

**DATE:** September 12, 2017

**TO:** Board of Trustees

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

**SUBJECT:** Strategic Plan Update – Priority 3, Goal Three: Governance and Engagement

**ORIGINATOR:** Nancy Petersen, Director, Strategic District Supports

**RESOURCE STAFF:** Carolyn Baker, Sonia Boctor, Lisa Boston, Sherelyn Caderma, Greg McInulty, Karen Mills, Amit Sansanwal

**REFERENCE:** District Strategic Plan

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## ISSUE

The purpose of this report is to provide the Board of Trustees with an update of the District’s Strategic Plan for Priority 3, Goal Three – Governance and Engagement (Attachment 1). The report provides an overview of the District’s governance efforts, a summary of 2017 District Feedback Survey data that relates to governance efforts and identifies opportunities for next steps.

## BACKGROUND

In 2014, Edmonton Public Schools formally launched its District Strategic Plan for the 2014–2018 term. The District Strategic Plan has three priorities with supporting goals and outcomes. The plan serves to provide common direction and alignment between the work of the Board of Trustees, the Superintendent, and District staff. The Strategic Plan provides the foundation for a District culture of evidence-based decision making, assurance, and accountability. In 2015 the District joined Alberta Education’s Assurance Pilot Project. The Assurance Model provides a framework for the District to report directly on how we are doing relative to the goals and outcomes on the 2014–2018 Strategic Plan, which reflects provincial educational priorities while being responsive to local priorities.

## CURRENT SITUATION

Each year, Alberta Education requires school jurisdictions to submit a Three-Year Education Plan (3YEP) and Annual Education Results Report (AERR) by November 30. The 3YEP/AERR reports on results from the previous school year and highlights the District’s strategies to advance its strategic priorities over the next three years. With the flexibility afforded through the Assurance Pilot, the District has established an Assurance and Public Board Reporting Cycle in support of completing the 3YEP/AERR. This cycle was developed to achieve the following outcomes:

- Establish a planning and reporting cycle that considers when local and provincial data is available for analysis and to inform timely decisions.
- Use evidence to inform programming decisions that promote success for all students.
- Support a cycle of continuous improvement and reinforce how results and data drive District planning and reporting.
- Interpret and report on results in a manner that demonstrates assurance and transparency.

With these outcomes in mind, beginning in the 2016–2017 school year, reporting shifted from a single omnibus report of all results to presentation of high level overviews and an analysis of results for various District Strategic Plan goals and outcomes at public Board meetings throughout the year. Not only does this reporting cycle support the completion of the 3YEP/AERR, it enables meaningful dialogue on results and strategies moving forward.

## **KEY POINTS**

Attachment 1 provides the Board of Trustees with an update of the District’s Strategic Plan for Priority 3, Goal Three—Governance and Engagement.

## **ATTACHMENTS and APPENDICES**

ATTACHMENT I Strategic Plan Update for Priority 3, Goal Three – Governance and Engagement.

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## **Strategic Plan Update: Governance and Engagement Priority 3, Goal Three**

***Priority:***

Communication, Engagement, and Partnerships

***Goal:***

Engaged and Effective Governance

***Outcome:***

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

## Introduction

The District is committed to engaged and effective governance, knowing that sound governance is a key means to fostering success for every student.

Governance can be defined as the set of responsibilities and practices exercised by the Board of Trustees, the Superintendent and District Leaders intended to:

- provide strategic direction.
- ensure that objectives are achieved.
- ascertain that risk is managed appropriately.
- verify that the District's resources are used responsibly.

The purpose of this report is to provide an update on what the District has recently been doing to advance engaged and effective governance. The report begins with a high level overview of the structure and function of governance at Edmonton Public Schools and background related to the development and implementation of the District Strategic Plan. Next is a summary of key accomplishments that directly support the District's governance efforts. This is followed by an evidence-based look at the District's governance and engagement model, using the 2017 District Feedback Survey results. The final section of the document contains opportunities for next steps.

## Edmonton Public Schools Governance

The Government of Alberta uses the *School Act* to delegate a portion of responsibility for education to locally elected school boards. At Edmonton Public Schools, the Board of Trustees is composed of nine elected members. The Board appoints the Superintendent of Schools, who carries out duties assigned by the Board. The Superintendent's oversight includes responsibility for all District schools and school programs, approximately 98,000 students, central supports and operations, and a staff of over 8,000 full-time equivalents across the organization.

The Board of Trustees' leadership to the District is focused in three areas:

- **Fiduciary** (legal) responsibilities as identified in the *School Act*, provincial regulations, and pertinent legislation.
- **Generative** direction through engaging the community and increasing public education's profile as a community resource.
- **Strategic** vision through setting future direction and long-term planning of the District and making high level decisions about resources, programs, and services.

The Board operates using a policy governance model. As such, its leadership is brought to life through:

- The establishment of the District's strategic direction.
- The use of advocacy and engagement as a means to support communication between the Board of Trustees and levels of government, educational stakeholders and constituents.
- Development and review of policy.

- The establishment of Trustee subcommittees to support targeted areas of work. Currently there are four standing committees:
  - Committee of the Whole (audit)
  - Governance and Evaluation Committee
  - Infrastructure Committee
  - Policy Review Committee

Each committee has a work plan supported by the Board as a whole, and consults with and reports to the entire Board around decisions and key actions.

The Board's work to establish the Vision, Mission and Priorities included the articulation of the District's cornerstone values: accountability, collaboration, equity and integrity. The Board strives to ensure that all actions and decisions of the District reflect the spirit of these values:

- **Accountability** - *We are transparent about and taking responsibility for our actions, decisions, policies and results.*
- **Collaboration** - *We work together to achieve goals, solve problems and overcome challenges.*
- **Equity** - *We strive to meet the needs of all students.*
- **Integrity** - *We follow through on our commitments and treat people with kindness and respect.*

## District Strategic Plan

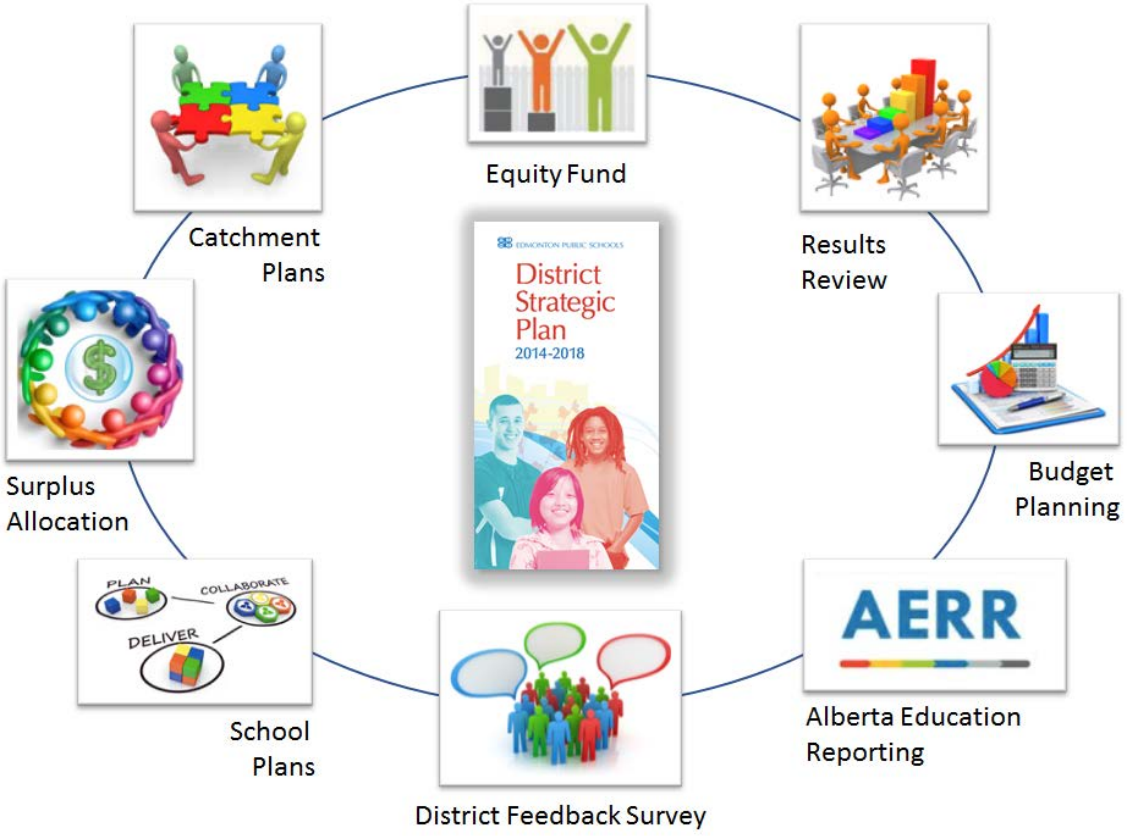
At the heart of District governance is Edmonton Public Schools' Vision, Mission, Values, Cornerstone Values, Priorities and accompanying Goals and Outcomes, known collectively as the District Strategic Plan. These elements come together to form the strategic framework that informs decision making, the annual planning and reporting cycle, and allocation of District resources. Forming the foundation of decision making within the District, the District Strategic Plan 2014-2018 is a living document embedded within the organization's culture.

The Board's work to support the establishment of the Vision, Mission, Values and 2014-2018 District Priorities occurred at the start of their four-year term. This strategic framework was developed following an extensive environmental scan, review of District data, and consultations with staff, students, parents and community, as well as reflecting alignment with our accountability and mandate under the *School Act* and Alberta Education.

A strength of the current strategic framework is the fact that it is jointly shared between the Board of Trustees and District administration. Administration worked alongside the Board to develop ten goals in support of the District Priorities. This shared ownership and accountability to one plan has served as a foundation in progressing the District's efforts towards all students thriving on their Kindergarten to Grade 12 learning journey.

Over the past four years, several deliberate steps have been taken to support the plan genuinely becoming a living document within the District:

- To foster awareness and familiarity with the Strategic Plan and District Priorities, framed copies were provided to all schools and central decision units for display. As well, the plan was made into a brochure and highlighted on the District’s website.
- To promote consistency and alignment to the Strategic Plan, all District planning and reporting processes were revised to reflect alignment to the plan. Through the flexibility of the Alberta Education Assurance Pilot, the 2014-2015 and 2015-2016 Annual Education Results Reports (AERs) have been written to reflect the structure of our District Strategic Plan, resulting in a reporting process that more accurately reflects the local conditions of our District and students.
- To enable the Board of Trustees and administration to monitor progress towards the plan, work was done to develop a District Feedback Survey to serve as a source of data directly correlated to the Strategic Plan. As well, an internal dashboard was built as a tool to support ease of access to key data, consistency in presentation of data and data alignment to the Strategic Plan.
- To ensure responsible use of public funds, all District processes supporting the allocation of educational dollars have been deliberately designed to demonstrate alignment to the District Strategic Plan.



*Planning, budgeting, and reporting are all aligned to the District Strategic Plan to accelerate progress toward its goals.*

This comprehensive plan has served to set direction and at the same time has enabled the District to be innovative and responsive in the implementation of many key initiatives or areas of focus in support of student success. Examples of this flexibility and nimbleness include:

- **Career Pathways:** Career Pathways is fostering an approach to teaching and learning that enables our students from Kindergarten to Grade 12 to think about, explore and plan what their life might look like beyond school. The success and progress to date reflects the shared commitment between the District and the various community stakeholders from across the five career pathways who are invested in the positive futures of young Albertans.
- **First Nations, Métis, and Inuit Education:** The District strives to support and enhance the educational experience and achievement of our First Nations, Métis, and Inuit students. The Board and the Superintendent have acknowledged the importance of this work happening through the intention and spirit of Reconciliation and have identified work to eliminate the achievement gap between First Nations, Métis, and Inuit students and other students as a priority focus for the District.
- **Early Years Pilot:** The Early Years Pilot brought together the District's work and learnings around the delivery of Early Education and Early Learning programs. Through the pilot a more equitable, accessible, flexible and financially sustainable approach to pre-Kindergarten programming emerged. This new approach will see pre-Kindergarten programming in 31 District schools for September 2017. This work was done in collaboration with various community stakeholders and included the perspective of parent voice.
- **New Curriculum:** As Alberta Education moves forward in its efforts to develop new curriculum across six subject areas, the Board has encouraged the District to be progressive and a provincial leader in the work required to support an initiative of this scope and complexity.

## **Key Initiatives and Strategy in Support of District Governance**

The following is a high level summary of key initiatives and strategic action taken on by the Board and District administration that supports healthy organizational governance and demonstrates how governance moves forward the District's progress towards achieving the goals and outcomes of the Strategic Plan:

**Student Senate:** The Board of Trustees values the voice and perspective of all stakeholders in public education. In an effort to support increased inclusion of student voice in the work of the Board, the Student Trustee pilot was initiated in 2014.

- November 2014, the first Student Trustee in the province of Alberta was sworn in at Public Board;
- The pilot showed that the task of providing a representation of student voice on all issues was very onerous for one individual. Therefore, a group of District students was tasked by the Board to explore, develop and bring forward an alternate model of student voice for consideration and approval. The Board approved the implementation of a Student Senate model in spring of 2016.
- The Student Senate model was implemented for the 2016-2017 school year; evaluation of the model indicated it was a viable structure to support meaningful student voice between the Board and District students and to promote student governance within the education system.

**Board Policy:** As stated in Board Policy CH.BP: Framework For Policy Development and Review, the Board uses policy to articulate *a statement of intent, belief, governing principles and expectations regarding specific areas of Board responsibility, formally adopted by a majority vote of the Board and intended to guide future actions.*

- The Board of Trustees consulted on five policies in the 2016-2017 school year:
  - ACB.BP National Anthem and Flag
  - AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments
  - FBD.PB Designated Holidays
  - HG.BP Student Behaviour and Conduct
  - IJA.BP Electioneering and Politically Motivated Communications

These consultations resulted in more than 1,700 completed responses providing feedback to the development of the various policies. Four of these policies were adopted by the Board within the 2016-2017 operational year. HG.BP Student Behaviour and Conduct is being presented at the public Board meeting on September 12, 2017, for third reading.

**Responsible Stewardship of District resources:** The Board of Trustees is responsible for ensuring effective and efficient stewardship of District financial resources and assets. The following actions have been taken by the Board of Trustees to reflect strategic or deliberate decision-making regarding the most effective use of District resources.

- Establishment of the Equity Fund. The budget allocation model at Edmonton Public Schools is designed to distribute our provincial funding across schools and central decision units fairly and equitably with the ultimate goal of providing the best educational experience for our students. The model is based on a formula that addresses the intended purpose of how funds are allocated from the province, including several line items that reflect a per student approach to the distribution of funds. This approach supports a method of distribution that reflects the number and composition of students at each school and when applied within the intention of site-based decision making enables the ability for individual schools to make decisions around the use of District funds that are in the best interest of the students they serve. The District values the strengths of this approach to the distribution of resources, however, acknowledges that there will be circumstances that arise that are beyond the capacity of a school's financial resources. To address this reality, the Equity Fund was established in 2014-2015 to help bridge the gap inherent in the budget allocation system by providing resources through equity fund holdback dollars to schools that encounter emergent needs related to supporting the success of their students.
- Approval of central initiatives supported by access to surplus dollars. To support equity among central administrative units, the Board has approved a plan for the past two years whereby central units pool any surplus dollars at the end of a budget cycle. Any unit may then apply for funding for an initiative that supports student success. Allocations are recommended by an all-unit administrative team and presented to the Board for approval.
- Approval of District technology and infrastructure plans.



- The technology plan included the initial central purchase of hardware and equipment to get schools to an equitable level. Central purchasing resulted in greater discounts due to the higher volume.
- The infrastructure investment framework uses operating surplus funds to address inequities around the physical state of the District's school sites. These expenses include repairs and maintenance costs that do not qualify as capital expenditures, and that have typically had to be covered through a school's own budget.
- The Board has supported administration in shared efforts to find a reasonable balance between funds expended and the retaining of a healthy operating surplus.

**Reporting:** Reporting is a critical component of an effective governance model. The District believes in accountability and transparency, and has several mechanisms with which results are reported to the Board of Trustees and Alberta Education, and made public for sharing with our educational stakeholders and the broader community.

- The Annual Education Results Report (AERR) and the Three-Year Education Plan are reported to Alberta Education annually each fall. This reporting structure provides the District with the opportunity to report on our results, identify strategies and articulate plans to support improved student learning.
- In 2015, the District became a participant in Alberta Education's Assurance Pilot Project. Through the flexibility of the pilot, the AERR has been written to reflect progress towards the goals and outcomes of our District Strategic Plan. This flexibility and focus supports the streamlining of planning and reporting processes and promotes a strengthened awareness of the District's strategic direction.
- Schools and central decision units report on their individual progress through the annual Results Review process. This long standing reporting process enables Trustees to have a dialogue with schools and central decision units about results achieved and plans for the future. To move toward our common purpose, schools and central units identify goals that align with the District's Strategic Plan priorities.
- Alignment and accountability towards the District Strategic Plan extends to the work of catchments as well. Annually, catchments plan and report upon their collaborative work together as it supports student success and progress towards the District's strategic direction. The catchment structure enables schools to monitor their progress and have an evidence-based perspective to their work that extends beyond the context of their individual student cohort. Catchment reporting and planning is a foundation to a shared professional responsibility for growth and improvement.
- Strategic Plan Update reports were introduced in 2016-2017 to provide additional information and analysis on what the District has done to advance its Strategic Plan. The update reports also provide the opportunity for meaningful engagement between the Board of Trustees and District Administration. These reports often highlight the work of schools and bring staff and student voice directly into the dialogue between the Board and administration.
- To bolster transparent and effective reporting, there has been a deliberate effort to build capacity and culture around evidence-based decision-making and ensure narratives are supported by data.

**Engagement:** Another critical component of an effective governance model is the use of engagement. Communication between the District and those who have a stake in our decisions and actions is critical. It identifies the meaningful ways in which everyone can play a role in student achievement. Both the Board of Trustees and District administration value stakeholder engagement and hold themselves accountable by seeking input prior to action. The following are recent examples of how the District has used engagement to inform understanding, awareness and key decision making.

- District Infrastructure has engaged across several Edmonton communities in their work to address the challenges inherent to aging infrastructure and declining student populations typical of mature communities. This work has seen the District engage a community or group of communities in a conversation around the future of schools in their neighbourhoods. Community participation in this work has been positive and the opportunity to provide feedback early in this process has been well received.
  - Both the Ivor Dent replacement school and Highlands School modernization projects are examples of how community engagement can help to inform key infrastructure decisions. Public engagement has also informed infrastructure priorities in the Britannia, Rosslyn and Westlawn clusters and further work is anticipated across additional mature communities in the coming years.
  - To support community participation in initiatives of this nature, consideration was to be given to the supports that would enable stakeholders to participate in a meaningful manner; this included consideration to translation support, the provision of food or childcare services.
- Teachers are a critical voice in a thriving public education system. The Teacher Collaboration Committee (TCC) was created to provide the Superintendent with the opportunity to engage in a direct dialogue with representatives of the District’s teaching professionals. Since being established in the 2015-2016 school year, the TCC has discussed classroom complexity, mental health, strategies to support the success of English Language Learners, literacy, Student Learner Assessments (SLAs), and Assessment and Evaluation. In total approximately 360 teachers participated in these conversations.
- As part of the District’s commitment to ongoing engagement and to serve as a source of feedback from staff, parents, students and community members, a District Feedback Survey has been developed. The survey is intended to be implemented annually, has been designed to align with the District Strategic Plan and serves as one source of data to help inform the District how it is doing. The 2016-2017 survey results serve as a baseline for future comparison data.
- Maintaining open and collaborative relationships with staff group representatives is a priority for the District. Ongoing opportunities for dialogue include joint committees, liaison meetings, and our working together meetings. These structures allow us to identify and engage in conversation, idea generation, and problem solving around both emergent issues and long-term opportunities.
- The Board of Trustees engages with stakeholders when developing and reviewing policies. Administration has recently leveraged social media to enhance awareness of the opportunity to provide feedback on a draft policy. This has resulted in a significant increase in the number of people providing feedback. This feedback informs final policy direction.

## Governance Assessment

This section provides feedback from the 2017 District Feedback Survey on areas of governance and engagement within the District. The results have been grouped by themes and reflect the voice of District staff, parents, students in Grades 3, 5, 8 and 11 and community members.

The number of respondents that answered each question are identified in the “n=” column and the stakeholder voice for each question is identified in parenthesis at the end of the question stem.

It is important to note that the District Feedback Survey is only one source of data used to monitor governance. The annual Board of Trustees’ self-evaluation and Superintendent of Schools Evaluation also provide feedback in this area.

### Fiduciary Leadership

Question	n=	Agree/ Yes	Disagree/ No	Don't Know
<b>Resources</b>				
Edmonton Public Schools operates as efficiently as possible within its allocated resources <i>[staff]</i>	5,444	78.7%	7.4%	13.9%
Edmonton Public Schools is transparent in how it uses its resources <i>[parents]</i>	3,873	54.4%	17.5%	28.1%
Edmonton Public Schools is transparent in how it uses its resources <i>[community]</i>	429	50.8%	16.3%	32.9%
Edmonton Public Schools’ financial information is easily accessible <i>[community]</i>	429	35.2%	16.8%	48.0%

## Generative Leadership

Question	n=	Agree/ Yes	Disagree/ No	Don't Know
<b>Perception of Schools in the Community</b>				
Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools are perceived positively by the community <i>[community]</i>	429	84.9%	11.0%	4.2%
<b>Involvement of Schools in the Community</b>				
Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools are actively involved in the community <i>[community]</i>	429	70.2%	18.9%	11.0%
<b>Partnerships that Support Staff</b>				
Edmonton Public Schools has partnerships that support student success	5,444	91.6%	2.3%	6.1%

## Strategic Leadership

Question	n=	Agree/ Yes	Disagree/ No	Don't Know
<b>Awareness of District Strategic Plan</b>				
I am aware of the District's Vision and Mission <i>[staff]</i>	5,444	96.8%	3.3%	n/a
I am aware of the Priorities and Goals outlined in the District's Strategic Plan <i>[staff]</i>	5,444	93.3%	6.7%	n/a
I am aware of how my work contributes to the achievement of the goals and outcomes of the District Strategic Plan <i>[staff]</i>	5,444	94.0%	6.0/%	n/a
Are you aware of the Priorities and Goals outlined in Edmonton Public Schools' Strategic Plan? <i>[general public]</i>	317	39.8%	60.3%	n/a

Question	n=	Agree/ Yes	Disagree/ No	Don't Know
I am aware of the Priorities and Goals outlined in Edmonton Public Schools' Strategic Plan <i>[parents]</i>	3,873	48.6%	51.4%	n/a
I am aware of what Edmonton Public Schools is doing to achieve the goals in its Strategic Plan? <i>[parents]</i>	3,873	42.0%	58.0%	n/a
Are you aware of what Edmonton Public Schools is doing to achieve the goals in its Strategic Plan? <i>[members of the general public]</i>	317	30.3%	69.7%	n/a
<b>Board of Trustees Decision-Making</b>				
Decisions made by the Board of Trustees support the success and well-being of students <i>[staff]</i>	5,444	83.7%	3.6%	12.7%
Decisions made by the Board of Trustees support the success and well-being of staff <i>[staff]</i>	5,444	76.7%	6.9%	16.5%
<b>Superintendent Decision-Making</b>				
Decisions made by the Superintendent of Schools support the success and well-being of students <i>[staff]</i>	5,444	93.0%	2.1%	4.9%
Decisions made by the Superintendent of Schools support the success and well-being of staff <i>[staff]</i>	5,444	88.2%	4.7%	7.1%
<b>Transparency</b>				
Edmonton Public Schools is transparent in its planning and decision-making <i>[staff]</i>	5,444	78.4%	7.1%	14.5%

## Student Senate

Question	n=	Agree/ Yes	Disagree/ No	Don't Know
I am aware of the role of the Student Senate <i>[students, Grades 8]</i>	5,480	46.1%	53.9%	n/a
I am aware of the role of the Student Senate <i>[students, Grades 11]</i>	3,860	44.1%	55.9%	n/a
I am aware of how to bring forward an idea/issue to my Student Senate representative <i>[students, Grades 8]</i>	5,480	41.7%	58.3%	n/a
I am aware of how to bring forward an idea/issue to my Student Senate representative <i>[students, Grades 11]</i>	3,860	38.6%	61.4%	n/a

## General Questions

Question	n=	Agree/ Yes	Disagree/ No	Don't Know
<b>Awareness of the Board of Trustee</b>				
Are you aware of the role that the Board of Trustees plays in public education <i>[parent]</i>	3,873	49.7%	50.3%	n/a
Are you aware of the role that the Board of Trustees plays in public education <i>[members of the general public]</i>	317	48.9%	51.1%	n/a
Do you know who the Edmonton Public School Trustee is for your child's school <i>[parents]</i>	3,873	43.1%	56.9%	n/a
Do you know who the Trustee is for Edmonton Public School closest to where you currently live <i>[members of general public]</i>	317	38.2%	61.8%	n/a
<b>Contact with the Board of Trustees</b>				
Have you contacted your child's school Trustee about an issue or concern <i>[parents]</i>	3,873	8.7%	91.3%	n/a
Did the Trustee explain the process to get your concern addressed <i>[parents]</i>	262	69.5%	30.5%	n/a

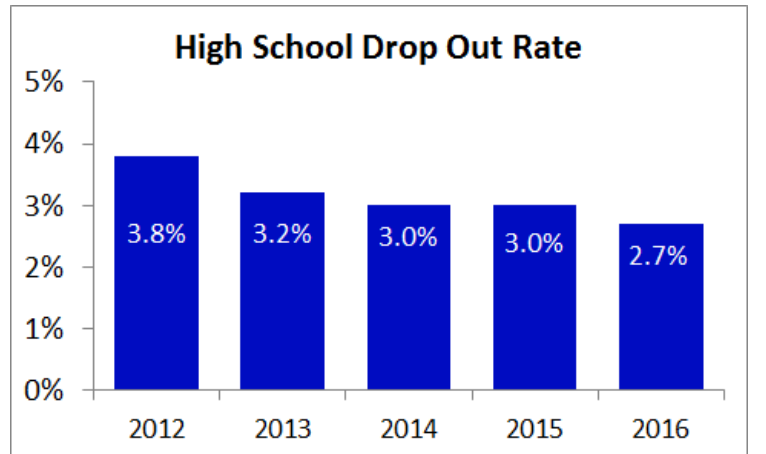
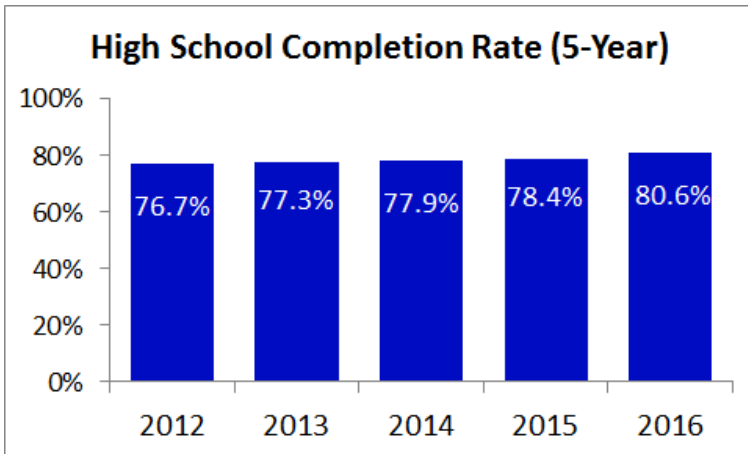
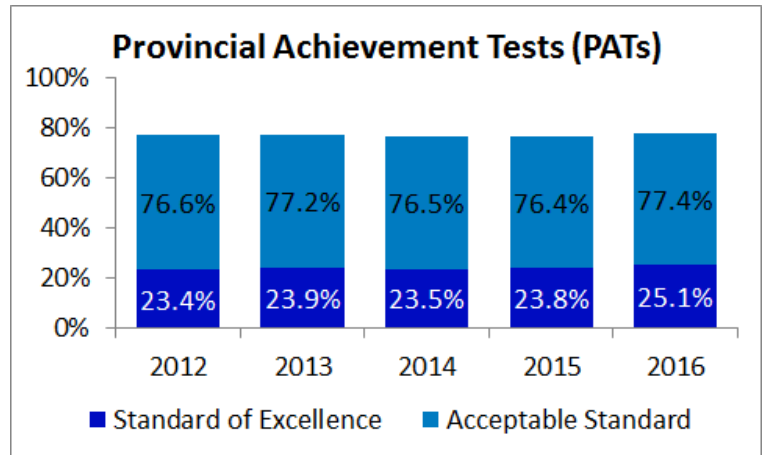
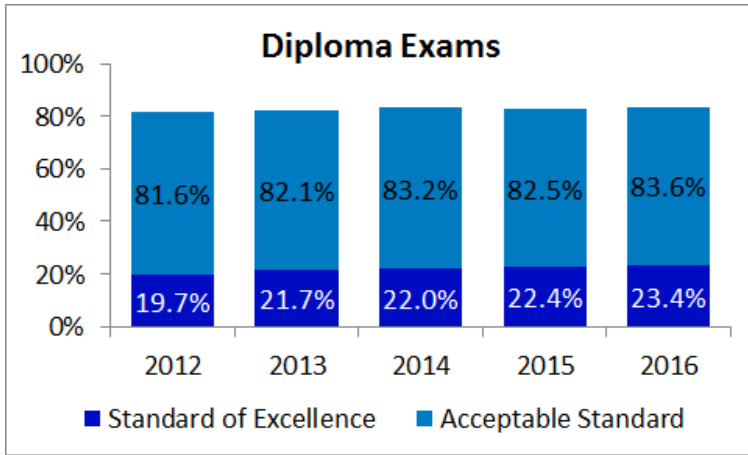
The District has a number of ways it shares information. The chart below reflects various ways in which parents and partners stay informed about Edmonton Public Schools based on responses from District Feedback Survey participants.

Ways to be informed of EPSB	Parents (n=3,873)	Community (n=429)
School website	37.9% (1 <sup>st</sup> )	46.6% (3 <sup>rd</sup> )
Word of mouth	36.0% (2 <sup>nd</sup> )	62.2% (1 <sup>st</sup> )
EPSB website	30.4% (3 <sup>rd</sup> )	46.6% (2 <sup>nd</sup> )
Newspaper, radio, TV	26.5% (4 <sup>th</sup> )	34.3% (4 <sup>th</sup> )
Social Media	17.1% (5 <sup>th</sup> )	21.0% (6 <sup>th</sup> )
Roadside signage	14.7% (6 <sup>th</sup> )	23.8% (5 <sup>th</sup> )
Other	4.9% (7 <sup>th</sup> )	9.8% (7 <sup>th</sup> )
Superintendent's Notebook	2.8% (8 <sup>th</sup> )	4.2% (8 <sup>th</sup> )

## Student Outcomes

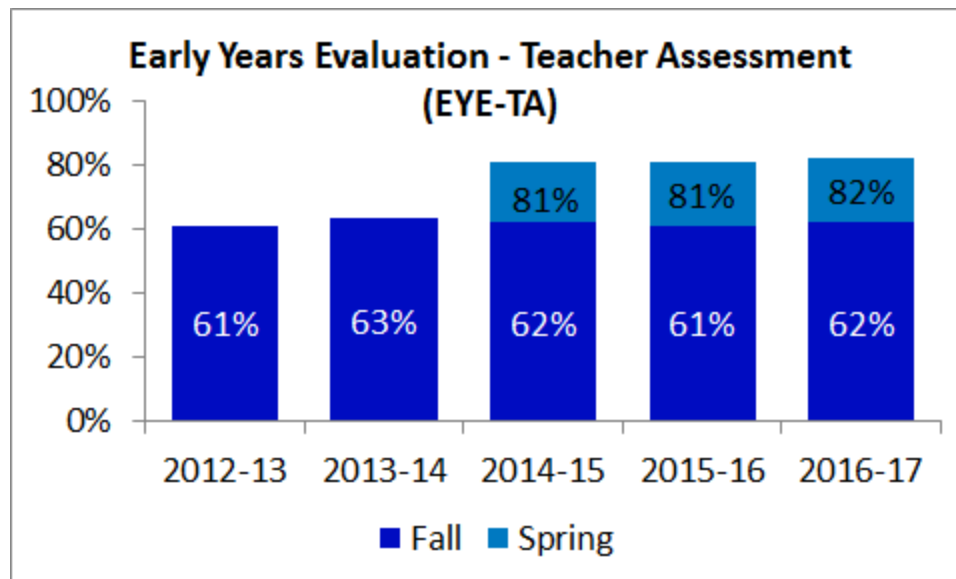
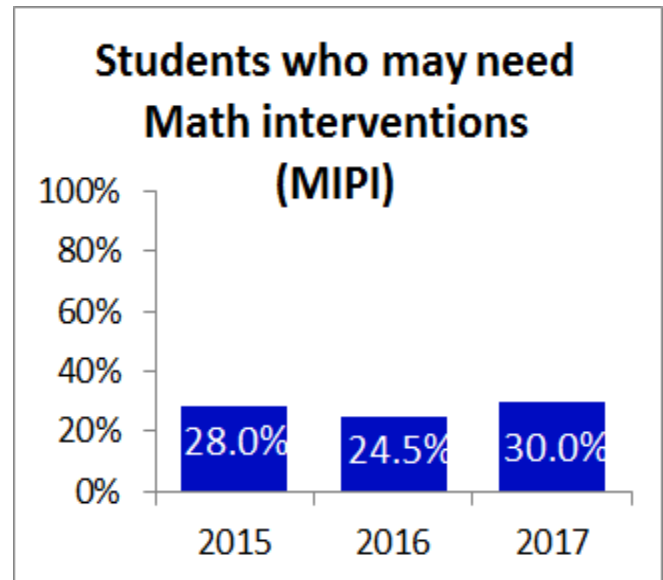
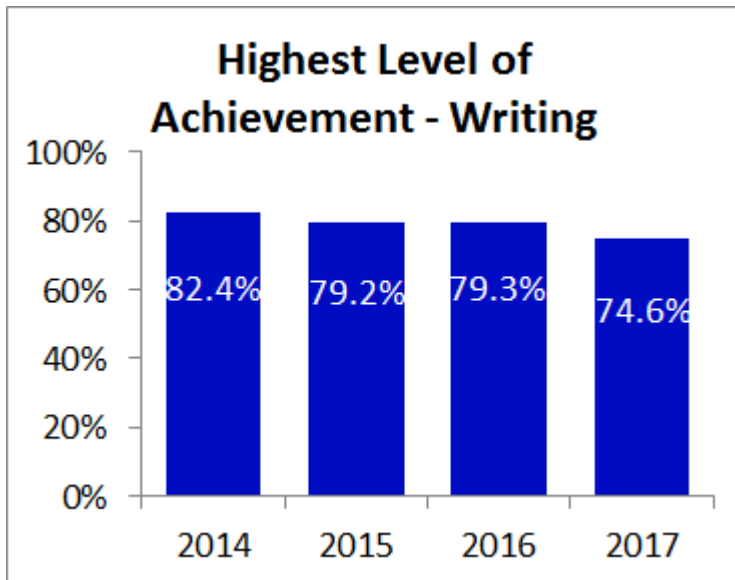
Sound governance is a means of fostering the success of every student. The charts below show how well District students are performing in several key areas. The improving results were achieved in the context of a growing student population that is increasingly diverse. From September 2013 to September 2016:

- District enrolment increased 10.6 per cent (from 86,427 to 95,632 students).
- The number of English Language Learners increased 27.7 per cent (from 18,411 to 23,503 students).
- The number of First Nations, Metis, and Inuit students increased 10.4 per cent (from 7,591 to 8,375 students).
- The number of students requiring specialized services increased 8.3 per cent (from 11,035 to 11,953 students).



\*Note: The District's Diploma Exams, Provincial Achievement Tests, High School Completion Rate, and High School Drop Out Rate are taken from Alberta Education's Accountability Pillar Results for 3-Year Education Plans, May 2017.





\*\*Note: The EYE-TA post assessment (spring results) began in the 2014-2015 school year. As such, spring results are not available for the 2012-2013 and 2013-2014 school years.

## Next Steps

In the spirit of continuous improvement, the following opportunities exist to build upon the current foundation of District governance:

1. Build upon the success of recent engagement efforts to continue to foster transparent and trusting relationships between the District and our various stakeholders. This would enhance awareness of public education and be intended to strengthen confidence in the District's efforts to support success and academic achievement for all students.
2. Map the alignment of current Board Policies to the Priorities and Goals of the District Strategic Plan. This would serve as the first step towards a more strategic mechanism to measure policy impact against the strategic direction of the District.
3. Continue to examine and revise District reporting and planning processes to reflect effective, efficient and evidence-based approaches. This would serve to inform decision-making in support of progress towards the District Strategic Plan.

## References

Edmonton Public Schools. 2017. Trustees' Handbook: 2013-2017. Retrieved from <https://www.epsb.ca/media/epsb/ourdistrict/policies/TrusteesHandbook-June2017.pdf>

Government of Alberta. 2017. Province of Alberta: *School Act*. Retrieved from: <http://www.qp.alberta.ca/documents/Acts/s03.pdf>.