

**DATE:** November 29, 2016

**TO:** Board of Trustees

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

**SUBJECT:** Edmonton Public School's Combined Three-Year Education Plan (2016-2019) and Annual Education Results Report (2015-2016)

**ORIGINATOR:** Dr. Sandra Stoddard, Executive Director, Governance, Strategic Services and Supports to Schools

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**REFERENCE:** [Policy and Requirements for School Board Planning and Results Reporting \(April 2016\)](#), Policy and Requirements for School Board Planning and Results Reporting: Assurance Model Pilot (May 2016)

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## 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*, RSA 2000, Section 78; *Fiscal Planning and Transparency Act*, Section 10; Alberta Regulation 113/2007, *School Act*, *School Councils Regulation*; Alberta Regulation 120/2008, *Government Organization Act*, *Education Grants Regulation*, Sections 2 and 7). Alberta Education provides policy and requirements for the 3YEP/AERR in [Policy Requirements for School Board Planning and Results Reporting](#).

In 2015, the District joined Alberta Education's Assurance Pilot Project, which focuses on three areas: system priorities, accountability, and strategic engagement. The Assurance Model provides a framework for the District to be flexible in its planning and reporting which enables alignment to provincial educational priorities while being responsive to the District's local priorities. As part of the pilot project, the District reports on the Board of Trustees' Vision, Mission, Values, District Priorities and Strategic Plan. The Combined 3YEP and AERR serves as one of the planning and accountability tools the District uses to share information with stakeholders.

With the flexibility provided through the Assurance Pilot, in response to the Board of Trustees' direction, the District established a new Assurance and Public Board Reporting Cycle to support completion of the AERR/3YEP. For the 2016-2017 school year, at public Board meetings, Administration presents high level

overview and detailed analysis reports for the Strategic Plan's goals and outcomes. The Strategic Plan Update reports allow the Board of Trustees and Administration to engage in meaningful dialogue about results and strategies moving forward. This year's AERR/3YEP provides a summary of results for the 2015-2016 school year and plans moving forward, as well as links to these Strategic Plan Update reports which include detailed, disaggregated information.

Also, part of the District's strategic approach to planning and reporting and building a culture of evidence-based decision-making are the following complementary strategies:

1. the introduction of a Dashboard, a web-based tool with easy access to key performance indicators centralized in one location to monitor goals and outcomes related to the Strategic Plan at school, catchment, and District levels
2. catchment reporting that aligns to the key performance indicators identified in the Strategic Plan
3. school and central Results Review processes.

## RELATED FACTS

The Strategic Plan is the foundation for planning and reporting throughout the District. The key performance indicators reflected in the document are intended to be consistent, where possible, through the multiple levels of planning and reporting.

## RECOMMENDATION

**That the Edmonton Public Schools' Combined Three-Year Education Plan (2016-2019) and Annual Education Results Report (2015-2016) be approved.**

## OPTIONS

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

1. Approve the Combined Three-Year Education Plan (2016-2019) and Annual Education Results Report (2015-2016) with no changes.
2. Revise the Three-Year Education Plan (2016-2019) and Annual Education Results Report (2015-2016) and make changes for final submission to Alberta Education on November 30, 2016.

## CONSIDERATIONS and ANALYSIS

- The Combined Three-Year Education Plan (2016-2019) and Annual Education Results Report (2015-2016) satisfies Alberta Education's requirements for Board Planning and Reporting, and integrates the District's new approach established through the Assurance and Public Board Reporting Cycle.
- Alberta Education's deadline for submission is November 30, 2016.

## NEXT STEPS

- Following the November 29, 2016, Board meeting, the Financial Results and Budget Summary will be incorporated into the report and any changes requested by the Board of Trustees will be made in the report.
- The Combined 3YEP/AERR and two-page AERR Summary will be posted on the District website by November 30, 2016.
- The final Combined 3YEP/AERR and two-page AERR will be submitted to Alberta Education by November 30, 2016.
- As Strategic Plan Update reports are released, links to the reports will be placed on the District's posting of the 3YEP/AERR.

## ATTACHMENTS and APPENDICES

ATTACHMENT I Combined Three-Year Education Plan (2016-2019) and Annual Education Results Report (2015-2016)



# THREE-YEAR EDUCATION PLAN

(3YEP) 2016-2019

# ANNUAL EDUCATION RESULTS REPORT

(AERR) 2015-2016 School Year

3020 Edmonton Public School District No.7  
Submitted to Alberta Education  
November 30, 2016

## DRAFT

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# Message from the Board Chair and Superintendent of Schools

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The 2015–2016 school year was another successful and challenging one for our District, but—guided by our District Strategic Plan (Strategic Plan)—all our schools and central departments pulled together to do some amazing things. We welcomed new students who arrived with their families from Syria. We opened our doors to students and families from Fort McMurray when a wildfire forced them to evacuate their homes. And we worked together as a team with families and community to help more students be successful and cross the finish line.

We're proud of our students' academic achievement results and staff and parents' efforts to help students achieve these results. Our five-year high school completion rate continues to improve—it's up 2.1 per cent over the last five years. Although it's encouraging to see more First Nations, Métis and Inuit students completing high school, we still have a lot to do in this area to close the achievement gap for these students. Other trends show our overall student dropout rate has gone down over the past five years. This is great news. We want to ensure *every* student completes high school and we'll continue to work diligently toward achieving this goal. Educating children is a collective responsibility, so we count on students, families, and community partnering with us in this work.

Life for students beyond K-12 education is one of the priorities in our Strategic Plan because we recognize a student's journey doesn't stop after they finish high school. We want our kids to be successful before, during *and after* their school journey. Their success begins with early interventions during preschool and continues by helping students achieve success beyond school through Career Pathways, which helps students identify their interests, skills and talents early.

Alignment of effort is key to helping students be successful during their school career with us. That's why collaboration between each of the schools they attend is key. Organizing schools into catchments—schools grouped together based on common high school feeder patterns—has contributed to the District's culture of shared responsibility for students from K-12. By collaborating within and across catchments, school leaders are able to share knowledge and successes, and use evidence-based approaches to leverage resources focused on supporting student success.

Our Strategic Plan also prioritizes communication, engagement and partnerships with parents and community organizations. Our focus on, and belief in, engagement can be seen in the steps we've taken to effectively manage space for students by continuing conversations about the long-term infrastructure needs in mature communities. We also asked the community for feedback on attendance area options for the 11 new public schools scheduled to open in September 2017, and began discussions about the need for future high school space. And, of course, we were thrilled to open three new schools to serve growing communities on the city's south side.

In keeping with our Cornerstone Value of accountability, we're holding ourselves accountable to our partners in the community by reporting about our Strategic Plan progress on a regular, ongoing basis rather than just once a year. In addition to the Annual Education Results Report, our staff now provide the Board of Trustees with Strategic Plan Updates at nearly every public Board meeting. We've also begun publishing at-a-glance summaries of these updates on SchoolZone and the District website, so parents have an opportunity to see how our Strategic Plan relates to their child's education.

More “real time” reporting also helps us make better use of data. As a District, we believe strongly in the value of evidence-based decision-making and in fostering a culture of continuous improvement. We use a variety of tools to ensure our school leaders can access data such as student achievement results and provincial accountability measures to help create school improvement plans and determine what kinds of supports are needed for their increasingly complex classrooms.

As we come into the final year of the current Board of Trustees’ term in office, we're building on our successes of the past three years to better serve students and their families. There's a lot more to do as we strive to ensure every child in our care is as successful as they can possibly be. We're confident that the work we’ve done over the past three years has set us on the path to continued success in transforming the learners of today into the leaders of tomorrow.



**Michael Janz**  
Board Chair



**Darrel Robertson**  
Superintendent of Schools





# Introduction

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Edmonton Public Schools' Three-Year Education Plan (2016–2017 to 2018–2019) and Annual Education Results Report (2015–2016) presents the District's accomplishments and results for the 2015–2016 school year as well as the District's strategies to advance its strategic priorities over the next three years. For the second year, the District is part of Alberta Education's Assurance Model Pilot Project and is focusing on three areas in the model: system priorities, accountability, and strategic engagement.

As part of the pilot project, the District is reporting on the Board of Trustees' (the Board's) Vision, Mission, Values, District Priorities and 2014–2018 Strategic Plan, which reflect provincial educational priorities while at the same time being responsive to local priorities. Reporting on the Strategic Plan strengthens awareness and understanding throughout the organization about what the District's priorities and goals are and how initiatives and actions support achievement of the Plan.

The District believes in accountability, where staff are all working together to serve students and help them be successful. The District introduced a dashboard, a web-based tool with easy access to key performance indicators centralized in one location, to monitor goals and outcomes related to the Strategic Plan at school, catchment and District levels. As well, the District is introducing Strategic Plan Updates at public Board meetings to enable a conversation between District staff and the Board on the District's progress in advancing its Strategic Plan and to inform future direction. The ongoing dialogue is intended to build on the District's growing culture of timely evidence-based decision-making.

The District believes in the importance of stakeholder engagement in informing strategic direction. When the District's foundational statements were developed in 2014, the District consulted extensively with parents, students, community and staff. Also, during the 2015–2016 school year, the District administered the District Feedback Survey to stakeholders as a way of measuring progress on the Strategic Plan and to guide future priorities. The District Feedback Survey will continue to be administered to gather stakeholder feedback, with the next survey scheduled for release in spring 2017.

Survey data is used at a District level, and also serves as a source of information for school principals to engage in conversations with parents and the school community to inform planning decisions and reporting. In addition, each fall, District schools share their results, highlight trends and identify strategies for the coming year through a public Results Review process. This process engages staff and parents to review school results and provide input into the school plans. School Councils play a critical role in engaging parents in this process.

The District's Annual Education Results Report (AERR) and Three-Year Education Plan (3YEP) is yet another way the District demonstrates accountability to the public.

## Timelines and Communication

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

The 3YEP/AERR Report and AERR Summary are posted on the District website at [epsb.ca/ourdistrict/results/aerr](https://epsb.ca/ourdistrict/results/aerr). The average Class Size Reports by school for all subjects and core subjects are posted on the District website at [epsb.ca/schools/goingtoschool/academics/classsizes](https://epsb.ca/schools/goingtoschool/academics/classsizes).

## Accountability Statement

Edmonton Public School's AERR for the 2015–2016 school year and its Education Plan for the three years beginning September 1, 2016, were prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Planning and Transparency Act*. This document was developed in the context of the provincial government's business and fiscal plans.

To the best of its abilities, 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 AERR for the 2015–2016 school year and the 3YEP for 2016–2019 on November XX, 2016.





# Who We Are

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## Board of Trustees

The Edmonton Public School Board is responsible for the education of more than 95,600 students. Nine elected Trustees ensure students receive the best education possible in Edmonton's 205 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 District Support Team is led by the Superintendent, who provides advice and support to the Board, ensures the District fulfills the goals and outcomes established in the Strategic Plan, and that the District meets expectations set out in Board policy.

Ultimately, the Superintendent's mandate is the success of every student. This work is a collective responsibility shared among the District Support Team, principals, teachers, support and exempt staff, maintenance workers, custodians, as well as parents and community members who, together, strive to improve student achievement results.

The District Support Team provides leadership and support in this work, and comprises:

- 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
- Todd Burnstad, Chief Financial Officer, Financial Services
- Leona Morrison, Managing Director, Inclusive Learning
- Grace Cook, General Counsel

## District Overview

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**126** Elementary

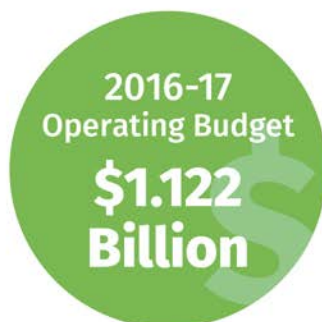
**30** Elementary/Junior High

**5** Elementary/Junior/Senior High

**27** Junior High

**3** Junior/Senior High

**14** Senior High



**Student Enrolment**  
(September 30, 2016)

**95,642**



**Total Staff**  
(September 30, 2016)

**8,238.90**  
Full-Time Equivalent

Learn more about:

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

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

Departments and services: [epsb.ca/ourdistrict/departments](https://epsb.ca/ourdistrict/departments)

# How We Do Our Work

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Edmonton Public Schools is a values-driven organization.

This means 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."

## Accountability

We believe in accountability—a commitment to transparency and holding fast to one's values. For the District, this means communicating our results, challenges, successes and decisions openly. It means keeping our promises and meeting our commitments. Through accountability, staff work together to serve students and help them be successful.

A key component to accountability is a culture of evidence-based decision-making where the District examines evidence and puts in place research-based best practices to improve student success. This culture is supported by opportunities for staff to enhance their knowledge and use of data; and integrating conversations about data in the District's Results Review, which highlights achievements, plans, and financial information of schools and central departments.

## Collaboration

We believe in working together to achieve outcomes. As a District, we examine our challenges together, which helps build a culture of shared leadership, and find ways to operate under a framework of shared leadership.

The District offers many ways for staff to collaborate. Through catchments, for example, groups of schools work together for a common purpose. As well, the District consults with staff through various forums, and believes in co-creating District initiatives with input from its

stakeholders. In 2015–2016, the District created the Teacher Collaboration Committee (TCC) to ensure teachers' voices were heard on a variety of educational issues. The TCC complements the Superintendent's Community of Practice in Education (SCOPE), which provides feedback to support District-wide decision-making.

The District also continues to engage key stakeholders on several key initiatives. In 2015–2016, the Board approved the creation of a Student Senate, based on recommendations from high school students. The Student Senate, comprised of District high school students, will connect with other students, staff, and the Board to discuss ideas and concerns about education, share their diverse perspectives, and problem solve together. The Student Senate will be operational in the 2016–2017 school year.

The District also works in partnership with educational stakeholders including 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. Furthermore, our Board works with School Councils on a regular basis. Our District is committed to working with partners to help every student succeed.

Furthermore, in a city with a growing student population, the District continues to connect with community on planning issues, including new schools for new communities, as well as modernizations in mature communities, and exploring potential to gain community consensus for *Space for Students in Mature Communities* school facility renewal initiatives.

## Equity

We believe in equity—fairness and justice in the way people are treated. For the District, equity means that every student has the right to excellent teaching in a quality learning environment. This value includes providing positive, welcoming school communities where students feel safe, included, and ready to learn. We fundamentally believe that all of our students are capable of success. Through the Equity Fund—a fund approved by the Board in 2014–2015 to enhance opportunities for all schools in the District and to support the District’s Cornerstone Values—additional resources are distributed through leadership groups for areas of greatest need to make a difference for students. Priority is given to projects impacting literacy, numeracy, and mental health.

## Integrity

We believe in the importance of integrity—firm adherence to a code of moral or professional values. For the District, this means doing what we say, choosing collaboration over competition and being honest, compassionate, and professional in all our interactions. In addition to giving our all, it means sharing our successes, our resources, our knowledge, and our learning.

## Our approach to decision-making

Additionally, 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 and empowers staff to be creative and innovative to improve the success of students while allowing for congruence to address complexities through shared resources and collaboration. Today, site-based decision-making continues to function successfully in our District.

Another key factor to the success of our students is leadership, which is demonstrated throughout the District. As a District, we believe in servant leadership and understand the importance of creating the conditions that build leadership capacity. Our Cornerstone Values are the foundation upon which our leadership is built.

Fostering positive learning and working environments helps to create welcoming school communities where students feel safe and ready to learn.



# Foundational Statements

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## 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

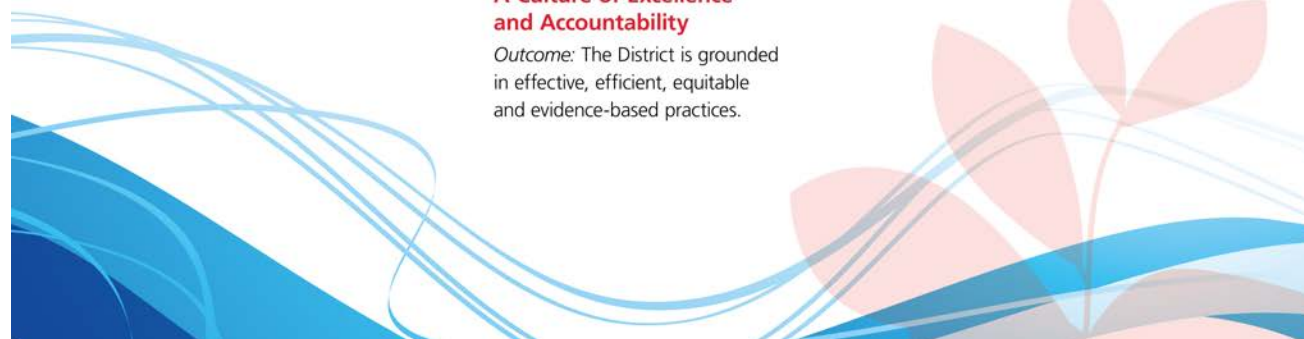
1. Foster growth and success for every student  
by supporting their journey from early learning  
through high school completion and beyond.
2. Provide welcoming, high quality learning  
and working environments.
3. Enhance public education through  
communication, engagement  
and partnerships.



## 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

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We are proud to be an integral part of Edmonton's growth as a strong, diverse and dynamic community. In maintaining our focus on our Vision and Strategic Plan, it is important that we continue to scan the local, provincial, national and international environments so we can track external and internal trends and issues that could impact our work.

## **A Culture of Excellence and Accountability**

The District continues to emphasize a culture of excellence and accountability, with a belief that all students can thrive in their learning. To foster the conditions foundational to student success, the District focuses on evidence-based decision-making by using data and research-based best practices. This evidence-based culture is currently supported through three key strategies: introducing a web-based data dashboard with key educational performance indicators that can be monitored at multiple levels of the organization; the incorporation of catchment planning to the annual Results Review, which highlights achievements, plans, and financial information; and increasing dialogue between the Board and District administration through the presentation of Strategic Plan update reports highlighting progress towards achieving Strategic Plan goals.

The Equity Fund continues to provide instructional leaders with the opportunity to look at their data and leverage additional funds in support of student success. Additionally, the District recognizes the importance of the role of partners and works closely with key community stakeholders who are committed to the shared outcome of student success. Through a culture of excellence and accountability, the District strives to find ways to build on its many successes and remain responsive to demands that may emerge.

## **External Trends, Issues, and Opportunities**

Education does not exist in isolation from social, political and economic realities. With this in mind, there are external trends and issues with the potential to impact the education sector, programs, and students. The District must adapt to emerging issues and needs.

### **Welcoming Students— Global and Provincial Trends**

In 2015–2016, Edmonton, along with other cities across the country, welcomed many families new to Canada, several of whom had refugee status, including 517 students from Syria. At the end of June 2016, the District served 1,567 students with formal refugee status. We anticipate seeing a significant number of refugee families coming to our city in the years ahead. As well, in spring 2016, Alberta experienced one of its most serious environmental crises with the wildfire and subsequent evacuation of residents from Fort McMurray and the Wood Buffalo region. To support the families fleeing the Fort McMurray area, the District welcomed 1,129 students into our schools.

### **Alberta Education— New Curriculum Development**

Earlier this year, Alberta Education began work on new curriculum development to ensure provincial curriculum is relevant, meaningful, and engaging for all students. In addition to participating on subject-area consultations through the review and development process, the District will continue to prepare teachers and schools for the introduction and roll-out of the new curriculum.

## Economy

The economy can impact the education sector in many ways. For example, changes in provincial revenues can affect the amount of funding directed by the Province to the education sector. Furthermore, the economy has a direct impact on job market; fluctuation in employment has the potential to influence whether families move in or out of the city. This mobility is reflected in student transience and overall District enrolment patterns. While economic activity in Alberta and Canada has led to employment challenges overall, many families continue to move into Edmonton, where economies of scale offer better employment prospects, especially given the stability of employment in the MASH Sector (Municipalities, School Boards, Publicly-Funded Academic, Health and Social Service Entities).

A strong economy with available jobs can also result in students pursuing employment rather than transitioning to higher levels of education. On the other hand, if fewer jobs are available, students may choose to remain on an educational path. Either way, the District is helping students prepare for both the workforce and post-secondary education through our Career Pathways model and alternative learning programs.

## District Trends, Issues, and Opportunities

The District strives to be responsive and flexible to trends, issues, and opportunities facing the education sector, the District, and schools.

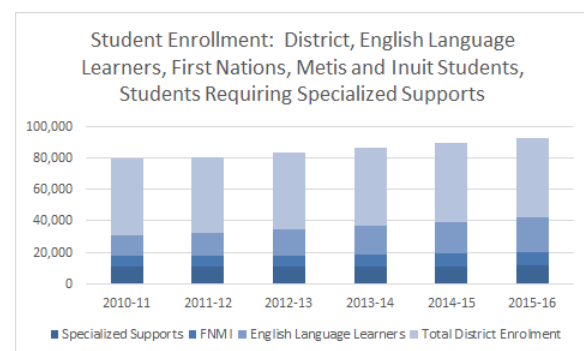
### Preparing Children to Learn

Research demonstrates children are forming skills in the early years to support their growth and lifelong learning. It is important children receive the necessary supports and interventions as early as possible to prepare them to learn. In the 2015–2016 school year, 8,519 children were enrolled in an Early Childhood Services program (kindergarten, early learning, early education), an increase of over 20 per cent from 6,935 children in 2011–2012. As measured by the Early Years Evaluation—Teacher Assessment (EYE-TA), at the beginning of the 2015-2016 school year, 61 per cent of students met the developmental

milestones considered foundational for success in Grade 1. At the end of the school year, the percentage of children demonstrating readiness for Grade 1 increased 20 per cent to 81 per cent. The District's focus on early education is aligned with current research stressing the importance of providing interventions to children early in preparation for their start to schooling.

### Complexity in the Classroom

The District serves a growing student population with rich diversity. The chart shows District enrolment profile over the past six years. Today, classrooms welcome a growing number of English Language Learners and students new to Canada, children in need of specialized supports and services, gifted and talented students, and students self-identifying as First Nations, Métis and Inuit students. To help meet the needs of the District's diverse student population, we deliver programming in one of three approaches: regular, special education and alternative. In the area of alternative programming, the District currently offers more than 30 program options that deliver the Alberta curriculum through a focus on academics, arts, athletics, language and culture, faith-based or teaching philosophy. Assistant Superintendents work closely with schools to address student opportunities and challenges.



### **Teacher Feedback**

The District's ability to support the success of every student is through the strengths, skills, and abilities of our teachers and staff. The District believes in the importance of collaborating with, and hearing from, teachers who work directly with our students.

In the midst of the opportunities and challenges, the District strives to find ways to support teachers and build on their strengths. Providing opportunities for staff to continue to learn and grow in their area of responsibility and expertise is one way. The District surveyed teachers to gain a better understanding of what professional learning topics they were interested in. The results from this survey have informed the development and delivery of District offered professional learning.

Early in 2016, the District invited teachers to identify the most pressing interests and challenges facing them today. To tap into the knowledge and experience of teachers, the District created a Teacher Collaboration Committee (TCC) where several teachers discussed the emerging priority topics, shared classroom stories, experiences, and potential solutions. Last year's TCC discussed classroom complexity, mental health and English language learners. The District will continue to use TCC as a means to hear teacher voice and gather their suggestions on various topics.



### **Partnerships**

The District believes in investing in relationships through trust and mutual understanding, and by engaging stakeholders in a common purpose—the success of students. We recognize the importance of partnering with those external stakeholders who have the expertise, knowledge and skills that complement and enhance ours. The entire community has an important role to play in preparing today's children and youth for their lives beyond high school. Forming partnerships with parents, stakeholders, and the community is an essential key strategy to meeting student needs and opportunities.

#### **Parents as Partners**

Student success at school begins at home. Expectations, behaviours, and attitudes children learn and experience at home, and the encouragement and support of parents are keys to success. Parents play an integral role in their child's educational journey. The District will continue to strive and find ways to work together effectively with parents as partners in their child's learning.

#### **Preparing Students for Success Beyond High School**

Our students' journey reaches beyond the doors of the K-12 system; in today's complex world, there are many opportunities and paths students can pursue. The District believes in preparing students for a life of dignity and fulfillment after high school—whether for post-secondary education, the world of work or life in the community. Preparation includes providing opportunities for students to develop knowledge and skills, learn about themselves and their interests and opportunities, and help them become confident, well-rounded citizens, whether through Career Pathways or offering alternative ways for students to complete high school, such as online learning through Argyll Centre, Centre High or various options through Metro Continuing Education.

## **Infrastructure**

The District is committed to students and staff having high quality learning and working environments. Through effective planning, managing, and investing in District infrastructure, the District strives to create appropriate and equitable access to 21<sup>st</sup> century learning spaces and technologies that meet the needs of all students. In an expanding city with a growing population, our schools face challenges through increased class sizes, unconventional spaces for classrooms, changing attendance areas, and challenging transportation logistics and bus ride times. The District enrolment as of September 30, 2016, was 95,642 students. This represents a growth of 19 per cent since 2011. In just one year (from 2015 to 2016) the growth was 3.6 per cent.

Funded by the Government of Alberta, the District opened three new schools in September 2016, and will open 11 more schools in fall 2017. Balanced with new schools in the city's outer rim in growing newer neighbourhoods, mature neighbourhoods have aging school buildings and declining enrolment in some schools. The District is working with communities across Edmonton to gain an understanding of their needs and hopes for schools in their neighbourhoods.



# 2016 Accountability Pillar Overall Summary

## Combined Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Edmonton School District No. 7			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	89.5	90.0	89.3	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	Excellent	Program of Studies	83.0	83.0	82.8	81.9	81.3	81.4	Very High	Maintained	Excellent
		Education Quality	90.8	91.0	90.7	90.1	89.5	89.5	Very High	Maintained	Excellent
		Drop Out Rate	3.0	3.0	3.3	3.2	3.5	3.5	High	Improved Significantly	Good
		High School Completion Rate (3 yr)	72.3	72.6	71.2	76.5	76.5	75.5	Intermediate	Improved	Good
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	77.4	76.4	76.7	73.6	72.9	73.4	Intermediate	Improved	Good
		PAT: Excellence	25.1	23.8	23.7	19.4	18.8	18.6	High	Improved Significantly	Good
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	83.6	82.5	82.6	85.0	85.2	85.1	Intermediate	Improved Significantly	Good
		Diploma: Excellence	23.4	22.4	22.1	21.0	21.0	20.5	High	Improved Significantly	Good
		Diploma Exam Participation Rate (4+ Exams)	60.1	59.2	59.8	54.6	54.4	53.5	High	Maintained	Good
		Rutherford Scholarship Eligibility Rate	59.3	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	61.1	61.4	61.4	59.4	59.7	59.3	High	Maintained	Good
		Work Preparation	84.0	83.4	82.6	82.6	82.0	81.1	High	Improved Significantly	Good
		Citizenship	84.9	85.3	84.5	83.9	83.5	83.4	Very High	Improved	Excellent
Parental Involvement	Good	Parental Involvement	78.9	79.5	79.0	80.9	80.7	80.5	High	Maintained	Good
Continuous Improvement	Excellent	School Improvement	80.9	80.1	79.6	81.2	79.6	80.0	Very High	Improved Significantly	Excellent

### Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- Aggregated PAT results are based upon a weighted average of per cent 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).
- Aggregated Diploma results are a weighted average of per cent 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.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*)

## Combined Accountability Pillar FNMI Summary

Measure Category	Measure Category Evaluation	Measure	Edmonton School District No. 7 (FNMI)				Alberta (FNMI)			Measure Evaluation			Targets for Issue or Concern		
			Current Result	Target 2016	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	2017	2018	2019
Student Learning Opportunities	n/a	Drop Out Rate	8.5	n/a	6.3	7.6	6.1	7.0	7.2	Low	Declined	Issue	8.0	7.5	7.0
		High School Completion Rate (3 yr)	38.3	n/a	39.8	33.9	50.2	47.7	46.4	Very Low	Improved	Issue	38.8	39.3	39.8
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	55.0	52.5	52.0	53.4	52.4	52.1	52.8	Very Low	Maintained	Concern	55.4	55.8	56.2
		PAT: Excellence	7.4	n/a	8.7	7.2	6.3	6.5	6.2	Very Low	Maintained	Concern	8.1	8.6	9.1
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	79.7	76.0	75.7	75.3	78.2	78.3	77.3	Low	Improved	Acceptable	Not required		
		Diploma: Excellence	9.3	n/a	10.4	9.3	10.0	9.5	9.4	Low	Maintained	Issue	9.8	10.3	10.8
		Diploma Exam Participation Rate (4+ Exams)	20.3	n/a	20.2	18.7	20.7	21.0	20.4	Very Low	Maintained	Concern	20.8	21.3	21.8
		Rutherford Scholarship Eligibility Rate	32.7	31.5	n/a	n/a	31.9	n/a	n/a	n/a	n/a	n/a	Not required		
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	26.3	27.8	26.6	25.6	33.5	33.0	33.3	Very Low	Maintained	Concern	26.8	27.3	27.8

### Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- Aggregated PAT results are based upon a weighted average of per cent 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).
- Aggregated Diploma results are a weighted average of per cent 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 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).



## How to Read the Report

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This section of the report is organized by District Priority down to Goals and Outcomes, and includes the following breakdown of reporting information.

- **Priority Summary Chart:** A one-page high level overview drawing attention to summary of results and signaling opportunities moving forward for each priority area of the Strategic Plan.
- Key Performance Indicator data profiled by goal
- 2015–2016 Results Summary by goal
- Areas Moving Forward 2016–2019 Priority Strategies by goal
- **Detailed Analysis** with links to [the Strategic Plan Update reports](#) as they become available.

The Key Performance Indicator charts include an evaluation column that demonstrates how the current results have been improved over the previous year's result. Alberta Education's Improvement assessment is used for key performance measures related to Accountability Pillar District overall results.

Improved Significantly
Improved
Maintained
Declined
Declined Significantly

The District also used the following improvement assessment when comparing most current results to previous year results for local measures, and disaggregated data (e.g., First Nation, Métis and Inuit student results).


+	Increase performance results from the previous year
-	Decreased performance results from the previous year
=	Maintained performance results from the previous year

Furthermore, baseline indicates the first year data has been collected for the Key Performance Indicators, and will be used to compare results for future years.



# 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.

## Goal 1: An Excellent Start to Learning

Summary of Results	Opportunities for Moving Forward
<ul style="list-style-type: none"> <li>➤ 8,519 children enrolled in Early Childhood Services Program; this is an increase of 20 per cent over five years</li> <li>➤ By the end of the 2015–2016 school year, 81 per cent of Kindergarten students had developmental milestones considered foundational for school success</li> <li>➤ Results of the Early Years pilot project informed Early Childhood Services Program expansion</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Expand Language/Literacy Pilot</li> <li>⇒ Continue to implement Math Interactive Learning Experience (MILE) Research Study</li> <li>⇒ Continue Early Years Program Expansion</li> <li>⇒ Continue to develop and implement early years resources to build capacity of teachers, administrators, staff, and families</li> </ul>

## Goal 2: Success for Every Student

Summary of Results	Opportunities for Moving Forward
<ul style="list-style-type: none"> <li>➤ Grade 6 and 9 students continue to do well in the District's overall cohort Provincial Achievement Test results compared to the province</li> <li>➤ Grade 6 and Grade 9 English Language Arts have been consistently higher than the province over the past five years</li> <li>➤ Overall percentage of students who achieved the acceptable standard and the standard of excellence on diploma examinations improved over the past 5 years</li> <li>➤ The participation rate in the English Language Arts 30-1 stream continues to be higher than the province</li> <li>➤ Grade 6 Math saw a slight decrease in both acceptable standard and standard of excellence, though we remain above provincial average</li> <li>➤ Grade 9 Math saw a slight increase in both acceptable standard and standard of excellence as well as being above provincial average</li> <li>➤ Math 30-1 results saw a decrease in acceptable standard and standard of excellence, though we remain above provincial average</li> <li>➤ Math 30-2 results saw an increase in acceptable standard and standard of excellence, and results remain higher than the province</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Continue to implement District-wide Focus on Reading</li> <li>⇒ Expand professional development for teachers to further enhance their expertise in literacy instruction</li> <li>⇒ Use Prior Level of Achievement Reports to identify sites that have demonstrated improvements in mathematics results</li> <li>⇒ Use Accountability Pillar Data for Math 30-1 and 30-2 to identify schools that have demonstrated improvement greater than the province consistently</li> <li>⇒ Professional learning supports and resources will continue to be developed and provided in the area of numeracy</li> <li>⇒ Work to eliminate the achievement gap between First Nations, Métis and Inuit students and other students</li> <li>⇒ Continue to identify a First Nations, Métis and Inuit lead teacher at each school</li> </ul>

## Goal 3: Success Beyond Schooling

Summary of Results	Opportunities for Moving Forward
<ul style="list-style-type: none"> <li>➤ High school completion rate has increased over the past five years and continues to do so</li> <li>➤ Drop out rates decrease</li> <li>➤ Six-year post-secondary program entry rates have increased over the past five years</li> <li>➤ In 2014–2015, 59.3 per cent of Grade 12 students were eligible for a Rutherford Scholarship</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Continue to implement Career Pathways in partnership with parents and community</li> <li>⇒ Expand High School Redesign to two more schools</li> <li>⇒ Use dashboard data to monitor and mitigate risk of high school drop out</li> <li>⇒ Work to eliminate the achievement gap between First Nations, Métis and Inuit students and other students</li> </ul>

# 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 1 reaching emotional, social, intellectual, and physical development milestones.

### Key Performance Indicators

Key Performance Indicator (all can be hyperlinked to dashboard)	Results for school year (in percentages)					Evaluation
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	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)	61 (pre) 81 (post)	+
• Awareness of Self and Environment		78	82	80 (pre) 92 (post)	80 (pre) 92 (post)	+
• Social Skills and Approaches to Learning		75	76	75 (pre) 89 (post)	77 (pre) 89 (post)	+
• Cognitive Skills		62	64	64 (pre) 90 (post)	62 (pre) 89 (post)	+
• Language and Communication		73	77	75 (pre) 88 (post)	75 (pre) 88 (post)	+
• Physical Development		69	70	70 (pre) 93 (post)	70 (pre) 92 (post)	+
o Fine Motor						
o Gross Motor		78	79	77 (pre) 93 (post)	76 (pre) 92 (post)	+
Total number of students enrolled in an Early Childhood Services program (Kindergarten, Early Learning, Early Education)	6,935	7,558	7,895	8,107	8,519	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		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		Baseline

\*Note: EYE-TA post assessments began in the 2014-2015 school year.

\*\*Note: Improvement for EYE-TA is based on post-results compared to pre-results.

# Priority 1:

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

## 2015-2016 Results

Research provides evidence that the early years are an important time in children's lives where they are forming the skills they need to support their growth and lifelong learning. As a result, the District provides the Early Childhood Services Program to enable more children to attain emotional, social, intellectual and physical developmental milestones before they enter Grade 1.

In the 2015–2016 school year, 8,519 children were enrolled in an Early Childhood Services Program (Kindergarten, early learning, early education), an increase of over 20 per cent from 6,935 children in 2011–2012. To enable more pre-Kindergarten students to access pre-Kindergarten programs near their home, the District completed an Early Years pilot project in 2015–2016. This model creates satellite schools with early years programming supported by a “hub” school with a full complement of specialized services. The success of the pilot has resulted in the District's three-year Early Childhood Services Program Expansion that will enable more students to access early years programming throughout the city.

For Kindergarten students, the District continued to use the Early Years Evaluation—Teacher Assessment (EYE-TA) tool to assess the children's readiness to enter Grade 1. At the beginning of the school year, 61 per cent of District Kindergarten students met all of the developmental milestones considered foundational to readiness for schooling. At the end of the school year, this percentage increased to 81 per cent. In particular, children made the greatest gains in cognitive skills, with 27 per cent more children meeting developmental milestones at the end of the school year compared to the beginning of the year. In addition to regular Kindergarten programming, the District conducted a language-literacy project in schools with a high number of children at-risk for delayed literacy development, and the Math Interactive Learning Experience (MILE) Research Study to improve math skills of young children with developmental difficulties.

In summary, the District is increasing access to early years programming to students around the City of Edmonton, implementing the EYE-TA to inform instruction and learning time to children, and exploring opportunities to build capacity for staff working with early years children and their families. Following best-practice research, the District is investing in early childhood education, as earlier interventions can result in children making greater gains throughout their school trajectory.

## Areas Moving Forward 2016-2019 Priority Strategies

To build upon current successes, the following strategies over the next three years will be implemented.

- **EYE-TA:** Continue to implement the EYE-TA in all Kindergarten classrooms every fall to gather baseline data on developmental milestones and a post-assessment in the spring to measure growth and identify children who may need continued support as they enter Grade 1. Results from the EYE-TA data continue to inform the delivery of targeted programming. Two examples include the following initiatives:
  - Language/Literacy Pilot: Continue to expand this program prototype to other grades and schools to build teacher capacity and support children identified as at-risk for literacy difficulties.
  - MILE Research Study in partnership with the University of Alberta to improve math skills in young children with developmental difficulties.

## Priority 1:

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

- **Early Years Programs Expansion:** Continue to implement Phase 1 of the Early Years Expansion and Distribution Strategy and prepare for Phases 2 and 3.
- **Early Years Resources to Build Capacity:** Continue to develop and implement Early Years resources, initiatives and professional development opportunities for teachers, administrators, staff working in the Early Years and families. Identify and use a variety of measures to capture impact of resources and professional learning.

### Detailed Analysis

For more indepth analysis of results (including disaggregated data for First Nations, Métis and Inuit students, English language learners, and students requiring specialized supports and services) and for detailed priority strategies, see the [Strategic Plan Update: Priority 1 Goal One: An Excellent Start to Learning](#).



# 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.

### Key Performance Indicators

Key Performance Indicator	Results (in percentages)					Evaluation
	2012	2013	2014	2015	2016	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)	76.6	77.2	76.5	76.4	77.4	Improved
	23.4	23.9	23.5	23.8	25.1	Improved Significantly
Overall percentage of students who achieved the acceptable standard and the standard of excellence on diploma examinations (overall results) (Source: Accountability Pillar)	81.6	82.1	83.2	82.5	83.6	Improved Significantly
	19.7	21.7	22.0	22.4	23.4	Improved Significantly
<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)	83.4	84.4	84.1	83.8	85.4	Improved Significantly
	18.4	18.8	19.6	22.5	23.7	Improved Significantly
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)	78.1	79.4	77.8	78.1	78.7	Maintained
	18.3	18.7	18.4	16.8	18.9	Improved
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)	76.3	76.9	77.4	76.2	75.6	Declined
	18.9	21.0	20.5	18.2	17.9	Declined Significantly
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)	69.1	71.3	70.8	70.2	73.0	Improved Significantly
	24.1	25.5	24.2	23.9	24.6	Maintained
Overall percentage of students who achieved the acceptable standard on English diploma examinations (overall results). (Source: Accountability Pillar)	<u>30-1</u> 82.3	<u>30-1</u> 81.2	<u>30-1</u> 82.0	<u>30-1</u> 80.1	<u>30-1</u> 81.8	Maintained
	<u>30-2</u> 83.6	<u>30-2</u> 81.9	<u>30-2</u> 83.0	<u>30-2</u> 80.4	<u>30-2</u> 82.2	Maintained
Overall percentage of students who achieved the standard of excellence English diploma examinations (overall results). (Source: Accountability Pillar)	<u>30-1</u> 10.8	<u>30-1</u> 11.0	<u>30-1</u> 11.2	<u>30-1</u> 10.1	<u>30-1</u> 10.2	Maintained
	<u>30-2</u> 7.2	<u>30-2</u> 7.9	<u>30-2</u> 8.7	<u>30-2</u> 7.0	<u>30-2</u> 7.6	Maintained
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> 78.4	<u>30-1</u> 74.0	<u>30-1</u> 76.1	<u>30-1</u> 72.2	Declined Significantly
	<u>30-2</u> n/a	<u>30-2</u> 70.8	<u>30-2</u> 71.3	<u>30-2</u> 76.0	<u>30-2</u> 79.1	Improved Significantly
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> 33.3	<u>30-1</u> 29.0	<u>30-1</u> 33.1	<u>30-1</u> 28.6	Declined Significantly
	<u>30-2</u>	<u>30-2</u>	<u>30-2</u>	<u>30-2</u>	<u>30-2</u>	Improved

# Priority 1:

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

Key Performance Indicator	Results (in percentages)					Evaluation
	2012	2013	2014	2015	2016	Improvement
	n/a	10.6	15.1	18.3	21.2	Significantly
Percentage of students in Grades 1-9 demonstrating at or above grade level in writing. (Source: HLAT)	n/a	n/a	82.4	79.2	79.3*	+
Percentage of students in Grades 1-6 demonstrating at or above grade level in reading	n/a	n/a	n/a	n/a	74.8	Baseline
Percentage of students who may need interventions based on the District's Math Intervention Programming Initiative (MIPI) <i>Note: The MIPI was implemented in the 2014-2015 school for Grades 2 to 9, and was expanded to include Grade 10 students in 2015-2016.</i>	n/a	n/a	n/a	28.0	24.5	maintaining
Percentage of students in Grades 4-12 reporting they get help with reading and writing when they need it (Source: Accountability Pillar)	85.0	87.0	n/a	87.0	86.0	-
<b>INSTRUCTIONAL SUPPORTS</b>						
Percentage of parents satisfied with special support their child has received at school (Source: Accountability Pillar)	88.0	84.0	86.0	86.0	83.0	-

\*HLAT includes 149 Fort McMurray students; 21 students had results, and 128 were marked as exempt

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Aggregated PAT results are based upon a weighted average of per cent 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).
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- Aggregated Diploma results are a weighted average of per cent 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.
- Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.

First Nations, Métis and Inuit Students						
Key Performance Indicator	Results (in percentages)					Evaluation
	2012	2013	2014	2015	2016	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)	51.1	55.9	52.5	52.0	55.0	+
	5.8	6.4	6.4	8.7	7.4	+
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)	73.8	74.1	76.0	75.7	79.7	+
	7.0	8.6	8.9	10.4	9.3	-

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Aggregated PAT results are based upon a weighted average of per cent 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).
- Aggregated Diploma results are a weighted average of per cent 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.
- Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

# Priority 1:

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

## 2015-2016 Results

In the District's overall cohort result, students in Grades 6 and 9 continue to do well in achieving the acceptable standard and standard of excellence in Provincial Achievement Tests (PATs), outperforming the province. Diploma results have increased over the past five years. While the overall acceptable standard diploma results are lower than the province, standard of excellence is higher. The following is a more detailed breakout of results specific to the fundamental skills of literacy and numeracy.

### Literacy

Educators have long known that literacy is fundamental to successful learning and living. Developing strong literacy skills in students is essential for them to reach their full potential in school, the workplace and to experience a better quality of life in future years. 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 and writing.

Trends in data over the past five years indicate that the percentage of District students meeting the acceptable standard and the standard of excellence in Grade 6 English Language Arts and Grade 9 English Language Arts has been consistently higher than the province. Overall, the percentage of District students meeting the acceptable standard in Grade 6 English Language Arts increased this year from 83.8 per cent to 85.4 per cent and the percentage of District students meeting the standard of excellence in Grade 6 English Language Arts increased this year from 22.5 per cent to 23.7 per cent. The percentage of District students meeting the acceptable standard in Grade 9 English Language Arts increased this year from 78.1 per cent to 78.7 per cent and the percentage of District students meeting the standard of excellence in Grade 9 English Language Arts increased this year from 16.8 per cent to 18.9 per cent.

Trends in data over the past five years indicate that the percentage of District students meeting the acceptable standard and standard of excellence in English Language Arts 30-1 and 30-2 has been consistently lower than the province. However, the participation rate in 30-1 stream continues to be higher than the province. This means more students have additional post-secondary doors open to them. Overall, the percentage of District students meeting the acceptable standard in English Language Arts 30-1 increased this year from 80.1 per cent to 81.8 per cent and the percentage of District students meeting the standard of excellence in English Language Arts 30-1 was maintained, increasing nominally from 10.1 per cent to 10.2 per cent.

Overall, the percentage of District students meeting the acceptable standard in English 30-2 increased this year from 80.4 per cent to 82.2 per cent. The percentage of District students meeting the standard of excellence in English Language Arts 30-2 increased this year from 7.0 per cent to 7.6 per cent.

In support of literacy, the District introduced the District-wide Focus on Reading initiative. Furthermore, the District continued to provide formal literacy interventions (Reading Recovery, Levelled Literacy Intervention, Middle Years Literacy Intervention), specialized supports and services using the Pyramid of Intervention approach, developed literacy resources and continued to provide professional learning support to teachers.

# Priority 1:

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

## Numeracy

Confidence and competence in numeracy provides the foundations for lifelong learning. In all aspects of daily life, we rely on mathematical data, projections, inferences and systematic thinking. That is why numeracy, like literacy, is so fundamental. Numeracy enables one to develop logical thinking and reasoning strategies in daily life. It is a necessary skill that supports problem solving and making sense of time, numbers, patterns and shapes for everyday activities and life. Numeracy is essential because decisions in life are so often based on numerical information; to make the best choices, we need to be numerate.

While both the District and the province showed a slight decrease in the percentage of students meeting the acceptable standard and the standard of excellence in the Grade 6 PATs in Mathematics, the five year trend data shows that the percentage of District students meeting the acceptable standard and the standard of excellence has remained consistently higher than that of the province. Overall, the percentage of District students meeting the acceptable standard in Grade 6 Mathematics decreased this year from 76.2 per cent to 75.6 per cent and the percentage of District students meeting the standard of excellence in Grade 6 Mathematics decreased slightly this year from 18.2 per cent to 17.9 per cent.

Overall, the percentage of District students meeting the acceptable standard in Grade 9 Mathematics has shown significant improvement compared to the provincial results. The percentage increased this year from 70.2 per cent to 73.0 per cent and the percentage of District students meeting the standard of excellence in Grade 9 Mathematics increased this year from 23.9 per cent to 24.6 per cent. Trends in the data over the past five years indicate that the percentage of District students meeting the acceptable standard and the standard of excellence in Grade 9 Mathematics has remained consistently higher than that of the province.

Overall, both the District and province showed a decrease in the percentage of students meeting the acceptable standard and standard of excellence in Mathematics 30-1 exams over the past five years. While the percentage of District students meeting the acceptable standard and the standard of excellence in Mathematics 30-1 is higher than the province, the District's results for students meeting the acceptable standard decreased over the previous year from 76.1 per cent to 72.2 per cent. The percentage of District students meeting standard of excellence decreased from 33.1 per cent to 28.6 per cent. While reflecting on results for Math 30-1, it should be noted that a future exam will serve as baseline for comparison.

Overall, the percentage of District students meeting the acceptable standard and the standard of excellence in Mathematics 30-2 has increased significantly over the past five years. Furthermore, the results are higher than the province. The percentage of District students meeting the acceptable standard in Mathematics 30-2 increased this year from 76.0 per cent to 79.1 per cent and the percentage of District students meeting the standard of excellence in Mathematics 30-2 increased this year from 18.3 per cent to 21.2 per cent

The District continued to implement its Numeracy Guiding Document and Action Plan, including implementing the Mathematics Intervention Programming Initiative (MIPI) tool to Grades 2-10, and providing professional learning supports for staff.

# Priority 1:

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

## Areas Moving Forward 2016-2019 Priority Strategies

To build upon current successes, the following strategies over the next three years will be implemented.

### In support of literacy

- The District-wide Focus on Reading will continue to develop additional ways to support student development of the essential life skill of reading. This focus will support schools in identifying students who require interventions and ensure these students receive informal and formal interventions.
- Expand professional development for Kindergarten to Grade 12 teachers with a focus on research-based approaches in the area of literacy to further develop their expertise in literacy instructions.
- Continue to offer specialized supports and services to schools.

### In support of numeracy

- Use data from the Prior Level of Achievement Reports to identify sites that have demonstrated improvement in their Mathematics results at the Grade 3, 6, and 9 levels.
- Use data from the Accountability Pillar for Mathematics 30-1 and 30-2 to identify schools that have demonstrated an improvement that is greater than the provincial per cent difference and have consistently shown results that have exceeded provincial results.
- Professional learning supports and resources will continue to be developed and provided to support classroom teachers in implementing research based best practices to support numeracy and Mathematics teaching and learning.

Alberta Education requires strategies be developed for issues identified as a *concern* or *issue* in the Accountability Pillar overall summary. The following priority strategies will be implemented or continue to be supported throughout the District with the intent to eliminate the achievement gap between First Nations, Métis and Inuit students and all other students:

- Continue to increase capacity for District staff in using culturally responsive resources, supports, and information through professional learning opportunities and school visits.
- Conduct a literature review on evidence-based strategies proven to improve literacy and numeracy outcomes for First Nations, Métis and Inuit students.
- Conduct a case study to examine elements that factor into positive change for First Nations, Métis and Inuit students in schools with the intent to support their success and achievement.
- Continue to support District schools in strategic planning for First Nations, Métis and Inuit students and gathering key educational performance indicators to evaluate the impact of current programming.

## Detailed Analysis

- For more indepth analysis of results (including disaggregated data for First Nations, Métis and Inuit students, English language learners, and students requiring specialized supports and services) and detailed priorities and strategies, see Strategic Plan Update Report: Priority 1, Goal 2—Success for Every Student—Literacy (November 1, 2016) and Strategic Plan Update Report: Priority 1, Goal 2—Numeracy (November 29, 2016).
- Additionally a report on closing the First Nations, Métis and Inuit student achievement gap will be presented at public Board on December 13, 2016.

# 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.

### Key Performance Indicators

Key Performance Indicator		Results (in percentages)						Evaluation
		2011	2012	2013	2014	2015	2016	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	69.4	70.8	70.2	72.6	72.3		Improved
	4-yr	73.6	74.6	75.2	75.3	77.6		n/a
	5-yr	76.3	76.7	77.3	77.9	78.4		n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship.(Source: Accountability Pillar)		n/a	n/a	n/a	n/a	59.3		Baseline
Annual dropout rate of students aged 14 to 18. (Source: Accountability Pillar)		4.8	3.8	3.2	3.0	3.0		Improved Significantly
Percentage of students writing four or more diploma exams within three years of entering Grade 10 (Source: Accountability Pillar)		58.7	61.0	59.0	59.2	60.1		Maintained
<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		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	84.0	Improved Significantly
Percentage of Grade 7 and 10 students reporting that they get the help they need planning for a career (Source: Accountability Pillar)		68.0	69.0	68.0	n/a	67.0	66.0	-
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	70.8	+
<b>TRANSITIONS/CAREER PLANNING</b>								
Percentage of high school students who transition to post-secondary (including apprenticeship) within six years of entering Grade 10 (Source: Accountability Pillar)		59.1	61.5	61.1	61.4	61.1		Maintained
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		Baseline

#### Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- Aggregated Diploma results are a weighted average of per cent 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.
- Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Data values have been suppressed where the number of respondents/students is fewer 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 1:

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

First Nations, Métis and Inuit Students								
Key Performance Indicator		Results (in percentages)						Evaluation
		2011	2012	2013	2014	2015	2016	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	31.7	31.7	30.2	39.8	38.3		-
	4-yr	34.2	36.8	37.1	37.0	46.8		n/a
	5-yr	40.1	39.0	42.5	41.8	43.3		n/a
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship (Source: Accountability Pillar)		n/a	n/a	n/a	n/a	32.7		Baseline
Annual dropout rate of self-identified FNMI students aged 14 to 18 (Source: Accountability Pillar)		9.9	8.2	8.4	6.3	8.5		+
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10 (Source: Accountability Pillar)		15.2	19.2	16.8	20.2	20.3		+
<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)		27.1	25.3	25.0	26.6	26.3		-

## Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

# Priority 1:

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

## 2015-2016 Results

Preparing students for their futures and equipping them to be productive contributors to society, whether as post-secondary students, members of the workplace or citizens in the community, is one of the priority outcomes of public education. Throughout K-12, students are provided opportunities that focus on the development of foundational knowledge, competencies and attitudes that will support them in being successful in school and enable them to transition into post-secondary and/or the world of work.

Overall, the District's high school completion rate has increased over the past five years. The percentage of students who completed high school in three years increased from 69.4 per cent in 2010–2011 to 72.3 per cent in 2014–2015. Overall, the District's dropout rate for students between the ages of 14 and 18 decreased 1.8 per cent from 4.8 per cent in 2010–2011 to 3.0 per cent in 2014–2015.

Alberta Education tracks Grade 10 students for six years after high school to determine if students entered a post-secondary level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program. Out-of-province enrolment is estimated. The high school to post-secondary transition rate is one measure that can demonstrate the effectiveness of the province's K-12 education system in ensuring students are ready for further education and training. Overall, the District's six-year high school transition rate increased 2.0 per cent over the past five years from 59.1 per cent in 2010–2011 to 61.1 per cent in 2014–2015.

The Rutherford Scholarship recognizes and rewards the academic achievements at the high school level and encourages students to pursue post-secondary studies. Eligibility of the scholarship is calculated by determining the percentage of Alberta Grade 12 students who have an average of 75 per cent or higher in eligible Grade 10, 11, or 12 courses. Overall, 59.3 per cent of Grade 12 students were eligible for a Rutherford Scholarship in 2014–2015.

Overall, the District continues to show growth in achievement in Diploma exams. The per cent of District students who achieved the acceptable standard on diploma exams increased by 1.1 per cent over the previous year, and 2.0 per cent over the past five years from 81.6 per cent in 2011–2012 to 83.6 per cent in 2015–2016. Furthermore, the per cent of District students who achieved standard of excellence on diploma exams increased by 1.0 per cent from the previous year, and 3.7 per cent over the past five years from 19.7 per cent in 2011–2012 to 23.4 per cent in 2015–2016.

The District has a number of initiatives to support high school completion. By organizing schools in catchment groups, the District is supporting student transition through the K–12 journey. Several District schools are participating in Alberta Education's high school redesign project, and the District has implemented its Career Pathways model to enable more students to discover their interests and understand the opportunities available to them. As well, the District continues to provide alternative ways for students to complete high school through City Centre Campus, Centre High, Metro Continuing Education and Argyll Centre where students can learn online.

# Priority 1:

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

## Areas Moving Forward 2016-2019 Priority Strategies

To build upon current successes, the following strategies over the next three years will be implemented.

- Continue to implement Career Pathways in partnership with parents and community to enable students to discover their interests, understand opportunities available to them and prepare for a pathway that helps them find dignity and fulfillment in life.
- Expand and build upon High School Redesign to include two more high schools in the 2016–2017 school year.
- Use the web-based dashboard tool to monitor the five greatest predictors of high school dropout to enable schools to identify students at-risk of not completing high school, and provide targeted interventions to support students early and keep them on track to complete high school.

Alberta Education requires strategies be developed for issues identified as a *concern* or *issue* in the Accountability Pillar overall summary. To support the success of First Nations, Métis and Inuit Students the District will:

- Conduct a case study to examine elements that factor into positive change for First Nations, Métis and Inuit students in schools with the intent to support their success and achievement.
- Support and work towards increasing student attendance at summer transition programs and increasing mentorship opportunities in collaboration with key stakeholders.
- Conduct a research study to identify strategies and practices that have the greatest impact on improving First Nations, Métis, and Inuit student achievement. A plan will be developed to share the findings of this study with District schools to help inform schools in their efforts to reduce/eliminate the achievement gap.

## Detailed Analysis

- For more indepth analysis of results (including disaggregated data for First Nations, Métis and Inuit students, English language learners, and students requiring specialized supports and services) and detailed priorities and strategies, see the Strategic Plan Update Report: Priority 1, Goal 3: Success Beyond Schooling (November 1, 2016). Also, the Strategic Plan Update Report: District Accountability Pillar Survey Results (May 2016) profiles an additional measure.
- Additionally, a report on closing the First Nations, Métis and Inuit student achievement gap will be presented at public Board on December 13, 2016.



## PRIORITY 2

Provide welcoming, high quality learning  
and working environments.



## Priority 2:

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

#### Goal 1: A Focus on Well-being and Student Citizenship

Summary of Results	Opportunities for Moving Forward
<ul style="list-style-type: none"> <li>➤ 89.5 per cent of teachers, parents, and students agree students are safe at school, are learning the importance of caring for others, and are learning respect for others and are treated fairly in school</li> <li>➤ 84.9 per cent of teachers, parents, and students are satisfied students model active citizenship</li> <li>➤ To promote welcoming, inclusive, safe and healthy environments, the District built upon existing protocols and processes, enhanced staff capacity, and supported students in their growth and awareness of personal well-being</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Continue to utilize a Mental Health Transition Team as children and youth transition into and out of tertiary services in the community</li> <li>⇒ Develop and implement administrative regulations to support the implementation of Board Policy AEBB.BP—Wellness of Students and Staff</li> <li>⇒ Continue to identify a comprehensive School Health lead teacher in each school</li> <li>⇒ Collaborate with external stakeholders to provide resources and professional development in mental health, bullying, and creating safe, welcoming and inclusive school environments</li> </ul>

#### Goal 2: Quality Infrastructure for All

Summary of Results	Opportunities for Moving Forward
<ul style="list-style-type: none"> <li>➤ Preparation for the opening of three new schools in 2016–2017, and modernization of one school completed</li> <li>➤ 800 projects with \$15.5 million provincial funding initiated as part of Major Maintenance Plan</li> <li>➤ Established District Centre programming for students with severe special needs</li> <li>➤ Space utilization continued to trend upward to 77 per cent in 2015–2016</li> <li>➤ Yellow bus services provided to 11,605 District students; 96.7 per cent of student riders had one-way bus trips less than 60 minutes</li> <li>➤ All schools have a minimum of 100 mb SuperNetlink.</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Implement Year 2 of the District Infrastructure Plan, including: supporting 11 new school openings in 2017–2018; developing and conducting engagement for High School Accommodation Planning; initiating Working Committees with three mature school communities</li> <li>⇒ Complete detailed design phase of Edmonton Student Transportation Authority (ESTA)</li> <li>⇒ Over the next three years, invest in a refresh of core technical infrastructure in all schools</li> </ul>

#### Goal 3: Building Capacity through a Culture of Collaboration and Distributed Leadership

Summary of Results	Opportunities for Moving Forward
<ul style="list-style-type: none"> <li>➤ 80 per cent of staff believe professional development opportunities significantly contributed to their professional growth; 92 per cent felt District professional development focused on District priorities</li> <li>➤ A centralized professional learning management system implemented to support a coordinated, integrated approach to professional development</li> <li>➤ Leadership Development Framework doubled to 497 registrants in 2015–2016; 94.0 per cent of participants are satisfied with the modules and 98.0 per cent would recommend the modules</li> <li>➤ First and Second Year Principal Development Program offered to 28 principals</li> <li>➤ New Staff Orientation offered to 481 new hires</li> <li>➤ 383 teachers participated in Teacher Induction Program</li> <li>➤ Orientation sessions offered to supply staff</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Support school and catchment professional learning</li> <li>⇒ Continue to support Summer Institutes</li> <li>⇒ Continue to develop and implement Principal Readiness Framework</li> <li>⇒ Support development of head custodians</li> </ul>

## Priority 2:

Provide welcoming, high quality learning and working environments.

### Goal 4: A Culture of Excellence and Accountability

#### Summary of Results

- Participated in Alberta Education's Assurance Pilot Project
- Teachers, parents, and students are satisfied with the overall quality of education (90.8 per cent), feel the District has shown improvement or stayed the same (80.9 per cent), and are satisfied with the accessibility, effectiveness and efficiency of programs and services (71.5 per cent)
- District dashboard created to support culture of evidence-based decision-making
- Catchments engaged in formal strategic planning processes
- Launched E-Biz in October 2015 to support financial process efficiencies

#### Opportunities for Moving Forward

- ⇒ Develop a planning and reporting cycle to support timely reporting of data
- ⇒ Develop Phase 2 of the dashboard
- ⇒ Administration will bring forward Strategic Plan Update Reports to enable meaningful dialogue regarding the District's progress related to its Strategic Plan



## 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.

#### Key Performance Indicators

Key Performance Indicator (all can be hyperlinked to dashboard)	Results (in percentages)					Evaluation
	2012	2013	2014	2015	2016	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)	88.5	89.3	88.7	90.0	89.5	Maintained
<b>CITIZENSHIP/ LEADERSHIP</b>						
Percentage of teachers, parents and students that are satisfied that students model active citizenship. (Source: Accountability Pillar)	83.2	84.4	83.6	85.3	84.9	Improved
Your child is encouraged at school to be involved in activities that help the community (Source: Accountability Pillar)	76.0	77.0	78.0	79.0	79.0	=
Students are encouraged at your school to be involved in activities that help the community (Source: Accountability Pillar)	89.0	89.0	90.0	91.0	92.0	+
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		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		Baseline
Students at your child's school respect each other (Source: Accountability Pillar)	76.0	80.0	81.0	81.0	81.0	=
Students at your school respect each other (Source: Accountability Pillar)	93.0	93.0	93.0	94.0	94.0	=
<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		Baseline
Students at your child's school help each other when they can (Source: Accountability Pillar)	76.0	79.0	78.0	79.0	79.0	=
Students at your school help each other when they can (Source: Accountability Pillar)	95.0	96.0	96.0	96.0	97.0	+
<b>SAFE</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)	88.5	89.3	88.7	90.0	89.5	-
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		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		Baseline

Notes:

1. 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.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).



## Priority 2:

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

#### 2015-2016 Results

The District wants every student to grow, thrive and experience success throughout their learning journey. Consequently, the District supports student growth and development academically, socially and emotionally by ensuring they are learning in a welcoming, inclusive, safe and healthy school environment. This environment allows students to focus on their learning, prepares them for their future in post-secondary studies and/or the world of work and helps them gain a strong sense of citizenship and social responsibility.

The District students represent a diverse range of beliefs, backgrounds, cultures and circumstances. As a result, the District endeavours to have classroom and school environments that foster a sense of belonging, acceptance and safety, all of which help children learn. One key measures category in the Accountability Pillar Survey is whether school environments are perceived as safe and caring. Overall, 89.5 per cent of teachers, parents and students who completed the Accountability Pillar Survey indicated they agreed students are safe at school; learning the importance of caring for others; learning respect for others and 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).

The District pursued several initiatives in 2015–2016 to promote welcoming, inclusive, safe and healthy learning and working environments. These initiatives included activities that built upon existing District protocols and processes, enhanced staff capacity, and supported students in their own growth and awareness of personal well-being. This work was accomplished through the efforts of central supports, school-based initiatives, and in collaboration with various community partners whose mandate is focused on health and well-being.

The District recognizes that, through the school community, students have many opportunities to demonstrate citizenship and pursue activities that promote social responsibility. 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.

In summary, the District continues to perform well in providing learning and working environments that are welcoming, inclusive, safe and healthy, and continues to promote student citizenship. The District recognizes the importance of student well-being, and will continue to explore ways to further mental health services and to enhance safe and healthy school and work environments.

#### Areas Moving Forward 2016-2019 Priority Strategies

To build upon current successes, the following strategies over the next three years will be implemented.

- Explore, develop and implement additional means to strengthen mental health services by continuing to utilize a Mental Health Transition Team to provide extensive intervention supports as children and youth transition into and out of tertiary services in the community.
- Develop and implement administrative regulations that are aligned to the *School Act*, support the implementation of [\*Board Policy AEBB.BP-Wellness of Students and Staff\*](#) and provide direction to schools with respect to creating learning and working environments that support a District culture of wellness.

## Priority 2:

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

- Continue to identify a Comprehensive School Health lead teacher in each school to support curricular instruction and the development and implementation of strategies to create and maintain a culture of wellness for students in accordance to the *School Act* regulations and the *Guide to Education*.
- Work collaboratively with external stakeholders 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.
- Continue to implement 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.

#### Detailed Analysis

- For more indepth analysis of results see the Strategic Plan Update Report: District Accountability Pillar Survey Results (May 2016).
- Additionally, a Strategic Plan Update Report on Priority 2, Goal 1: A Focus on Well-Being and Student Citizenship is anticipated in 2017.

## 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.

#### Key Performance Indicators

Key Performance Indicator	Results					Evaluation
	2012	2013	2014	2015	2016	Improvement
<b>INFRASTRUCTURE</b>						
Number of District-requested capital projects that received provincial funding (Source: EPS)	0	6	10	5	0	n/a
New/Replacement Capital Construction projects funded	5	4	6	0	0	n/a
Approved modular classrooms	6	0	18	10	13	n/a
Major modernizations funded	2	0	4	2	0	n/a
Percentage of school space used across the District. (Source: EPS)	66.0	67.0	71.0	75.0*	77.0	+
<b>TRANSPORTATION</b>						
Number of yellow bus riders at the end of June	8,809	9,453	10,753	10,463	11,605	n/a
Percentage of yellow bus riders whose one-way trip is less than 60 minutes at end of September (Source: EPS)				98.6	96.7	-
<b>TECHNOLOGY</b>						
Percentage of District sites with a minimum of 100 mb SuperNet link	0	3.0	33.0	87.0	99.0	+
<b>STAKEHOLDER FEEDBACK</b>						
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		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		Baseline
Percentage of community and partners that report schools are easy to access for community activities. (Source: District Feedback Survey Q 26f)				74.9		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		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		Baseline

Note:

- Beginning in 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.

#### 2015-2016 Results

The District believes 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 and addressing the needs of a growing student population.

To achieve this goal, the District is guided by the Infrastructure Planning Principles Policy. A District Infrastructure Plan provides the overarching framework that informs strategy, priority and action plan development to guide the way the District distributes alternative and special needs programs, secures, improves and maintains school building infrastructure, accommodates growth and ensures students have equitable access to learning environments to meet their needs, regardless of where they reside. These include, but are not limited to, the 10-year Facility Plan, a 3-Year Capital Plan, the High School Accommodation Plan, the Alternative Program Review, the Major Maintenance and Renewal Plan, Growth Accommodation Plans, Space for Students in Mature Communities and other initiatives and sub-initiatives.

In 2015–2016, the District prepared for the opening of three new schools in September 2016 and completed the modernization of Belgravia School. As well, with the District as project manager, design was completed and construction began at nine schools scheduled to open in September 2017. The District worked with Alberta Education on two other schools to be opened in September 2017. Modernizations or additions were in progress at four schools, and design was initiated for the modernization of Caernarvon School and for a new school to replace Mill Creek School.

Over 800 projects were initiated in 2015–2016 as part of the District's annual Major Maintenance Plan, with provincial funding of \$15.5 million funded primarily with Infrastructure Maintenance Renewal funds. The District completed 25 projects to upgrade schools to meet barrier free requirements, as well as numerous projects that directly impact students by improving acoustics or providing specialized classrooms.

To address student enrolment growth pressures, the District initiated installation of 10 of 14 modular classrooms requested in November 2014 and requested 15 additional units—13 of which were approved. To address alternative and special needs program growth and shifting demands, the District conducted three major alternative program activities, established District Centre programming for students with severe special needs, reorganized the distribution of mild/moderate special needs programming in response to demand and initiated with Year One of the Early Childhood Services Program Expansion.

The District continues to balance space utilization with population growth through new school construction and maintaining aging infrastructure. The utilization rate continues to trend up from 66 per cent in 2011–2012 to 77 per cent in 2015–2016.

Transportation is another component of quality infrastructure. In 2015–2016, 11,605 students attended schools outside their neighbourhood and relied on yellow bus services to transport them to and from school. The District was able to provide one-way bus trips of less than 60 minutes to 96.7 per cent of student riders. As distances and loads to designated schools continue to increase, additional new school construction in new and developing communities will help to improve overall ride times.

In 2015–2016, the District completed SuperNet upgrades for all schools, and 99 per cent of all District sites have a minimum of 100 mb SuperNet link. This infrastructure upgrade serves as the foundation to the delivery of an enhanced and more equitable internet service for all schools.

In summary, the District continues to focus on new school construction and modernization of aging schools, the upgrading of technology, and efficient transportation delivery. Addressing the ongoing student enrolment pressures, shifting demands and infrastructure maintenance will continue to be a priority.

## Priority 2:

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

#### Areas Moving Forward 2016-2019 Priority Strategies

To build upon current successes, the following strategies over the next three years will be implemented.

- Implement Year 2 of the District Infrastructure Plan including the following initiatives, including supporting 11 new school openings for the 2017–2018 operational year, engaging stakeholders on High School Accommodation Planning, and initiating Working Committees with three mature school groupings to explore options to best serve communities into the future.
- Continue to pursue District utility savings and improve our overall sustainability.
- Complete the detailed design phase of the ESTA initiative.
- In collaboration with other school jurisdictions provide feedback to Alberta Education regarding the Learning and Technology Policy Framework.
- Over the next three years, invest in a refresh of core technical infrastructure in all schools.

#### Detailed Analysis

- For more detailed information, see Summary of Facility and Capital Plans: The District's Ten-Year Facilities Plan and Three-Year Capital Plan.
- Additionally a Strategic Plan Update Report: Priority 2, Goal 2: Quality Infrastructure for All will be presented in 2017.



## 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.

#### Key Performance Indicators

Key Performance Indicator	Results (in percentages)					Evaluation
	2012	2013	2014	2015	2016	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)	81.9	83.1	82.4	83.0	83.0	Maintained
<b>PROFESSIONAL DEVELOPMENT AND GROWTH</b>						
Number of registrations in professional growth opportunities through the Leadership Development Framework. (Source: District Dashboard)		226	239	245	497	+
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic, and contributed significantly to their ongoing professional growth. (Source: Accountability Pillar)	80.0	79.9	79.1	83.5	84.1	+
Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have significantly contributed to your ongoing professional development (Source: Accountability Pillar)	77.0	76.0	76.0	80.0	80.0	=
Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have been focused on the priorities of the jurisdiction (Source: Accountability Pillar)	86.0	87.0	85.0	90.0	92.0	+
Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have effectively addressed your professional development needs (Source: Accountability Pillar)	77.0	77.0	76.0	80.0	80.0	=
Percentage of staff that report Edmonton Public schools supports employee professional development and growth. (Source: District Feedback Survey Q 17a)				91.8		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		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		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		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		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		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		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		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		Baseline
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		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, Métis or Inuit. (Source: District Feedback Survey Q 26b)				68.0		Baseline



## Priority 2:

Provide welcoming, high quality learning and working environments.

Key Performance Indicator	Results (in percentages)					Evaluation
	2012	2013	2014	2015	2016	Improvement
<b><u>DISTRIBUTED LEADERSHIP</u></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		Baseline
Percentage of staff that report the decisions made at their school/decision unit reflect collaboration. (Source: District Feedback Survey Q 13b)				90.3		Baseline
<b><u>COLLABORATION</u></b>						
Percentage of staff that report staff in their school/decision unit work as a team. (Source: District Feedback Survey Q 15b)				89.4		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		Baseline
Percentage of parents that report the decisions made at their child's school reflect collaboration. (Source: District Feedback Survey Q 12b)				77.7		Baseline

Notes:

1. 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.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

### 2015-2016 Results

High quality teaching and learning environments are at the heart of student success. By preparing staff with quality professional development opportunities, leadership development, opportunities for collaboration and effective supports and services; the District strives to provide the high quality teaching and learning environments necessary for student success.

According to the Accountability Pillar, 80 per cent of staff believe the professional development opportunities provided to them met their needs and significantly contributed to their professional growth. To support more effective communication of professional development opportunities and to create a more coordinated and integrated approach to professional development, the District built a centralized professional learning management system.

Ninety-two per cent of staff felt District professional development opportunities are focused on the priorities of the District, an increase from 86.0 per cent in 2011–2012. To gain further insight into the professional learning needs of staff, the District conducted a survey. The results of the survey were used to inform the development of District professional learning activities. Professional development activities are delivered through District-wide professional development, catchments schools based professional development, and Communities of Practice. Furthermore, in Summer of 2016, the District launched a range of Summer Institute learning opportunities.

The District provides opportunities for staff to grow and thrive as leaders. Through the Leadership Development Program, 39 leadership development modules were available to emerging, aspiring and existing leaders. Participants indicated they were satisfied with the modules (94.0 per cent), and indicated they would recommend the modules to others (98.0 per cent).

Components of a talent management strategy have been implemented to facilitate recruitment, retention, engagement and career development of staff to support the needs of the District. The First and Second Year Principal Development Program was offered to 28 principals. New Staff Orientation

## Priority 2:

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

was offered to 481 new hires. Additionally, 383 teachers took part in the Teacher Induction Program, and orientation sessions were held throughout the year for the supply educational assistants, supply administrative assistants/office staff and supply custodial staff.

In summary, the District provided many opportunities through which staff were able to enhance their professional and leadership capacity within a culture of collaboration, and will continue to expand upon its professional learning opportunities for all staff.

#### Areas Moving Forward 2016-2019 Priority Strategies

To build upon current successes, the following strategies over the next three years will be implemented.

- Use feedback from professional learning survey to inform school and catchment professional learning supported by central decision units.
- Continue to support Summer Institutes as a way of building capacity and providing increased opportunity for collaboration.
- Continue the development and implementation of the Principal Readiness Framework to support building principal capacity.
  - Implement the Aspiring Principal Development Program in the 2016–2017 year as part of the District’s work to build principal capacity.
- Develop and implement specific initiatives to support the development of head custodians to meet ongoing needs in schools.

#### Detailed Analysis

- For more indepth analysis of results see the Strategic Plan Update Report: District Accountability Pillar Survey Results (May 2016).
- For more indepth analysis of results and for detailed priority strategies, see the upcoming Strategic Plan Update Report: Priority 2, Goal 3: Building Capacity through a Culture of Collaboration and Distributed Leadership that will be presented in 2017.

## 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.

#### Key Performance Indicators

Key Performance Indicator	Results (in percentages)					Evaluation
	2012	2013	2014	2015	2016	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)	79.7	80.8	78.0	80.1	80.9	Improved Significantly
Percentage of teacher, parent and student satisfaction with accessibility, effectiveness and efficiency of programs and services for students in their community. (Source: Accountability Pillar)	70.5	70.5	65.0	71.6	71.5	=
<b>ACCOUNTABILITY AND EXCELLENCE</b>						
Percentage of teachers, parents and students satisfied with the overall quality of basic education (Source: Accountability Pillar)	90.6	91.2	89.8	91.0	90.8	Maintained
Percentage of staff that report the decisions made at their school/decision unit reflect accountability. (Source: District Feedback Survey Q 13a)				92.0		Baseline
Percentage of staff that report the decisions made at their school/decision unit reflect equity. (Source: District Feedback Survey Q 13c)				85.7		Baseline
Percentage of staff that report the decisions made at their school/decision unit reflect integrity. (Source: District Feedback Survey Q 13d)				91.1		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		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		Baseline
Percentage of staff that report Edmonton Public Schools is a good place to work. (Source: District Feedback Survey 16a)				97.1		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		Baseline
Percentage of staff that report Edmonton Public Schools uses resources responsibly. (Source: District Feedback Survey Q 20b)				73.2		Baseline
Percentage of staff that report work responsibilities are fair and reasonable. (Source: District Feedback Survey Q 14f)				87.4		Baseline
Percentage of parents that report the decisions made at their child's school reflect accountability. (Source: District Feedback Survey Q 12a)				75.7		Baseline
Percentage of parents that report the decisions made at their child's school reflect equity. (Source: District Feedback Survey Q 12c)				76.5		Baseline
Percentage of parents that report the decisions made at their child's school reflect integrity. (Source: District Feedback Survey Q 12d)				80.5		Baseline
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		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		Baseline

#### Notes

- 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.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

## Priority 2:

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

#### 2015-2016 Results

Edmonton Public Schools believes in public accountability and transparency, equitable practices, continuous improvement and striving for efficiencies. The District has heightened its focus on evidence-based decision-making as an approach to support its intended outcome of success for every student.

Year after year, the Accountability Pillar indicates that teachers, parents and students are satisfied with the overall quality of education provided by Edmonton Public Schools; the result in 2015–2016 was 90.8 per cent. 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. Furthermore, 71.5 per cent of teachers, parents and students are satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community; this is consistent with the results achieved last year.

Foundational to the District's work is its Strategic Plan, which identifies the three Priorities and 10 Goals the District is pursuing. In addition to annual reporting through the AERR and Results Review process, the District is part of Alberta Education's Assurance Pilot Project. Through the flexibility afforded in the pilot, in 2015–2016, the District conceptualized the creation of Strategic Plan Update Board reports for implementation in 2016–2017. Furthermore, in 2015–2016, all catchments engaged in a formalized strategic planning process, and will be reporting back on progress made. As well, through the catchments, Equity funds were distributed to provide additional resources for areas of greatest needs to make a difference for students. Catchments are responsible to report on outcomes resulting from use of these funds.

More and more, the District is interested in knowing the impact of its work on, and how to influence, student outcomes. To this end, a web-based dashboard tool was created to support a culture of evidence-based decision-making. The dashboard enables school leaders to see how their students are doing on provincial and local assessments.

The District pursued several initiatives that support efficiency and equity. For example, in order to make business process more efficient, the District implemented the E-Biz Project to align District business operations with industry best practices. The new financial systems went live on October 5, 2015.

In summary, the District demonstrates accountability and excellence through a comprehensive approach to reporting grounded in effective, efficient, equitable and evidence-based practices. Moving forward, the District will continue to build upon this culture of evidence-based decision-making.

#### Areas Moving Forward 2016-2019 Priority Strategies

To build upon current successes, the following strategies over the next three years will be implemented.

- In support of the District's overall strategic direction and intentional efforts to foster an evidence-based decision-making culture, through the flexibility of the Assurance Pilot, the District will further refine a planning and reporting cycle that supports timely reporting of data.
- In support of monitoring progress towards the goals and outcomes of the District's Priorities, work will continue on the conceptualization and development of Phase 2 of the Dashboard.
- Administration will bring forward Strategic Plan Update Reports with timely, detailed data analysis to enable meaningful dialogue regarding the District's progress related to its Strategic Plan and to inform decision-making.

#### Detailed Analysis

- For more indepth analysis of results see the Strategic Plan Update Report: District Accountability Pillar Survey Results (May 2016).



## PRIORITY 3

Enhance public education through communication, engagement and partnerships.



# Priority 3:

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

### Goal 1: Parents as Partners

Summary of Results	Opportunities for Moving Forward
<ul style="list-style-type: none"> <li>➤ 81.0 per cent of parents were involved in their child's education, and 79.0 per cent were satisfied with the opportunity to be involved</li> <li>➤ SchoolZone unique page visits increased by 15.0 per cent</li> </ul>	<ul style="list-style-type: none"> <li>⇒ See parent input to inform the review and update of the Strategic Plan 2018–2022</li> <li>⇒ Continue to work closely with the Alberta School Council Association</li> </ul>

### Goal 2: Supports for the Whole Child

Summary of Results	Opportunities for Moving Forward
<ul style="list-style-type: none"> <li>➤ School-Community Relationship document and electronic tracking tool created</li> <li>➤ 158 leases to organizations that provide child care, education partners, pre-Kindergarten programs, government/public service and general community service</li> <li>➤ Community engagement model under development</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Continue to develop a partnership framework to support District leaders in their strategic work with community stakeholders</li> <li>⇒ Launch the School Community Relationship Identifier tracking tool</li> </ul>

### Goal 3: Engaged and Effective Governance

Summary of Results	Opportunities for Moving Forward
<ul style="list-style-type: none"> <li>➤ Board approved the student senate model of student governance</li> <li>➤ Teacher Collaboration Committee created to support teacher dialogue on priority topics</li> <li>➤ Stakeholders engaged on many infrastructure projects, including: Attendance Areas for New Schools, High School Accommodation Planning, Growth Accommodation in Summerside, mature communities</li> <li>➤ Social media followers increased from previous year: Facebook (59.0 per cent increase), Twitter for @EPSBNews (34.0 per cent increase). Furthermore, video views increased 27.0 per cent views with a 31.0 per cent increase of minutes watched.</li> <li>➤ The District's website, epsb.ca, had 61.0 per cent more visitors in 2015-2016 compared to the previous year.</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Implement the 2016–2017 District Feedback Survey</li> <li>⇒ Fully implement the Student Senate model</li> <li>⇒ Develop a framework to support review of administrative regulations</li> </ul>



## 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.

#### Key Performance Indicators

Key Performance Indicator	Results (in percentages)					Evaluation
	2012	2013	2014	2015	2016	Improvement
<b>PARENTAL INVOLVEMENT</b>						
Percentage of parents and teachers satisfied with parental involvement in decisions about their child's education. (Source: Accountability Pillar)	77.8	78.7	78.9	79.5	78.9	Maintained
To what extent are you involved in decisions about your child's education (parents) (Source: Accountability Pillar, p. 189)	81.0	81.0	82.0	82.0	81.0	-
To what extent are you involved in decisions at your child's school (parents) (Source: Accountability Pillar, p. 189).	58.0	59.0	59.0	60.0	59.0	-
How satisfied or dissatisfied are you that your input into decisions at your child's school is considered (parents). (Source: Accountability Pillar, p. 189).	63.0	65.0	65.0	66.0	64.0	-
How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's education (parents). (Source Accountability Pillar: p. 189).	79.0	80.0	78.0	80.0	79.0	-
How satisfied or dissatisfied are you with the opportunity to be involved in decisions at your child's school (parents). (Accountability Pillar, p. 189).	74.0	75.0	75.0	75.0	74.0	-
To what extent are parents or guardians involved in decisions about their child's education (teachers) (Source: Accountability Pillar, p. 189).	80.0	80.0	82.0	82.0	82.0	=
To what extent are parents or guardians involved in decisions at your school (teachers) (Source: Accountability Pillar, p. 189).	76.0	76.0	78.0	79.0	79.0	=
How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions about their child's education (teachers). (Source: Accountability Pillar, p. 193)	91.0	91.0	91.0	91.0	92.0	+
How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions at your school. (Source: Accountability Pillar, p. 193).	89.0	90.0	90.0	90.0	90.0	=
[How satisfied or dissatisfied are you] that the input of parents or guardians into decisions at your school is considered (teachers). (Source: Accountability Pillar, p. 193).	86.0	88.0	89.0	89.0	88.0	-
Percentage of parents that report that they have opportunities to communicate with their child's teacher. (Source: District Feedback Survey Q 20)				96.6		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		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		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		Baseline
Percentage of parents that report they are welcome at their child's school. (Source: District Feedback Survey Q 7a)				94.4		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		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		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		Baseline

Notes:

- 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.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

## Priority 3:

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

#### 2015-2016 Results

A child's first "teachers" in life are their parents—and a lot of life learning has happened before a child's first day of school. Through the K–12 journey towards high school completion, parents are extending responsibility for growth and development of their children to include school staff. This is both a privilege and opportunity for parents and educational staff in schools to work together so that each child grows, thrives and experiences school success in their readiness for life beyond Grade 12.

Overall, the percentage of parents and teachers who are satisfied with parental involvement in decisions about their child's education has remained steady over the past five years and was 78.9 per cent in 2015–2016. More specifically, 81.0 per cent of parents who responded to Alberta Education's Accountability Pillar Survey indicated they were involved in decisions about their child's education, and 79.0 per cent were satisfied with the opportunity to be involved in their child's education, both consistent results since 2011–2012.

There are a number of opportunities provided to parents to be part of their child's education including participating on school councils, volunteering at school, engaging in school communications, engaging in school conversations that inform planning and decision-making, and actively supporting their child's learning. Related to School Councils, annually, the District provides free School Council orientation sessions and ongoing support. Furthermore, the District provides communication materials to parents through the District's website ([epsb.ca](http://epsb.ca)) and SchoolZone. SchoolZone continues to be a popular way to communicate and engage with parents; over the past year there was a 15.0 per cent increase in unique page visits.

The District is also intentional about providing opportunities to engage with parents as partners in student learning. To encourage parent engagement, the District continues to collaborate with community partners who offer supports such as dinner and childcare. Often, these supports enable parents to logistically attend an event at the school and participate in their child's learning experience. To further support parent involvement in their child's learning, the District also develops parent friendly tools and resources. These materials are used by schools to help engage and support parent involvement.

In summary, the District continues to identify ways to partner with parents in the education of students. Parents perceive they are actively involved in their child's education, but less so in their child's school. The District will continue to work to identify ways to implement best practices related to parent engagement.

#### Areas Moving Forward 2016-2019 Priority Strategies

To build upon current successes, the following strategies over the next three years will be implemented.

- Engage parents in the consultation process to inform the review and update of the Strategic Plan 2018–2022.
- Continue to explore how best to effectively inform, communicate, and engage with parents.
- Continue to work closely with the Alberta School Council Association to provide opportunities for parents to engage with each other and their school communities.
- Through the District Feedback Survey, Results Review and budget planning processes continue to seek feedback from parents.

## Priority 3:

Enhance public education through communication, engagement and partnerships.

### Detailed Analysis

- For more indepth analysis of results see the Strategic Plan Update Report: District Accountability Pillar Survey Results (May 2016).
- For more indepth analysis of results and for detailed priority strategies, see the upcoming Strategic Plan Update Report: Priority 1, Goals 1,2,3: Engagement and Partnerships in 2017.



## 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.

#### Key Performance Indicators

Key Performance Indicator	Results (in percentages)					Evaluation
	2012	2013	2014	2015	2016	Improvement
<b>PARTNERSHIPS</b>						
Percentage of staff that report Edmonton Public Schools has partnerships that enhance student success. (Source: District Feedback Survey Q 20d)				79.9		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		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		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		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		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		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		Baseline

#### 2015-2016 Results

The entire community has a role to play in supporting student success. 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 our commitment to the success and wellbeing of children and youth.

These community supports reflect a broad range of services from school nutrition to cultural programming. The organizations with whom the District collaborates include post-secondary institutions, members of the business community, not-for profit organizations, community service clubs and other areas of government. The District strategically seeks out community partners whose expertise and programming align with the demographic complexity and diversity of our students and families.

To better understand the broad range of community-school relationships that not only support students, but also provide services for parents, enhance the work of our staff, and contribute overall to a thriving school community, the District has developed the *School-Community Relationship* document and electronic tracking tool to enable school leaders to record information about the various community supports provided at their school. Data from the tracking tool will support schools in their work with community and will also provide a District-level perspective to community engagement.

## Priority 3:

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

The District also leases available space in both open and closed schools to day cares, before and after school cares and other community organizations providing services that benefit students and families. In 2015–2016, the District had 158 leases to organizations that provide child care, education partners, pre-Kindergarten programs, government/public services and general community services.

In summary, working collaboratively with external stakeholders is a critical strategy towards the success of all students. To support this work, the District will continue to build a partnership framework that provides District leaders with resources to guide their efforts in exploring, developing, implementing, and maintaining strategic relationships with community stakeholders.

#### Areas Moving Forward 2016-2019 Priority Strategies

To build upon current successes, the following strategies over the next three years will be implemented.

- Continue to develop a partnership framework. The framework is building upon the foundational document, *School-Community Relationship Identifier*, and will be structured around the following components:
  - A partnership cycle tool kit containing information, tools and resources to support District leaders in their thinking and navigating through the various stages of a relationship with an external stakeholder.
  - Launch the School-Community Relationship Identifier tracking tool and provide support to school leaders around the entering of their data.
  - A central point of contact and support for both schools and community stakeholders.
  - A signed agreement protocol that includes templates and exemplars, a signing authority protocol and a signed agreement records management structure.
  - Supporting administrative regulations.
- In collaboration with the City of Edmonton and key community partners, the District will engage with stakeholders of the broader school community around the future direction and purpose of the Rundle School building upon the opening of the new Ivor Dent School next door.

#### Detailed Analysis

- For more indepth analysis of results and for detailed priority strategies, see the upcoming Strategic Plan Update Report: Priority 1, Goals 1, 2, 3: Engagement and Partnerships in 2017.

## 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.

#### Key Performance Indicators

Key Performance Indicator	Results (in percentages)					Evaluation
	2012	2013	2014	2015	2016	Improvement
<b>DISTRICT GOVERNANCE</b>						
Number of staff, students, parents and community members who responded to the District Feedback Survey. [Dashboard]				57,063		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		Baseline
Percentage of staff that report their work aligns to the District's strategic plan. (Source: District Feedback Survey Q 12b)				86.4		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		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		Baseline
Percentage of parents that report they have contacted their child's school Trustee. (Source: District Feedback Survey Q 31)				24.4		Baseline
Percentage of parents that contacted their Trustee that report they were satisfied with the outcome. (Source: District Feedback Survey Q 32)				73.3		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		Baseline
<b>ENGAGEMENT/COMMUNICATION</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		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		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		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		Baseline
Percentage of community and partners that report Edmonton Public Schools is actively connected to the neighbourhood. (Source: District Feedback Survey Q26i)				68.3		Baseline



## Priority 3:

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

#### 2015-2016 Results

The District strives for transparent and trusting relationships with all educational stakeholders—students, staff, parents, community and partners through inclusive and responsive communication and processes. The District is laying the foundation for generative participation, public assurance and confidence in decision-making and policy development through communication, engagement and accountability. In the 2015–2016 school year, the District sought the voice and perspective of stakeholders to inform decision-making in a variety of areas. Some of the opportunities to engage and consult with our stakeholders are highlighted below.

Students: The District continued to offer a Legacy student cohort to foster and promote youth awareness and participation in governance. In June 2015, the Board tasked Legacy students to conceptualize a model of student governance to support meaningful engagement between the Board and District students. Legacy students proposed a model built upon a Student Senate with Student Trustee representation; the Board approved this model for implementation in the 2016–2017 school year.

Staff: To gain insight into teacher perspective, the District provided teachers with the opportunity to respond to a survey highlighting key topics relevant to the District’s education context today. Thirty per cent of the District’s teachers chose to respond to the survey. The District then created a Teacher Collaboration Committee (TCC) and used priority topics from the survey to support teacher dialogue. The TCC’s discussion was documented and summarized in a report. The TCC complements other structures in place to capture staff voice—including the Superintendent’s Community of Practice in Education (SCOPE) and principal advisory committees.

Parents and Community: The District recognizes that schools are vibrant assets in the heart of Edmonton communities. As such, the District values community and parent voice to inform key decisions around District infrastructure. In 2015–2016, the District engaged with stakeholders on a number of initiatives: Attendance Areas for New Schools, High School Accommodation Planning, Growth Accommodation in the Summerside neighbourhood and infrastructure discussions with three mature communities. In order to reach as many stakeholders as possible, the District used a variety of engagement approaches including face-to-face-public meetings, social media, online surveys and live webcasts of stakeholder meetings. These discussions are ongoing and will continue in the 2016–2017 school year.

As well, parents and the community can be involved on the Inclusive Learning Advisory Committee, which discusses policy, regulation and practice regarding inclusive education.

Community and Partners: The District continued to consult and engage with external stakeholders on a number of initiatives. For example, many of the 21 Career Pathways sub-councils and working groups include external stakeholders from post secondary, industry and community. These sub-councils help to shape direction and inform the implementation of Career Pathways. As well, the District demonstrated commitment to the Truth and Reconciliation Commission’s Calls to Action in collaboration with partners such as the City of Edmonton, Edmonton Catholic Schools, Canadian Native Friendship Centre and Elders, Knowledge Keepers and Cultural Advisors through Reconciliation in Education Week.

Policy Development: The Board of Trustees continued to review, align and consolidate Board policies to current legislation. The Board reviewed and consolidated 17 policies and three policies (AA.BP Stakeholder Relations, FA.BP Human Resources Framework, FGB.BP Evaluation of Superintendent of Schools) were brought forward for approval. Prior to approval, each policy was posted for stakeholder review and feedback. In total, we received 238 responses. Furthermore, work began around the safe and caring foundational policies. This work will continue in the 2016–2017 school year including stakeholder engagement.

## Priority 3:

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

The District continues to explore new ways to communicate with parents and community members through livestreaming of public meetings, presenting information in new ways and reaching various audiences through social media. For example, compared to last year, the District had an 59 per cent increase in Facebook page followers, a 34 per cent increase of Twitter followers for @EPSBNews and a 27 per cent increase of video views with a 31 per cent increase of minutes watched.

As well, the number of visitors to the District's website increased by 61 per cent and 1,700 submissions were provided through the epsb.ca contact form.

In summary, the District continues to build on its strengths by providing many avenues and opportunities for stakeholders to communicate their perspective and express their opinions on key District initiatives and explore ways to communicate in a way that is meaningful and relevant to stakeholders. In the 2016–2017 school year, the District will be able to monitor perspectives, progress and opportunities for improvement related to communication, participation and engagement through the District Feedback Survey.

#### Areas Moving Forward 2016-2019 Priority Strategies

To build upon current successes, the following strategies over the next three years will be implemented:

- Implement the 2016-2017 District Feedback Survey across four stakeholder groups (staff, students, parents, community) to seek perspectives related to the Strategic Plan.
- Continue to engage community and parents around student accommodation and future needs and use of District infrastructure.
- Fully implement the Student Senate model, support student selection of three student trustees, in 2016–2017, and conduct an evaluation of the model.
- Develop a framework to support review of administrative regulations.

#### Detailed Analysis

- For a more detailed report regarding student governance, see [Strategic Plan Update: Student Senate 2016-17 Work Plan](#).
- Additionally, see the upcoming Strategic Plan Update Report: Priority 3, Goals 1,2,3: Engagement and Partnerships in 2017.

## Summary of Financial Results and Budget Summary

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[Financial Statements and Budget will be discussed at November 29, 2016 Board meeting]

[Financial Statements and Budget will be discussed at November 29, 2016 Board meeting]

[Financial Statements and Budget will be discussed at November 29, 2016 Board meeting]

# Capital and Facilities Projects and Plans

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The District strives to provide high quality learning and working environments for all of its students and staff. To achieve this goal, the District is guided by the Infrastructure Planning Principles Policy. A District Infrastructure Plan provides the overarching framework that informs strategy, priority and action plan development to guide the way the District distributes alternative and special needs programs, secures, improves and maintains school building infrastructure, accommodates growth, ensures students have equitable access to learning environments to meet their needs, regardless of where they live. These include, but are not limited to, the 10-year Facility Plan, a 3-Year Capital Plan, the High School Accommodation Plan, the Alternative Program Review, the Major Maintenance and Renewal Plan, Growth Accommodation Plans, Space for Students in Mature Communities and other initiatives and sub-initiatives.

The District's *Three-Year Capital Plan 2017-2020*, guided by the *Planning Principles*, was approved by the Board on March 15, 2016, and submitted to the Province of Alberta. The Plan included a request for 27 capital priorities, none of which have been approved for funding by the government of Alberta to date.

## Previously Funded Capital Projects Status

In collaboration with the Government of Alberta as project managers, three new schools were completed and equipped to welcome students for September 1, 2016, openings:

- Dr. Margaret-Ann Armour School in Windermere—Ambleside neighbourhood (Grades K-9, 600 student capacity);
- Nellie Carlson School in Terwillegar Heights—MacTaggart neighbourhood (Grades K-9, 900 student capacity);
- Roberta MacAdams School in Heritage Valley—Blackmud Creek neighbourhood (Grades K-6, 650 student capacity).

The District continues to work with the Government of Alberta to support the modernization of the Alberta School for the Deaf (scheduled for substantial completion in September 2017), as well as the completion of Michael Phair School in Lewis Farms—Webber Greens neighbourhood (Grades 7–9, 900 students), and Ivor Dent School, a new K–9 replacement school in the Greater Lawton area (Grades K–9, 650 students), which are all scheduled to open in September 2017.

In terms of capital projects funded by the Government of Alberta but project managed by our District, modernization of Belgravia School was completed earlier in 2016. A modernization of Vimy Ridge Academy is 77 per cent complete, with completion scheduled for early 2017. A modernization of Ross Sheppard School is 55 per cent complete, with completion scheduled for 2018. A 600 student capacity addition to Lillian Osborne School is scheduled for completion in February 2017. Design has been initiated for the modernization of Caernarvon School, as well as for a new school to replace Mill Creek School. Design and construction tendering for nine additional new schools scheduled to open in September of 2017 was completed, and construction began. These include:

- Constable Daniel Woodall School—Windermere Estates neighbourhood (Grades K-6, 650 students)
- Dr. Lila Fahlman School—Allard neighbourhood (Grades K-9, 900 students)
- Kim Hung School—Granville neighbourhood (Grades K-9, 900 students)
- Jan Reimer School—The Orchards neighbourhood (Grades K-9, 900 students)
- Shauna May Seneca School—Walker neighbourhood (Grades K-9, 900 students)
- David Thomas King—Secord neighbourhood (Grades K-9, 900 students)
- Hilwie Hamdon School—Hudson neighbourhood (Grades K-9, 900 students)
- Donald R. Getty School—Chappelle-west neighbourhood (Grades K-9, 900 students)
- Svend Hansen School—Laurel neighbourhood (Grades K-9, 900 students)



## Infrastructure Maintenance Renewal (IMR) and Other Projects

Over 800 projects were initiated in 2015–2016 as part of the District’s annual Major Maintenance plan, funded primarily through the IMR (Infrastructure Maintenance Renewal) funding stream. The provincial funding support for IMR for 2015–2016 was \$15.5M. The District completed over 25 projects to upgrade schools to meet barrier free requirements, as well as numerous projects that directly impact students by improving acoustics or specialized classrooms, such as science or CTS labs. The District also started design and construction on a number of projects related to building energy efficiency by upgrading mechanical or electrical components within the building. Five projects to facilitate Special Needs District Centres were designed and initiated for 2016 operationalization.

## Addressing Student Enrolment Growth Pressures

Over the course of the 2015–2016 school year, the District received and initiated installation of 10 of 14 modular classrooms requested in November 2014. In November 2015, the District requested 15 additional units for accommodating students in growth pressure areas. Thirteen were approved and they are now in process of being installed and operationalized at the following schools: Ellerslie School (4), Crawford Plains School (3), Velma E. Baker School (2), Pollard Meadows School (2), and Meyokumin School (2). Due to over capacity challenges at Michael Strembitsky School, community consultation was held regarding the redirection of all kindergarten students to Satoo School (with expansion to Grade 1 for 2017–2018), as well as the redirection of all students from the northeast portions of Summerside neighbourhood to Ellerslie School. These redirections were approved for implementation for September 2016. The District’s *Three-Year Capital Plan 2017-2020* included a request for 13 new school capital priorities to serve rapidly growing new growth areas in the District. None of these new school requests have been approved for funding by the Government of Alberta.

## Alternative and Special Needs Program Growth and Shifting Demands

Three major alternative program activities were conducted in 2015–2016. Following community and parent engagement, the Nellie McClung Program for junior high girls was consolidated from three sites to two, effective September 2016. Two new alternative program sites were established: Chinese Bilingual programming for Kindergarten and Grade 1 students was established at Parkallen School to serve students from southwest Edmonton; French Immersion programming was established at Oliver School for Kindergarten and Grade 1 students, and deactivated in response to a insufficient demand during pre-enrolment.

District Centre programming for students with severe special needs was established at the following four sites: new Interactions programming at Dovercourt School, Lee Ridge School, Dr. Margaret-Ann Armour School, and Individual Support programming was established at Bannerman School.

The distribution of mild/moderate special needs programming was reorganized throughout 2015–2016 in response to demand, with 15 new or reactivated District Centre classes and 11 deactivated classes. Highlights include: Division IV Strategies programming at the Academy at King Edward broadened to include two newly approved classes at a second high school campus, McNally School; a second class of Community Living Skills programming established at both Lynnwood School and Eastglen School; Strategies programming (one class) was deactivated at Steele Heights School and one class established at Lawton School; a Strategies class was deactivated at both Westlawn and Edith Rogers schools; Literacy programming was deactivated at Kate Chegwin School.

Year One of the Early Childhood Services Program Expansion was initiated in 2015–2016 with sites established at Bissett School (two classes), Callingwood School (two classes), Grovenor School (two classes), Lansdowne School (two classes), and Steinhauer School (two classes). In 2015–2016, Student Program Distribution also began exploring feasible and sustainable sites for year two as part of the District-wide roll out plan for early learning program expansion.

## Parental Involvement and Community Engagement

Throughout the 2015–2016 school year, District administration conducted a series of community-based engagement processes related to the site selection for nine new schools to open in September 2017, and attendance areas for three new schools which opened in September 2016. Five additional community engagement meetings were held to gather input on potential attendance areas for the 11 new schools to open in September 2017. Stakeholder input was also coordinated in relation to the naming of nine of the new schools opening in 2017. Community engagement was also initiated with three school community groupings involving 15 different schools to introduce the *Space for Students in Mature Communities* initiative. This is a continuation of exploration of alternative approaches to delivering 21<sup>st</sup> Century Learning Facilities in mature areas of the city, based on successful engagement with the Greater Lawton and Greater Highlands school communities. The community engagement processes incorporated media briefings, website content, print and social media advertising, roadside signage, letters to parents, community leagues and City officials, and multiple public and community stakeholder meetings. A series of community engagement meetings and surveys were conducted around addressing over capacity challenges at Michael Strembitsky School. A series of information meetings were also held to share information and collect feedback on High School Accommodation Planning.

### Summary of Facility and Capital Plans

A summary of the District's Ten-Year Facilities Plan and Three-Year Capital Plan can be viewed on the District's website: [epsb.ca/ourdistrict/results/capitalplanning](https://epsb.ca/ourdistrict/results/capitalplanning).

## Whistleblower Protection

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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), available here: [epsb.ca/ourdistrict/policy/f/fbec-ar](https://epsb.ca/ourdistrict/policy/f/fbec-ar), 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 2015–2016.

# Appendix A:

## Accountability Pillar Measure Evaluation References

### 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 (e.g. 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)

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.

