Satellite Summit (a national network of young leaders transforming the way society thinks about mental health). Students participated in brainstorm sessions, group discussions, listened to presenters and viewed the live stream of summit speakers. The day's events were organized and led by three high school students from Old Scona and supported by First Nations, Métis, and Inuit Education.
- Research and Innovation for Student Learning continues to provide background support for the importance of belonging, citizenship, wellness (mental, physical, and social-emotional health), belonging and safety as ends to themselves as well as in terms of how they serve to improve academic performance (Priority One,

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

Goal Two) and dignity and fulfillment in life (Priority One, Goal Three). The work of Research and Innovation for Student Learning thus far includes the following:

- Participating in the Student Town Hall (May-June 2016) towards a student paper on Building Environments for Reconciliation in Alberta Schools, which was delivered to the Minister of Education and the Premier in June 2016. This work was done in collaboration with the Centre for Global Education, students of Queen Elizabeth and Eastglen high schools in Edmonton Public Schools and seven other school districts across the province.
- Participating on the CSH Committee chaired by Inclusive Learning and providing research support for District initiatives around positive mental health, resilience and safe and caring communities of learning.
- Offering Professional Development sessions in the areas of Ethical and Engaged Global and Cultural Citizenship (one of Alberta Education's Competencies) and Foundations of Resilience
- Collaborating with several agencies in the area of Global Citizenship education as per the Ministerial Order and competencies update from May 2016.

## 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.

#### Strategy:

- 2.1c Develop a preventative and proactive Occupational Health and Safety (OHS) Campaign and streamline OHS reporting requirements

#### Work accomplished to date:

- The online OHS monitoring system was updated and refreshed for the start of 2016-2017.
- Hazard assessments have been updated and based on feedback from stakeholders and are more user friendly.
- WHMIS on-line training for custodial, science teachers and technicians has been updated to comply with the Globally Harmonized System of Classification and Labelling for chemicals (GHS).
- OHS consultants are each conducting five limited scope inspections per year, which include:
  - Custodial areas
  - CTS classrooms
  - Science classroomsReports are provided to the decision unit administrator with recommendations for corrective actions.
- An online OHS training program was introduced for the 2015-2016 school year.

#### Strategy:

- 2.1e Continue to work with the Alberta School Employee Benefit Plan (ASEBP) to implement a district wide Healthy Living Program based on the success of the Healthy Living Pilot

#### Work accomplished to date:

- In 2015-2016 school year 568 staff members participated in the Healthy Living Program. This group contained both first and second year participants.
- Program is ongoing – in September 2016 the program will be extended.
- The program will resume doing both year 1 and year 2 assessments in January 2017.
- The Healthy Living Program is expected to be complete by June 2019.

## 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.

#### Strategy:

2.1f Continue to implement and support bullying prevention and citizenship development strategies

#### Work accomplished to date:

- Supported the Centre for Global Education to facilitate collaboration with students from six schools across the province, including Edmonton Public Schools and Edmonton Catholic Schools, to discuss an action plan to encourage their peers, schools and educational leadership in the province to promote Reconcili-ACTION in provincial school.



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

### GOAL ONE: A FOCUS ON WELL-BEING AND STUDENT CITIZENSHIP

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

#### Strategy:

2.1g Continue to implement and support the recommendations outlined by Alberta Education to support an inclusive learning environment for all.

#### Work accomplished to date:

- Through Inclusive Learning service teams, consultants provide intervention supports in schools. Multi-discipline teams provide support through assessment and consultation.
- A multidisciplinary mental health team, consisting of one psychologist, one social worker and one mental health nurse has been established. The role of the Mental Health Transition Team (MHTT) is to support those students transitioning from tertiary mental health care to their community school, in order to support the student's successful return.
- As part of New Staff Orientation for the District Human Resources department continues to facilitate a professional learning session entitled, *Changing the Conversation* [offered in collaboration with Diversity Education, Sexual Orientation and Gender Identity (SOGI) and English Language Learning]. All new staff learn about First Nations, Métis and Inuit demographics within the District and explore strategies to further their understanding of the history and culture.
- Three District high schools hosted Traditional First Nations Games Days. High school students learned how to build the Traditional Games equipment and facilitate the games. Overall, 390 students attended from 17 elementary schools within each high school's catchment.
- Twenty-two junior high students from District schools attended a three day workshop, *We REPRESENT*, with a First Nations, Métis and Inuit consultant to create a self-portrait using themes such as identity and reconciliation. Fourteen educators from District schools attended a one day workshop with a First Nations, Métis and Inuit Consultant.

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

### GOAL TWO: SUCCESS FOR EVERY STUDENT

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

Note: The following sections highlights strategies and work accomplished as it relates to the Accountability Pillar Measure Category: Student Learning Opportunities.

#### Strategy:

- 1.2a Lead the District implementation of Curriculum Redesign initiatives, focusing on developing and implementing curriculum that is student centered, competency based, with a foundation in literacy and numeracy

#### Work accomplished to date:

- Developed an initial draft of the Draft Provincial Curriculum Implementation: District Readiness Plan 2016-2020.
- Completed the District's Numeracy Guiding Document and Action Plan 2015-2019, and implemented numerous elements of Year 1.
- Provided curriculum redesign-related professional learning supports to District staff:
  - Literacy: provided 1,476 teachers and administrators with literacy professional learning supports (inservicing, consultations, conferences and/or coaching)
  - Other curriculum-related (numeracy, curriculum redesign, competencies) professional learning supports: provided 814 teachers and administrators with professional learning supports (inservicing, consultations, conferences and/or coaching)
- Developed new draft resource review criteria and conducted a formal review of 273 District-published resources to determine alignment with new curriculum and resource guidelines.
- Implemented an Edmonton Regional Learning Consortium grant-funded project on implementing Curriculum Redesign, which provided teacher and consultant time to develop strategies and resources (including videos) to support competency-based teaching and learning.
- Worked with District teachers and administrators to create additional District videos about competency-based teaching and learning.
- Maintained the Curriculum Redesign website, and then developed a new Provincial Curriculum Website as a replacement.
- Developed a Competencies website for teachers and administrators.
- Twenty-two District-developed locally developed courses were revised to meet new requirements and guidelines.
- Hosted meetings with school administrators where ongoing information regarding curriculum redesign and new curriculum development was shared.
- Curriculum Connections completed 91 templates for the K-12 Curriculum Connections and Career Pathways Toolkit. These templates will be included in upcoming professional development opportunities and are available on the Career Pathways website.
- Culturally responsive resources and supports, and strategies for weaving culture and curriculum were shared during professional learning sessions offered for catchments and schools, as well as District literacy and numeracy days.
- A new Métis Edukit, First Nations Early Learning Edukit, and Amiskwaciy Wâskahikan EduSite were developed in collaboration with educators and community members, including Elders, Knowledge Keepers and Cultural Advisers. All Edukits were duplicated to meet the demands of District schools.

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

### **GOAL TWO: SUCCESS FOR EVERY STUDENT**

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

#### **Strategy:**

- 1.2b      Establish and implement an equity fund for leadership groups to enhance supports and services that support student success

#### **Work accomplished to date:**

- The equity fund has been established and implemented.
- A process for accessing funds has been developed and is being used.



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

### GOAL TWO: SUCCESS FOR EVERY STUDENT

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

#### Strategy:

- 1.2c Provide and track the efficacy of literacy and numeracy interventions for students assessed as being at-risk of achieving learning outcomes

#### Work accomplished to date:

- 77 District teachers provided formal literacy interventions to students and tracked the student reading achievement results. These teachers also participated in professional learning. Specific participation numbers are as follows:
  - Reading Recovery:
    - Data was collected from over 50 students who received Reading Recovery
    - 11 teachers from 10 schools participated in ongoing professional learning (sessions and coaching from a Reading Recovery teacher trainer)
  - Leveled Literacy Intervention (LLI):
    - Data was collected from over 561 students who received LLI
    - 49 teachers from 37 schools participated in ongoing professional learning (sessions and coaching from a reading specialist)
    - Students who participated in a complete LLI program (16 weeks or more) achieved, on average, a growth of 7.7 months in reading
  - Middle Years Literacy Intervention:
    - Data was collected from over 98 students
    - 17 teachers participated in ongoing professional learning support (sessions and coaching from a reading specialist)
    - On average students gained 1.1 years growth in reading in 48 lessons
- Provided 1,476 teachers (and administrators) with literacy professional learning sessions and/or coaching to support the provision of informal literacy interventions to students.
- Completed the District's Numeracy Guiding Document and Action Plan 2015-2019, and implemented numerous elements of Year 1, including the development of professional learning to support teacher with mathematics interventions.
- Provided 1,804 teachers with mathematics and/or numeracy professional learning sessions and/or coaching to support teachers in providing informal and formal mathematics interventions.
- Working with Grades 7-12 math teachers in the M.E.LaZerte catchment area, Math Attitudes Project to help organize and conduct a longitudinal study aimed at determining factors which impact (positively or negatively) student attitudes in math, including confidence, value, and interest.
- Evaluating the use and proposed investment of the *Fast ForWord* Literacy Series for further implementation in the Jasper Place catchment area.
- Evaluating the *Outside In Summer Camp* held at Rundle School this past July by examining the issue of summer reading-level drop and comparing those students attending the camp with a related control group who did not attend. Evaluation will also look at non-literacy-specific benefits such as changes in self-esteem, relationship building, etc.
- Supporting the high school English departments and Department Head Community of Practice by providing ongoing assistance as requested and conducting relevant research towards informing practice and ultimately



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

improving achievement results in English language arts.

- Working directly with Inclusive Learning in supporting a review of identification and programming for Gifted and Talented student populations in our District. This work will continue into the next school year as we begin to put together recommendations and lists of options for evidence-based best practices in terms of identification of eligibility and effective programming options for varying categories and degrees of special talents or 'giftedness.' The current direction this is taking aligns with the Districts' commitment to enhancing student-centered curricula and building identified strengths in competencies, literacy and numeracy.

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

### GOAL TWO: SUCCESS FOR EVERY STUDENT

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

#### Strategy:

- 1.2d Continue to provide specialized programming and support to students with special education needs, on a continuum from general classroom consultation, individual student consultation and specialized assessments

#### Work accomplished to date:

- Inclusive Learning taking a lead role in developing, implementing and supporting emergent literacy best practices and processes for students on modified or significantly adapted programs.
- Continue to support and develop Communities of Practice for teachers of students with complex developmental, behavioural and communication needs. Current Communities of Practice include:
  - Early Years – Inquiry and Play
  - Behaviour and Learning Assistance
  - Interactions and Individual Support Program
  - English Language Learners
- Research working directly with Inclusive Education in supporting a review of identification and programming for Gifted and Talented student populations in our District; this work will continue into the next school year as we begin to put together recommendations and lists of options for evidence-based best practices in terms of identification of eligibility and effective programming options for varying categories and degrees of special talents or 'giftedness.' The current direction this is taking aligns with the Districts' commitment to enhancing student-centered curricula and building identified strengths in competencies, literacy and numeracy.
- Gathered literacy and numeracy interventions across the District. These have been shared among Assistant Superintendents.
- Requested review of numeracy interventions to determine what is most impactful. This will be shared with District leaders and be used to support decisions used towards equity funds.

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

### GOAL TWO: SUCCESS FOR EVERY STUDENT

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

#### Strategy:

- 1.2e Provide targeted support for the implementation of GKB.AR *Standards for Evaluation* to ensure high quality classroom assessment and evaluation processes across all schools

#### Work accomplished to date:

- The Student Assessment department worked with a group of principals and other decision units to update the Implementation Guide for Communicating Student Achievement and Growth 2015-2016, including adding an appendix of discussion papers. The discussion papers serve the purpose of explaining District grading codes, and providing topics for staff discussion such as how to determine Grade Level of Programming.
- The department worked with a principal committee and other DU's to update the Implementation Guide for Communicating Student Achievement and Growth 2016-2017, including a consistent progress report template, guidelines for consistent use of optional PowerSchool features relative to the progress report, and increased clarity around progress report comment guidelines.
- The department continues to offer phone and email support to school leadership seeking guidance on challenging grading situations, ensuring alignment to Administrative Regulation GKB.AR.
- The Student Assessment department is offering targeted support around the topics of standards of performance and writing effective progress report comments through catchment Professional Learning opportunities during the 2016-2017 school year.
- Provided research supporting the First Nations, Metis and Inuit team by providing sources of culturally appropriate and validated measurements and review of best practices in addressing retention and successful completion and transitions through and beyond school for First Nations, Metis and Inuit students in our District.
- An annual process for submission and review of assessment plans by all schools has been established.

## 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.

Note: The following sections highlights strategies and work accomplished as it relates to the Accountability Pillar Measure Category: Continuous Improvement.

#### **Strategy:**

2.4a Measure the effectiveness of an equity fund to enhance resources to school leadership groups in support of student success

#### **Work accomplished to date:**

- This will be implemented as part of the catchment review process.

## 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.

#### Strategy:

2.4b Develop and implement Board Policy CO.BP Fiscal Oversight and Accountability and the related administrative regulations

#### Work accomplished to date:

- Board Policy CO.BP was approved in May 2014 to address the Board of Trustees' fiscal stewardship responsibilities under the *School Act*. As well, the new policy addresses the Board of Trustees' expectation for public disclosure of travel and expenses for trustees' and senior officials in alignment with Alberta government practices as per a board motion approved in December 2012.
- When Board Policy CO.BP was approved, it was also recognized that to further support the new comprehensive policy, Administrative Regulation CWA.AR, Expenditure of District Funds would also require extensive revisions.
- In February 2015, a feedback report on the revised administrative regulation was presented to the District Support Team (DST). The feedback was vetted and implemented into the regulation and presented to the DST again in June 2016.

## 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.

#### **Strategy:**

2.4c Deliver efficiencies in business processes through the implementation of the E-Biz Project

#### **Work accomplished to date:**

- E-Biz overview  
The Superintendent approved a District initiative called E-Biz, which began in June 2013. Its purpose is to align our District business operations with industry best practices, by gaining efficiencies through improved business processes. Our new financial systems went live, on time, across the entire District on October 5, 2015.



## 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.

#### Strategy:

- 2.4 d Establish processes to ensure District initiatives and projects are developed with appropriate measures that track progress and evaluate impact

#### Work accomplished to date:

- The goals above will all be impacted by the District Internal Dashboard. This tool will assist in the development of a District culture based on data and evidence based decision making. The Dashboard will put the data in the hands of principals and District leaders.
- Relative to 1.2 c above, the Dashboard will allow principals to make timely determination of growth in numeracy and literacy. While the Dashboard does not enter the measures in place at a school, the principal's knowledge of the local interventions, along with data from the Dashboard will begin to allow principals the ability to assess interventions.
- Student Assessment is currently planning sessions with school leaders to take deep looks into data, around courses and large scale assessments. The Dashboard will be a key tool in these sessions supporting strategy 2.3 c.
- Finally, for strategy 2.4 d, the Dashboard will allow for easier tracking and reporting of District initiatives such as Math Intervention/ Programming Instrument (MIPI) or student Reading Levels leading to increased evidence based decision making and practices.
- Promoting and supporting research studies related to the Strategic Plan through a thorough review and follow-up with external agencies and post-secondary institutions who apply to carry out research in areas of mutual interest to the District, including math and literacy, social-emotional growth in students, and CSH.
- Under the leadership of Strategic Planning, a collaborative team comprised of members from District Technology, Student Information, Communications and Governance and Strategic Supports executed phase one of the internal Dashboard from conceptualization through to readying for fall 2016 launch and implementation. This work included, but was not limited to:
  - Identification of Dashboard metrics
  - Readyng of District data sets
  - Alignment to the Strategic Plan
  - Development of a basic wire frame structure, and
  - Development of supporting communication and implementation materials.
  - This work was completed with the support of a contracted external vendor.
- In January 2016, First Nations, Métis, and Inuit consultants, began accompanying Assistant Superintendents on their regular visits to District schools with the intention of providing support in a variety of ways including the development and realization of First Nations, Métis and Inuit Strategic School Plans. They have now completed 120 on-site visits. As a result, school communities have become increasingly aware of the First Nations, Métis, and Inuit supports, resources, and information available to support student success and achievement. Requests for service from First Nations, Métis, and Inuit Education have increased as a result.
- Consultants from First Nations, Métis, and Inuit Education and all principals from across the District attended a half-day catchment area professional learning session last school year focusing on evidence-based decision making. This was done in collaboration with the District Student Assessment team. The new First Nations, Métis, and Inuit School Plan Resource Tool was launched at this time.
- Collaboration on a First Nations, Métis, and Inuit Professional Learning Strategy, three year implementation

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

pilot is complete. This work has been completed in partnership with Workforce Planning and Development and Alberta Regional Professional Development Consortia (ARPDC). First Nations, Métis, and Inuit Education provided a presentation at the ARPDC Spring Gathering to provincial school districts.



## 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.

#### Strategy:

- 3.1b Develop tools and resources to engage with parents as partners to support student learning and career planning

#### Work accomplished to date:

- Much of the work this past year has been around procuring a Career Planning tool. Now that MyBlueprint has been selected, work has begun on developing Parent Conversation guides aligned with MyBlueprint.
  - Upcoming *work* - Resources to guide teacher and parent conversation with students about careers will be released in mid-October. These resources will align to the MyBlueprint/All About Me software
- Continue:
  - English as a Second Language sub-committee for Career Pathways
    - Early Years sub-committee focusing on building parent knowledge of developmental milestones
  - Inclusive Learning Advisory Committee
- The First Nations, Métis and Inuit team collaborated with Edmonton Regional Learning Consortium, community members and educators throughout the District to develop a video to support family and community engagement and the implementation of First Nations, Métis, and Inuit Family Nights.
- The First Nations, Métis, and Inuit Education Team continues to provide support and guidance for schools hosting a First Nations, Métis, and Inuit Family Nights at various schools in the District, including:
  - Wicahitowin Family Nights
  - Aboriginal Family Nights in Millwoods
  - Northern Lights Family Nights
- Facilitated professional learning opportunities, such as Connecting Through Identity: Family Engagement and Reaching Into the Circle; Connecting with First Nations, Metis and Inuit Families to increase family and community engagement.

## 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.

#### Strategy:

3.1c Utilize the District website, the SchoolZone web portal, and social media as communication tools

#### Work accomplished to date:

- Governance and Strategic Support Services collaborated with Communications to develop a range of communication supports to promote the Student Senate initiative, including a hashtag, app, promotional materials, nomination form, etc.
- In collaboration with Communications, Governance and Strategic Support Services launched the new District student award categories and the process to support the nomination and selection of District student award recipients. This fall the successful 2015-2016 award recipients will be celebrated on the District's outward facing website.
- We continue to explore new ways of communicating with parents and community members. Efforts to livestream public meetings, present information in new ways, and reach various audiences with targeted social media campaigns have allowed us to reduce complexity, increase accessibility and meet the needs of our audiences in multiple ways.
- Across the board increases in traffic and engagement on the District website, posts on the District News section of SchoolZone and various social media channels show that our efforts are having an impact on our ability to support the needs of our increasingly complex audiences.

#### District Website And SchoolZone

- Visits to epsb.ca by public visitors (measured by unique page views) during the 2015-2016 school year increased by 61 per cent. We've achieved this by:
  - producing online content that can be tracked and analyzed
  - exploring new formats to support traditional text-based communications (iconography, images, maps and video)
  - sharing easy-to-find, timely, actionable information for parents on topics such as:
    - consultations for high school space and mature communities
    - new school construction and attendance area consultations
    - open house and pre-enrolment
    - yellow bus service
    - parent council training
    - screening sessions for early years programming
    - emergency procedures at schools
    - job fairs and available careers
    - surveys and policies open for public feedback
    - submissions for District recognition and awards
- Parents and the community can also ask questions and provide feedback through the form on the Contact page on epsb.ca. We received more than 1,700 submissions to the Contact form over the last school year with questions on a wide range of topics, such as:

## Priority 3 – Enhance public education through communication, engagement and partnerships

- school and programs
- complaints about teachers, other students and policies
- job opportunities
- transcripts
- yellow bus service
- SchoolZone continues to be one of the most searched and visited topics on the District website, with a 450 per cent increase in unique page views of [epsb.ca/school/schoolzone](https://epsb.ca/school/schoolzone) in the last year. We know that many of those visits are intended for the SchoolZone portal, so we provide prominent links to SchoolZone on the header of [epsb.ca](https://epsb.ca) and school websites.
- We continue to see strong engagement from parents on posts shared through District News on SchoolZone. We look forward to even more opportunities to connect with parents through SchoolZone after the redesign being led by District Technology.

### Social Media

- We continue to produce high-quality social media content to:
  - support District initiatives
  - provide parents with important information
  - share opportunities for community involvement and feedback
  - give our audiences a look at the amazing work happening in classrooms across the District
- Schools are also increasingly using social media as a way of connecting with parents.

### Followers on Facebook and Twitter

- 59 per cent increase in Facebook page followers over last year.
  - Significant increases in followers during scheduled ad campaigns, especially campaigns for open house (starting mid-January) and pre-enrolment (early April).
  - Video posts continue to be the most popular. This year, our most viewed videos showcased:
    - A teacher who was a finalist for the Canadian Family Teacher Awards
    - The open house experience
    - A teacher who designed the first map of Alberta in Minecraft
  - Received approximately 70 private messages/year with questions on topics such as the International Student Program to registering for school and available careers
- Increase in Twitter followers over the last school year:
  - 34 per cent increase in followers of @EPSBNews
  - 58 per cent increase in followers of @EPSB\_Super
  - more than 90 school and programs with Twitter accounts
  - Received approximately direct 20 tweets/year with about topics such as about yellow bus service and job applications

### Views and Watch Time on YouTube

- 27 per cent increase in video views and 31 per cent increase in minutes watched over the last school year.
- Added more than 50 videos to [youtube.com/edpublicschools](https://youtube.com/edpublicschools)
  - three messages from the Superintendent on various topics
  - 10 honouring our new school namesakes
  - 16 livestreamed events, including Reconciliation in Education, infrastructure public meetings (plus an additional 35+ archived Board meeting videos)

### Priority 3 – Enhance public education through communication, engagement and partnerships

- four in a series of media availability re: field trips after Paris attacks
- six introducing Ward G candidates for the September 2015 by-election
- five updates for 2016 on pre-enrolment and open house
- eight school and District stories on topics like:
  - the new Student Senate
  - Student Transportation planners building 1000 yellow bus routes
  - using Minecraft to explore Alberta's History
  - the District's support for Fort McMurray families
  - Dr. Margaret-Ann Armour visiting the construction site of her namesake school
  - a teacher in the running for a national award
  - the community participation that lead to Ivor Dent School



## 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.

#### Strategy:

- 1.3a Develop, implement and evaluate a Career Pathways Model to enhance the relevance of learning and guide students on their journey to a successful transition to post-secondary studies and/or the world of work

#### Work accomplished to date:

##### Career Pathways Project Charter Goal 1 - Project Management and Communication

- Development and completion of the Career Pathways Charter to guide the implementation and evaluation of the Career Pathways Project. Project Charter - <https://goo.gl/O9BJau3>.
- Designed a Project Organization and established Terms of Reference for the groups completing the work - <https://goo.gl/X3Kes1>.
- Status Updates - <https://goo.gl/JAt4zf> Currently on time and in budget.
  - Upcoming work - Communications Plan; Career Pathway Overview video and compendium; Project Closure documentation; Charter for Phase

##### Career Pathways Project Charter Goal 2 - Teaching and Learning

- Curriculum connections working group complete 91 templates for K-12 - See Priority 1, Goal 2 (1.2a).
- Curriculum Connections completed ninety-one templates for the K-12 Curriculum. Connections and Career Pathways Toolkit. These templates will be included in upcoming PD opportunities and are available on the Career Pathways Website.
  - Upcoming Work - Refine templates to align with the work of Curriculum and Resource Support and develop a rollout plan

##### Career Pathways Project Charter Goal 3 - Explore, identify and develop a career planning tool

- Request for Proposal (RFP) of a District software solution of Career Planning and Portfolios
- Development of a matrix comparing different ePortfolio tools available
  - Pilot of My Blueprint; All about Me

Elementary	27
Junior High	20
High School	13
Exotics	7

- RFP was generated and sent out
  - [Request for Proposal \(RFP\)](#)
  - [Completed Purchase Order](#)
- Selection of My Blueprint as successful bid on the RFP
- Selection of catchments to be involved in further rollout

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

<b>Jasper Place</b>	<b>North Central</b>	<b>W.P. Wagner</b>	<b>Additional Schools</b>
Afton	Caernarvon	Bisset	Metro Continuing Education
Aldergrove	Calder	Crawford Plains	L.S. at Blue Quill
Belmead	Centre High	Daly Grove	Institutional Serv. (Aspen Prog)
Bessie Nichols	Dickinsfield	Kate Chegwin	Allendale
Callingwood	Dunluce	Minchau	L.S. on Whyte
Centennial	Evansdale	Pollard Meadows	L.S. West Edmonton
Elmwood	Florence Hallock	T.D. Baker	Riverbend
Glendale	Glengarry	W.P. Wagner	Vimy Ridge (Donnan)
Hillcrest	Killarney	Weinlos	Old Scona
James Gibbons (Stratford)	Lago Lindo		L.S. at Londonderry/Northgate
Jasper Place	Lauderdale		J. Percy Page
LaPerle	Londonderry		Braemar
Lymburn	Lorelei		Elizabeth Finch
Lynnwood	Major General Griesbach		Strathcona
Meadowlark	Mary Butterworth		amiskwaciy Academy
Meadowlark Christian	Mee-Yah-Noh		Westbrook
Michael A. Kostek	Northmount		Coronation (Westminster)
Ormsby	Queen Elizabeth		Delwood
Patricia Heights	Rosslyn		Steele Heights
Rio Terrace	Scott Robertson (Rosecrest)		Argyll Centre
S. Bruce Smith			Victoria
Sherwood			Eastglen
Stratford (James Gibbons)			Vernon Barford
Talmud Torah			McNally
Thorncliffe			Millwoods Christian
Tipaskan			Ross Sheppard
Westlawn			M. E. LaZerte
Winterburn			Lillian Osborne
			Michael Strembitsky
			Dr. Donald Massey
			Harry Ainlay

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

- Training of Lead Teachers for My Blueprint/All about Me
- Parent Conversations -See Priority 3. Goal 1 (3.1b)
- Much of the work this past year has been around procuring a Career Planning tool. Now that MyBlueprint has been selected, work has begun on developing Parent Conversation guides aligned with MyBlueprint.

### **Career Pathways Project Charter Goal 4** - Opportunities for Experiential Learning through exposure to the five pathways

- HCS 3000 - Successful build and launch of version 1 pilot between February and June 2016. There were 209 final evaluations completed by students from 15 schools across the District with an average on the final evaluation of 79.21 per cent. After re-building based on feedback from students, teachers and administrators gathered from version 1, now (July/August 2016) entering limited roll-out of version 2 for summer school students. Website: <https://goo.gl/mScal8>.
- Entrepreneurial Adventure (EA) - Implemented and expanded the EA program by 57 per cent for Grade 3 and four classes in the 2015-2016 school year. Number of classes participating increased from 13 to 30.
- Career and Technology Foundations (CTF): Identified CTF leads in schools; Built a common website, Google+ community, and database for CTF projects; created a Google classroom housing additional resources; Established clear parameters for assessment based on 14 outcomes; Developed and implemented 4 days of PD for leads around assessment and reporting. Website: <https://goo.gl/1BgGQF>.
- Investigate, Invent and Innovate (I3) - increased participation in the program by 67 per cent; Created a Google+ community to improve communication and record experiences; Gathered data of the processes
  - Construction Boot Camp offered in July 18 students from 10 schools took part earning high school and industry credentials as they built greenhouses for charity.
  - The schools involved were: M.E. Lazerte, W.P. Wagner, Lillian Osborne, Harry Ainlay, Alberta School for the Deaf, Ross Sheppard, Queen Elizabeth, Strathcona, Eastglen and Argyll Home School Centre.
- Financial Literacy - Increased awareness of Financial Literacy curricular links; Provided mentorship to new schools involved in the Junior ATB program.
- An Off Campus Consultant has been hired to expand and foster relationships.

### **Career Pathways Project Charter Goal 5** - Increased Certification and Accreditation

- Hired a Dual Credit Consultant to act as a key contact for the District and work with curriculum, schools, post-secondary and business; industry to facilitate the expansion of Dual credit offerings in Edmonton Public Schools.
- Centrally managed relationship repository - See Priority 3, Goal 3 (3.3f)
  - Prototype development of a centrally manage relationship repository that will be used by our Career Pathways Team. Data collected by the prototype will be used to inform the creation of a more robust database and future District Relationship Management.
  - Upcoming work - Populate the centrally managed repository of organizations that are willing to provide support and services to Edmonton Public Schools that will allow schools to request and access community or industry support around career pathways. ( i.e., field trips, guest speakers, mentors etc).
  - Sub-councils will extend invitations to community and industry to become involved with Career Pathways.
- Off Campus Work - See Priority 1, Goal 3 (1.3b)

### **Career Pathways Project Charter Goal 6** - Engage and Prepare District Staff - See Priority 2, Goal 3 (2.3g)

- Planning is underway for a Career Pathways Communities of Practice Day on Feb 6, 2017
- Overview of PL sessions from September 2015 to June 2016 <https://goo.gl/n1ZcLM>



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

- 17 myBlueprint sessions for both All About Me (K-6) and myBlueprint (7-12)
- Nine Career Pathways presentations including at catchment area meetings, District-wide and school PL days

### **Career Pathways Project Charter Goal 7 and 8 - Closing Phase II**

- Logic Model.
- Project Closeout Report: Gathering Evidence - <https://goo.gl/azFrkC>.

### **Inclusive Learning**

- Target and engage community partners to assist in developing capacity with planning for, and supporting transitions beyond high school, for students with complex special needs within a Career Pathways model/approach.

### **Research**

- Participating in the design and implementation of longitudinal, collaborative and multilateral research into the methods and impact of innovation, entrepreneurship and creativity in classrooms from K-12. This work will be in collaboration with the Werklund Institute (University of Calgary, Faculty of Education), Mount Royal, Mindfuel (Science Alberta Foundation) and various other stakeholders.

### **First Nations, Metis and Inuit**

- Work continues with First Nations communities, Métis and Inuit organizations, post-secondary institutes, and the Career Pathways sub-councils to enhance mentorship opportunities. Programs include:
  - Post-secondary summer transition programs (i.e. Norquest First Nations, Métis and Inuit Student Leadership Program, trades “bootcamps” and CALM 20: Career and Life Management – An Indigenous Experiential Journey)
  - Student lunch and learn sessions for First Nations, Métis and Inuit students
  - A First Nations, Métis and Inuit Mentorship database (including key contacts from Edmonton and surrounding areas, who are available to support Lunch & Learn sessions for junior high and high school students)
  - Oskayak Police Academy which was held at amiskwaciy Academy for First Nations, Métis and Inuit junior high and high school students. Policing practices, cultural protocols and crime prevention initiatives were shared throughout the two week summer program. Students were provided the option to receive Leadership credits. The program was held in partnership with the Edmonton Police Service, Bent Arrow Traditional Healing Society, Métis Child and Family Services, REACH Edmonton, Ben Calf Robe Society and Boyle Street Education Centre
- The 9th Annual First Nations, Métis and Inuit Honouring Celebration was held at J. Percy Page High School on June 8, 2016. It recognized the educational pathways of District First Nations, Métis and Inuit graduates.
- High school principals are regularly provided with data that shows the number of First Nations, Métis and Inuit students on track to graduate based on the number of credits earned.
- The First Nations, Métis and Inuit Career Pathways Guide was developed to provide supports, resources and information for high school students and families. The guide provides information related to:
  - Program planning
  - High school completion
  - Upgrading opportunities
  - Employment and training resources
  - Information pertaining to post-secondary funding supports
- Supported external First Nations, Métis and Inuit Liaisons through a Community of Practice, providing



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

resources, professional learning, data and information through monthly meetings and regular communication.

- Facilitated the First Nations, Métis and Inuit Career Pathways Sub-Council meetings, and continue to work to expand partnerships with community and post-secondary institutes to encourage First Nations, Métis and Inuit student participation in a summer transition program.

## 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.

Note: The following sections highlights strategies and work accomplished as it relates to the Accountability Pillar Measure Category: Preparation for Lifelong Learning, World of Work and Citizenship.

#### Strategy:

- 1.3b Align and expand off campus education opportunities (Registered Apprenticeship Program/ Internship/Mentorship) to the Career Pathways Model

#### Work accomplished to date:

- Construction Boot Camp offered in July 18, 2016 students from 10 schools took part earning high school and industry credentials as they built greenhouses for charity. The schools involved were: M.E. LaZerte, W.P. Wagner, Lillian Osborne, Harry Ainlay, Alberta School for the Deaf, Ross Sheppard, Queen Elizabeth, Strathcona, Eastglen, and Argyll Home School Centre.
- An off Campus Consultant has been hired to expand and foster relationships
  - Upcoming Work - Development of Campus Edmonton Public Schools - Piloting the concept of a semestered system with three high schools in the northeast. <https://goo.gl/hvcJaV>
  - Increase off campus opportunities with industry and community.
- Exposure to the five pathways
  - **HCS 3000** - Successful build and launch of Version 1 pilot between February and June 2016. There were 209 final evaluations completed by students from 15 schools across the District with an average on the final evaluation of 79.21 per cent. After re-building based on feedback from students, teachers and administrators gathered from Version 1, now (July/August 2016) entering limited roll-out of Version 2 for summer school students. Website: <https://goo.gl/mScal8>.
  - Upcoming work - HCS 3000 will be available District-wide In September 2016.