

**DATE:** December 10, 2019

**TO:** Board of Trustees

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

**SUBJECT:** Edmonton Public Schools' Combined Three-Year Education Plan (2019-2022) and Annual Education Results Report (2018-2019)

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

**RESOURCE STAFF:** Angela Anderson, Janice Aubry, Lisa Austin, Carolyn Baker, Laurie Barnstable, Marnie Beaudoin, Joanne Bergos, Sonia Boctor, Krista Brandon, Todd Burnstad, Pina Chiarello, Grace Cooke, Patti Christensen, Laurie Elkow, Chelsea Erdmann, Leanne Fedor, Husna Foda, Terri Gosine, Brenda Gummer, Marlene Hanson, Lee Hodgkinson, Geoff Holmes, Kim Holowatuk, Dave Jones, Trish Kolotyluk, Terry Korte, Roland Labbe, Karen Linden, Cathy MacDonald, Robert Mah, Wendy Malanchen, Marilyn Manning, Darwin Martin, Linda McConnell, Janet McNally, Karen Mills, Bob Morter, Ann Parker, Madonna Proulx, Natalie Prytuluk, Carrie Rosa, Adam Snider, Rick Stiles–Oldring, Emmy Stuebing, Soleil Surette, Jennifer Thompson, Renee Thomson, Christopher Wright

**REFERENCE:** Alberta Education Policy and Requirements for Planning and Results Reporting 2019

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## ISSUE

Alberta Education requires school jurisdictions to submit a Three-Year Education Plan (3YEP) and Annual Education Results Report (AERR) by January 6, 2020.

## BACKGROUND

School jurisdictions are required to annually report on their results and prepare three-year education plans. The 3YEP/AERR is legislatively required as per the *Education Act*, Section 67; *Fiscal Planning and Transparency Act*, Section 10; Alberta Regulation 94/2019, *Education Act*, *School Councils Regulation*; and Alberta Regulation 120/2008, *Government Organization Act*, *Education Grants Regulation*, Sections 2 and 7.

The Division reports on the Board of Trustees' Vision, Mission, Values, Division Priorities and 2018-2022 Strategic Plan, which was developed through a consultation process with stakeholders, and also reflects the provincial educational priorities.

The 3YEP/AERR serves as one of the annual planning, reporting and monitoring tools the Division uses to advance its strategic direction. Catchments, schools and central decision units also plan and report using an annual cycle. The results review process provides schools and central decision units the opportunity to share what they have achieved and their plans going forward. Each fall, schools also participate in a catchment conversation, where their collective work is shared. As an extension to the 3YEP/AERR, each year the Division presents Strategic Plan Update reports that provide more detail and analysis about what the Division is doing related to key areas of the Strategic Plan. The use of Division resources is

informed and monitored through the annual budget planning process, which includes oversight to the allocation and use of surplus and Equity Funds.

## RELATED FACTS

- Each year the Division submits a Three-Year Education Plan (3YEP) and Annual Education Results Report (AERR) to Alberta Education.
- The 3YEP/AERR serves as one of the planning, reporting and monitoring tools the Division uses to advance its strategic direction and demonstrate accountability.
- To further expand upon key areas of the Strategic Plan administration brought forward seven Strategic Plan Update Reports in the 2018-2019 school year:
  - Community Support to Schools
  - District Mental Health Framework
  - Career Pathways
  - Numeracy
  - Literacy
  - First Nations, Métis, and Inuit Education
  - Leadership Framework

## RECOMMENDATION

**That the Edmonton Public Schools' Combined Three-Year Education Plan (2019-2020 to 2021-2022) and the Annual Education Results Report (2018-2019) be approved.**

## CONSIDERATIONS and ANALYSIS

- The Combined 3YEP/AERR is required by Alberta Education and is to be submitted by January 6, 2020. Administration intends to submit all reporting requirements by Friday, December 13, 2019.

## NEXT STEPS

- The final combined 3YEP/AERR and two-page AERR Summary will be posted on the Division website by December 13, 2019.
- The final combined 3YEP/AERR and two-page AERR Summary will be submitted to Alberta Education by December 13, 2019.

## ATTACHMENTS and APPENDICES

ATTACHMENT I      Combined Three-Year Education Plan (2019-2022) and Annual Education Results Report (2018-2019)

NP:mh



EDMONTON PUBLIC SCHOOLS

**Three-Year  
Education Plan**  
(3YEP) 2019–22

**Annual Education  
Results Report**  
(AERR) 2018–19 School Year

3020 The Board of Trustees of Edmonton School Division  
December 13, 2019

# Message from the Board Chair and Superintendent of Schools

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Edmonton Public Schools welcomes all students, regardless of their background, abilities or economic status. For each of these students, we strive to provide meaningful and relevant learning experiences that will help them build the confidence and skills foundational to a life of dignity and fulfillment.

In Alberta, we are privileged to operate within an excellent public education system that is respected internationally for its high student achievement and quality of programming. In addition to the benefits of strong academic achievement, Edmonton Public Schools believes in the positive impact of public education within the broader society. Research into the social return of public education indicates a positive impact on productivity, wages, crime and health<sup>1</sup>. Public education is a fundamental good in a democratic society; an investment in children is the best investment we can make as a society.

Each year, we take the opportunity provided by the Annual Education Results Report and Three-Year Education Plan to reflect on what we have accomplished and look ahead to the opportunities and challenges of the coming years. This work is grounded in our Vision, Mission and Strategic Plan and our actions informed by the Division's Cornerstone Values of accountability, collaboration, equity and integrity. Through this report, we want to demonstrate our accountability in the provision of quality public education, and transparently share with the broader community our areas of celebration as well as areas where we know we can do better.

Our 2018-2019 results represent the efforts and commitment of Division staff to support all students. These results include both our academic achievements and the work we do in support of the whole child. Through the Annual Education Results Report and Three-Year Education Plan, these results are presented to the Board of Trustees, the Government of Alberta and the students and families we proudly serve.

Edmonton Public Schools is committed to the vision of *success, one student at a time*.

Each and every day at Edmonton Public Schools, we will continue to prepare our students to contribute to Alberta's innovation, adaptability and economy. Serving our 105,000 students and their families remains our top priority.



**Trisha Estabrooks**  
Board Chair



**Darrel Robertson**  
Superintendent of Schools

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<sup>1</sup> Moretti, Enrico. [Social Returns to Human Capital](#). NBER Reporter: Research Summary Spring 2005.

## Introduction: Assurance

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Edmonton Public Schools' Annual Education Results Report (AERR) presents the Division's accomplishments and results for the 2018-2019 school year. The Three-Year Education Plan (3YEP) provides an overview of how the Division plans to advance its priorities and the priorities of the province, between 2019-2020 and 2021-2022. Foundational to the 3YEP/AERR are the Division's Vision, Mission, Values, Priorities and Strategic Plan, which are brought to life through the shared leadership and responsibility of the Board of Trustees and Division and school leadership.

The Division is part of Alberta Education's Assurance Model Pilot, which focuses on three priority areas: system priorities, accountability and strategic engagement. To address these priority areas in the 2018-2019 school year, the Division:

- Entered its third year of Strategic Plan Update reports, which provide the Board of Trustees with additional information and analysis on key areas of the Strategic Plan and enhanced our accountability.
- Administered the District Feedback Survey to seek feedback from our stakeholders (students, families, staff, and community) on our work and efforts in support of the Strategic Plan.
  - 2018-2019 results from the survey were shared with the Board of Trustees, schools and central decision units and serve as one source of data that may be used to guide future decisions.

The 3YEP/AERR continues to be one avenue of communicating Division results and plans to our stakeholders. Results Review and Catchment Results Review serve as two additional ways we report our results. Results Review conversations provide school and central decision units the opportunity to report on their progress through a presentation and dialogue with Trustees; staff and families are welcome participants to these conversations. Results reviews documents and budget plans are available on [epsb.ca](http://epsb.ca).

Catchment Results Review conversations bring together principals from across catchments to engage and share in a conversation with Assistant Superintendents. Through these reflective conversations leaders are able to learn from each other, celebrate progress and identify implications for our future work.

Foundational to all Division reporting is evidence-based decision-making, where data is used to reflect on what has been accomplished and to help inform actions and use of resources going forward.

### Timelines and Communication

This 3YEP/AERR and the two-page AERR Summary of Accomplishments document are posted on the Division's website at [epsb.ca/ourdistrict/results/aerr](http://epsb.ca/ourdistrict/results/aerr). Upon approval from the Board of Trustees, the 3YEP/AERR is submitted to Alberta Education.

## Accountability Statement

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The Annual Education Results Report for the 2018–2019 school year and the Three-Year Education Plan commencing September 1, 2019, for the Edmonton School Division were prepared under the direction of the Board in accordance with its responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, 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 Annual Education Results Report for the 2018–2019 school year and the Three-Year Education Plan for 2019–2022 on December 10, 2019.



**Trisha Estabrooks**  
Board Chair



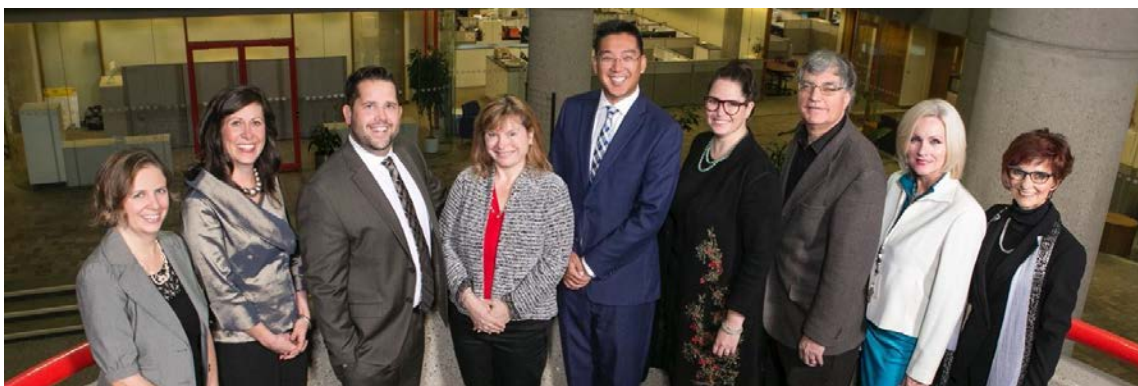


# Who We Are

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## Board of Trustees

Edmonton Public Schools is the second largest school division in Alberta and proudly serves 105,000 students. The Board is composed of nine elected Trustees whose efforts are focused on establishing Division policies that set direction for administration and focus our efforts towards students receiving the best public education possible across our 213 schools and many learning programs. Learn more about the Board of Trustees at: [epsb.ca/ourdistrict/board](https://epsb.ca/ourdistrict/board).



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

## Leadership

The Division is supported through the leadership of the Superintendent, who provides advice and support to the Board, ensures the Division meets expectations set out in Board policy and Alberta Education legislation and works toward the goals and outcomes of the Strategic Plan. The District Support Team assists the Superintendent in these efforts.

The District Support Team is comprised of:

- Darrel Robertson, Superintendent of Schools
- Ron MacNeil, Assistant Superintendent of Schools and Learning Services
- Leona Morrison, Assistant Superintendent of Schools and Learning Services
- Kathy Muhlethaler, Assistant Superintendent of Schools and Learning Services
- Dr. Lorne Parker, Assistant Superintendent, Infrastructure
- Kent Pharis, Assistant Superintendent of Schools and Learning Services
- Mike Suderman, Assistant Superintendent of Schools and Learning Services
- Liz Yule, Assistant Superintendent of Schools and Learning Services
- Angela Anderson, Chief Human Resources Officer, Human Resources
- Lisa Austin, Chief Communications Officer, Communications and Division Foundation
- Todd Burnstad, Chief Financial Officer, Financial Services
- Grace Cooke, General Counsel
- Nancy Petersen, Managing Director, Strategic District Supports
- Karen Mills, Director, Board and Superintendent Relations

Ultimately, the Division's mandate is to create and enable the conditions that foster success for every child and student we serve. This work is a collective responsibility shared among the Board of Trustees, staff, as well as families and community members who, together, strive to fulfill the Division's Vision of *Success, one student at a time*.

## Division Overview

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**127** Elementary

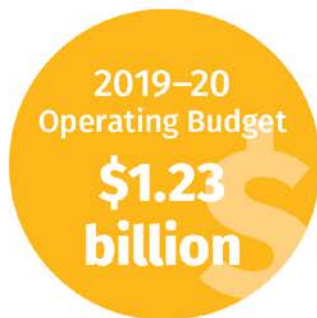
**36** Elementary/Junior High

**5** Elementary/Junior/Senior High

**27** Junior High

**4** Junior/Senior High

**14** Senior High



**Student Enrolment**  
(September 30, 2019)

**104,930**



**Total Staff**  
(September 30, 2019)

**9,431**  
Full-Time Equivalent



# How We Do Our Work

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

These are the values that guide us in our work every day. Whether we are teachers or support staff, consultants or administrators, maintenance or custodial staff, we make decisions that reflect these values and keep students at the core of what we do.

## Accountability

*We are transparent about taking responsibility for our actions, decisions, policies and results.* We openly share our challenges, successes and outcomes. We keep our promises and meet our commitments.

This transparency and willingness to report on our results happens in a variety of ways. We report to Alberta Education, Division administration provides timely and ongoing reports to the Board of Trustees and school leaders engage with their school communities to share their results and outcomes. Foundational to these reporting efforts is our culture of evidence-based decision-making.

## Collaboration

*We work together to achieve goals, solve problems and overcome challenges.* Collaboration helps build a culture of shared leadership and mutual responsibility. The success of our students depends on everyone in the Division working together.

Collaboration happens in many ways within the Division and promotes a culture of respect, confidence and trust among our students, staff, families, Trustees, community members and educational stakeholders. For example, teachers work across schools and catchments to plan and share strategies that promote quality teaching and learning. Division staff work closely with community partners to best leverage the community's interest and investment in the success and well-being of our students and their families. Students from across our high schools come together each year to form the Student Senate and carry out

a range of education related initiatives that are important to youth today.

## Equity

*We strive to meet the needs of all students.* We fundamentally believe that all of our students are capable of achieving success and that every student has the right to an excellent teacher in a quality learning environment. We know that the supports and conditions needed to achieve success varies from student to student.

Some of our students, classes or schools face unique and complex challenges that make learning harder. Schools recognize this disparity of need and work across their catchments to share resources and supports where they are most critical. To assist with extra support the Division has an Equity Fund. This fund enables us to strategically place additional resources where they are most needed.

## Integrity

*We follow through on our commitments and treat people with kindness and respect.* We firmly adhere to moral and professional codes and values. This means doing what we say, choosing collaboration over competition and being honest, compassionate and professional in all our interactions.

For us, integrity means sharing our successes, our resources, our knowledge and our learning, all of which is motivated by the intention of fostering student success.

## Our approach to decision-making

While our Cornerstone Values act as the moral compass for our actions and decisions, there are foundational systems and structures within the Division that have been established to guide our leadership and provide consistency and clarity across the organization.

### Site-based decision-making

Edmonton Public Schools is known for ground-breaking approaches in education, including site-based decision-making. This concept was first introduced in 1976 as a pilot project in seven schools. By 1980, site-based budgeting had expanded across the organization.

The concept has evolved to become site-based decision-making, which puts the responsibility for decisions and resource allocation at the school level – with those closest to our students. Today, site-based decision-making continues to function successfully in our Division and has been adopted by school jurisdictions across North America.

### School Catchments

To assist schools working together in support of a child's early learning to Grade 12 school experience, the Division established the catchment structure. Catchments are groups of schools – elementary, junior high and high

school – that work together in support of the students they serve.

Within the catchment structure, schools share resources, plan for innovation and learn from and with each other. Catchment groups provide a way for our Division schools to balance the independence of site-based decision-making and the strength of shared leadership and collaboration.

### Engagement

Communication between the Division and those who have a stake in our decisions and actions is critical.

Engaging with our stakeholders – staff, families, students and members of the community – serves as a meaningful way in which everyone can play a role in support of student achievement. Both the Board of Trustees and Division administration value stakeholder engagement and hold themselves accountable by seeking input prior to taking action.

## Trends and Issues

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Across Alberta, public schools play an important role in their communities. Public schools welcome every student and serve as hubs within their communities, adapting as the community grows and evolves over time. In Edmonton Public Schools, students and families are offered a range of learning choices in excellent schools that continue to be responsive to broader trends and issues.

### Demographics and Diversity

Edmonton is a growing and diverse city, welcoming people from other parts of the province, country and world. In 2016, Statistics Canada reported more than 930,000 people living in Edmonton, an increase of over 100,000 (14.8 per cent) since 2011; and the city has continued to grow, with the 2019 Edmonton Municipal Census reporting a population of 972,223 (City of Edmonton, 2019 Municipal Census). The population of 0-19 year olds grew 16.8 per cent between 2011 and 2016.

These shifts in the city's demographic makeup mirror the student enrolment growth we are experiencing within the Division, as enrolment increased by 18.4 per cent within a five-year time span between the 2011-2012 and 2016-2017 school years.

The city is made up of a diverse population, which is reflected in the overall student population across Division classrooms. The table below illustrates the growth in the number of Division students who are English Language Learners, Self-identified First Nations, Métis, and Inuit or who require specialized supports and services. Since 2011, the population of English Language Learners at the Division has increased by 82 per cent, far surpassing the overall student enrolment growth of 26 per cent.

Students	Sep. 2011	Sep. 2018	% increase
English Language Learners	14,206	25,831	81.8%
First Nations, Métis, and Inuit (self-identified)	7,072	8,947	26.5%
Requiring specialized services	10,880	12,373	13.7%
Total Student Enrolment	80,569	101,602	26.1%

### Infrastructure

The city's growing population has resulted in rapid expansion of new suburbs, serving a significant number of school-aged children. This rapid growth in the number of students requires the Division to diligently manage its infrastructure portfolio. The Division's infrastructure strategies are developed in collaboration with families, communities, the Government of Alberta and the City of Edmonton. This work includes advocating for and constructing new schools, as well as working with communities around the most efficient use of school space. The Division is continually monitoring student growth across the city and anticipates high schools will be at capacity within two years. The recent announcement of funding to design a new Division high school in the southeast was important; it will be critical to receive provincial funding to support the building of this facility.

Additional to the challenge of sufficient space to meet the needs of our growing student population, the Division faces the ongoing issue of maintaining an aging facility inventory. A [Value Management Study](#) was presented to the Board on March 19, 2019, in which the Division identified \$756,984,958 in deferred maintenance costs on the 171 school buildings that had condition assessments completed. The study identified that 127 of the Division's schools are 50 years or older (opened in or prior to 1968) and that by 2028, 156 schools will be 50 years or older.

## Funding

Predictable, adequate funding is critical to the delivery of a quality public education system. Educational funding supports classroom instruction, organizational functions that enable and support student achievement, and the maintaining of the Division's 213 plus schools and facilities.

Year-to-year funding predictability remains a challenge for the Division in supporting long-term planning and delivery of quality learning programs. Predictable multi-year funding would enable long-term operational planning in support of student learning and success as well as support the Division's infrastructure strategy. As presented in the report to the Board on April 30, 2019, [\*Multi-Year Block funding Models\*](#) (response to Request for Information #037), a stable multi-year block funding allocation for Infrastructure would generate greater efficiencies and flexibility than the current annual capital funding process.

## Choice in Education

For many decades, Edmonton Public Schools has provided a range of learning experiences and program choices for our students. We are proud to offer more than 30 alternative programs to choose from and hundreds of course options within regular programs to our students and families.

As the concept of "choice in education" becomes more familiar to Albertans, we are able to benefit from our decades of experience to share that a range of educational choices, such as language programs, faith-based programs and enhanced academic opportunities are best provided within the strength of a robust, publicly funded system. When the public education system is not adequately funded, the capacity and resources needed to provide a range of high-quality learning choices to all students and families within a community are diminished.

In conclusion, the Division operates in a complex environment, influenced by global, provincial and educational trends. What we need is adequate funding and support for the system that is proven, accessible and accountable: public education.



# 2018-2019 Accountability Pillar Overall Summary

## Combined Accountability Pillar Overall Summary

Measure Category	Measure	Edmonton School Division			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 <sup>1</sup>	Safe and Caring	88.5	89	89.4	89	89	89.3	Very High	Declined Significantly	Acceptable
Student Learning Opportunities <sup>1 2 7</sup>	Program of Studies	83.2	83.5	83.3	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	90.2	90.8	90.9	90.2	90	90.1	Very High	Declined Significantly	Acceptable
	Drop Out Rate	2.5	2.2	2.6	2.6	2.3	2.9	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	75.1	73.8	73.8	79.1	78	77.5	High	Improved	Good
Student Learning Achievement (Grades K-9) <sup>3 4</sup>	PAT: Acceptable	76.1	75.2	76.1	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	25.6	24.1	24.5	20.6	19.9	19.6	High	Improved Significantly	Good
Student Learning Achievement (Grades 10-12) <sup>4 5 6 7 8</sup>	Diploma: Acceptable	83.9	83.8	82.7	83.6	83.7	83.1	Intermediate	Improved Significantly	Good
	Diploma: Excellence	28.2	27.2	25.6	24	24.2	22.5	Very High	Improved Significantly	Excellent
	Diploma Exam Participation Rate (4+ Exams)	60.2	60.2	60.3	56.3	55.7	55.1	High	Maintained	Good
	Rutherford Scholarship Eligibility Rate	63.9	62.5	61	64.8	63.4	62.2	Intermediate	Improved Significantly	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	63.7	62.6	61.7	59	58.7	58.7	High	Improved Significantly	Good
	Work Preparation	83.2	82.7	83.2	83	82.4	82.6	High	Maintained	Good
	Citizenship	83.2	83.7	84.6	82.9	83	83.5	Very High	Declined Significantly	Acceptable
Parental Involvement	Parental Involvement	80	79.4	79.3	81.3	81.2	81.1	High	Improved	Good
Continuous Improvement	School Improvement	81.1	80.4	81	81.1	80.3	81	Very High	Maintained	Excellent



## Combined Accountability Pillar FNMI Summary

Measure Category	Measure	Edmonton School Division				Alberta (FNMI)			Measure Evaluation			Targets for Issue or Concern		
		Current Result	2019 Targets	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	2020	2021	2022
Student Learning Opportunities <sup>1 2</sup>	Drop Out Rate	6.9	na	4.7	6.6	5.4	4.8	5.6	Intermediate	Maintained	Acceptable	n/a	n/a	n/a
	High School Completion Rate (3 yr)	40.9	44.3	41.3	41.8	56.6	53.3	52.4	Very Low	Maintained	Concern	44.3	46.2	48.2
Student Learning Achievement (Grades K-9) <sup>3 4</sup>	PAT: Acceptable	50.3	50.2	48.2	50.8	54	51.7	51.9	Very Low	Maintained	Concern	51.7	53.2	54.7
	PAT: Excellence	6.8	6.7	6.2	6.6	7.4	6.6	6.5	Very Low	Maintained	Concern	7	7.3	7.6
Student Learning Achievement (Grades 10-12) <sup>5 6 7 8</sup>	Diploma: Acceptable	80.8	na	81.3	78.4	77.2	77.1	76.7	Intermediate	Improved	Good	n/a	n/a	n/a
	Diploma: Excellence	14.8	na	12.8	11.5	11.4	11	10.6	Intermediate	Improved	Good	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	18.9	21.6	21.6	20.8	24.6	24.4	22.3	Very Low	Maintained	Concern	21.6	22	22.4
	Rutherford Scholarship Eligibility Rate	36.2	na	34.9	33.2	37.1	35.9	34	Very Low	Improved	Issue	37.2	38.2	39.2
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	28.6	29.7	29.7	26.6	34.2	33	32.8	Very Low	Maintained	Concern	29.7	30.3	30.9

### Notes for Accountability Pillar Tables

1. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
2. 2016 results for the 3-year High School Completion and Diploma Examination Participation rates have been adjusted to reflect the correction of the Grade 10 cohort.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted 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 this event.
5. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Participation in Diploma Examinations was impacted 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 this event.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to changes from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

## How to Read this Report

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This section of the report provides an overview of the Division's accomplishments and plans, organized by Alberta Education's four outcome areas. For each area, the following information has been included:

- **Key performance indicators:** a select list of provincial and local indicators used to monitor the Division's progress for each outcome.
- **Background:** an explanation of the area of focus and why it is important to the outcome.
- **Comments on results:** an analysis of select provincial and local indicators.
- **Strategies:** a summary of the work the Division accomplished relevant to the priority areas.
- **Anticipated priority strategies:** a summary of both new and continuing key strategies to be implemented in support of the priority area.

### Key Performance Indicators

The Key Performance Indicators identified in this report are taken from three main sources of information: Alberta Education's Accountability Pillar, Division-developed indicators and the Early Years Evaluation - Teacher Assessment (EYE-TA).

Indicators from the Accountability Pillar are listed in a separate chart and use Alberta Education's evaluation standard: achievement, improvement and overall result. The following chart shows Alberta Education's colour-coding and definitions supporting the scale used in the evaluation.

<b>ACHIEVEMENT</b>	Very Low	Low	Intermediate	High	Very High
<b>IMPROVEMENT</b>	Declined Significantly	Declined	Maintained	Improved	Improved Significantly
<b>OVERALL</b>	Concern	Issue	Acceptable	Good	Excellent

A detailed explanation of the evaluation is found in Appendix A: Accountability Pillar Evaluation Reference. Note that overall evaluations can only be calculated if both improvement and achievement evaluations are available.

Notes for assisting with understanding and interpreting Accountability Pillar data are noted in the 2019 Combined Accountability Pillar Overall Summary and Accountability Pillar Overall FNMI Summary. A complete list of additional notes can be found in Appendix B.



*Alberta Education outcome:*  
***Alberta's students  
are successful***

## Alberta's Students are Successful

The Division walks alongside students on their Kindergarten to Grade 12 journey towards the goal of high school completion and a life of dignity and fulfillment. Though each student's journey will be unique, the path to high school completion is comprised of key areas that are fundamental to student success. These are:

- Early learning
- Literacy and numeracy
- High school completion
- Safe and caring learning environments
- Specialized supports
- Community partnerships

The following is a summary of the Division's results in respect to these six key areas.

### EARLY LEARNING

There is no Alberta Education data provided to the Division relevant to work in early learning. The Division uses the Early Years Evaluation - Teacher Assessment (EYE-TA) tool with all Kindergarten children; this data is used at the school level to support individual student programming and at the Division level to inform decision-making and reporting.

#### Early Years Evaluation - Teacher Assessment

The EYE-TA is a research-based assessment tool that measures children's development in five domains important to school readiness: awareness of self and environment, social skills and approaches to learning, cognitive skills, language and communication, and fine motor and gross motor physical development. The tool is administered by Kindergarten teachers in the fall and again in the spring. Baseline results from the EYE-TA inform each child's instructional needs in one of the following categories:

- Tier 1 - regular, quality classroom instruction
- Tier 2 - regular, quality classroom instruction plus targeted small group instruction
- Tier 3 - regular, quality classroom instruction plus individualized instruction

The EYE-TA is one tool used to assess the individual growth and development of Kindergarten children. The data serves as a source of information to inform programming and the potential need for additional assessment. This early identification enables the Division to be responsive and provide intervention sooner.

EYE-TA Division Indicator	Results (in percentages)									
	2014-15		2015-16		2016-17		2017-18		2018-19	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
	Improvement		Improvement		Improvement		Improvement		Improvement	
EYE-TA Percentage of children entering (fall) and leaving (spring) EPSB programs meeting developmental milestones	62	81	61	81	62	82	59	81	58	81
	+19		+20		+20		+22		+23	
Awareness of Self and Environment	80	92	80	92	80	92	80	92	79	92
	+12		+12		+12		+12		+13	

Social Skills and Approaches to Learning	75   89	77   89	77   89	76   89	76   89
	+14	+12	+12	+13	+13
Cognitive Skills	64   90	62   89	62   89	60   88	60   88
	+34	+27	+27	+28	+28
Language and Communication	75   88	75   88	76   89	75   89	74   89
	+13	+13	+13	+14	+15
Physical Development Fine Motor	70   93	70   92	69   92	69   92	68   92
	+23	+22	+22	+23	+24
Gross Motor	77   93	76   92	79   93	79   93	76   93
	+16	+16	+14	+14	+17

Notes:

- Improvement for EYE-TA is based on spring-results compared to fall-results.

## BACKGROUND

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 Division provides high quality Early Childhood Services through Pre-Kindergarten and full and half-day Kindergarten programming; enabling more children to attain emotional, social, intellectual and physical developmental milestones before they enter Grade 1.

Over the past five years the Division has experienced an 8.8 per cent enrolment growth in Kindergarten. A closer look at Kindergarten enrolment indicates the number of children identified as English Language Learners (ELL) has increased by 16 per cent, while enrolment of children self-identifying as First Nations, Métis, or Inuit has increased by 19.7 per cent. During this period, the Division implemented a new model to support the location and provision of Pre-Kindergarten programming. This has resulted in a 39.8 per cent increase in the number of families, whose children meet provincial eligibility for Pre-Kindergarten, choosing a Division early learning program for their child.

Early Years Demographics	2014-15	2015-16	2016-17	2017-18	2018-19
Total number of children enrolled in Pre-Kindergarten	1,099	1,207	1,292	1,519	1,536
Total number of children enrolled in Kindergarten	7,008	7,312	7,484	7,675	7,621
Total number of children identified as English language learners in Kindergarten	1,308	1,254	1,324	1,303	1,521
Total number of children self-identified as First Nations, Métis, or Inuit in Kindergarten	461	540	504	545	552



## STRATEGIES

### Pre-Kindergarten

As evidenced by Pre-Kindergarten enrolment data, the Division continues to serve an increasing number of children in Pre-Kindergarten programming, indicating the new approach to the delivery and placement of this programming has been successful. The Division remains committed to offering high-quality early learning through this model.

Determining the location of Pre-Kindergarten classrooms relevant to demand and need continues to be an important area of ongoing oversight. As part of the cycle of continuous improvement, Pre-Kindergarten locations were reviewed to meet demand for programs closer to where children live, and to explore programming spaces with community partners in areas of high demand. This work resulted in:

- A reduction in the number of classes at select Pre-Kindergarten sites.
- An additional site being added in south Edmonton, increasing the number of locations from 31 to 32.
  - This newest site was developed in partnership with the City of Edmonton and is located in the Mill Woods Recreation Centre.
  - Lessons learned from the Mill Woods Recreation Centre site will allow the Division to explore additional unique opportunities for Pre-Kindergarten program locations.
  - Sites located in community spaces relieve space challenges in communities where there is high demand or need for the program, yet no additional space in Division schools.

Over this past year, the work in support of Pre-Kindergarten programming also included:

- The Pre-Kindergarten Advisory Team, consisting of central staff and Pre-Kindergarten administrators, met monthly to support screening, registration, and programming resources for Pre-Kindergarten programs in alignment with Division processes and Alberta Education Early Childhood Services requirements.
- An Adaptive and Alternative Communications Speech Pathologist was hired to support Pre-Kindergarten programming. The position supported all Pre-Kindergarten program staff to build capacity in providing adaptive and alternative communications to young children.
- A central phone, fax and email dedicated to Pre-Kindergarten screening was established; this resulted in improved communication with families and efficiencies for staff.
- Over 40 screening sessions were held across the Division and resulted in more than 700 children being screened.
  - Work to support screening was accomplished in partnership with the Multicultural Health Brokers (MCHB) and Alberta Health Services (AHS).
- The Division participated in year one of *Exploring Early Learning & Family Engagement: A Professional Learning Partnership Between Enoch Cree Nation and Edmonton Public Schools*.
  - Year one of the project focused on building relationships between the two jurisdictions and exploring both western and traditional Cree approaches to engaging children in early learning experiences.

### Kindergarten

The Division recognizes the importance of Kindergarten as the starting point to each child's K to 12 journey towards high school completion and offers 167 Kindergarten programs across its schools; of these, 141 are traditional half-day programs and 26 are full-day.

To help support high quality early childhood education and inform programming for individual children, Kindergarten teachers administer the EYE-TA each fall. For the 2018-2019 school year, 7,593 Kindergarten children were assessed in the fall using the EYE-TA. These results demonstrated that:

- 4,398 children were already developmentally on track to be ready for Grade 1 and would be

supported through Tier 1 - regular quality classroom instruction.

- 1,973 children were identified as benefitting from Tier 2 - regular quality classroom instruction plus targeted small group instruction.
- 1,190 children were identified as benefitting from Tier 3 - regular quality classroom instruction plus individualized instruction and/or further assessment.

To support the transition into Grade 1, 3,239 children were assessed in the spring. These results further demonstrated that:

- 6,327 children were now developmentally on track to be ready for Grade 1.
- 965 children would continue to benefit from Tier 2 programming in Grade 1.
- 493 children would continue to require Tier 3 programming supports in Grade 1.

The growth that children across the Division experience in Kindergarten, as measured by the EYE-TA, continues to be consistent. Through the implementation of Tier 2 and Tier 3 supports and interventions and the rigour of quality classroom instruction, the Division consistently sees a significant increase in the number of children ready for Grade 1 from their fall to spring results. This demonstrates that early identification and intervention through quality early learning programming can play an important role towards a child's readiness for school.

### Building Staff Capacity

The provision of high quality early childhood education and care that is responsive to the needs of individual children and their families, can significantly lift students' achievement levels in later schooling (Organization for Economic Co-operation and Development: *Promising Practices in Supporting Success for Indigenous Students*, (OECD) 2017, p.19). The Division has supported building staff capacity in the area of high quality early childhood education through the following professional learning opportunities:

- Hanen's *Learning Language and Loving It* session, which outlines strategies for helping children in Kindergarten classrooms build language and social skills, regardless of their learning or communication styles, was available to educational assistants (EAs); to date, 113 EAs have participated in this training.
- *Creating Supportive Learning Spaces for Building Cultural Identity and Inquiry and Play in Your Early Years Program* were delivered in partnership with MacEwan University and the Intercultural Child and Family Centre as part of the Division's 2019 Summer Institute; 35 Pre-Kindergarten and Kindergarten teachers participated.
- Pre-Kindergarten training, addressing such areas as working on multidisciplinary teams and designing developmentally age-appropriate, play-based learning environments, was provided for nine pre-service teachers in support of their readiness to work in a Pre-Kindergarten program this fall.

For a more comprehensive overview of the Division's efforts in support of Early Learning, please refer to the October 8, 2019, Board Report: [Strategic Plan Update Report: Early Years](#).

### Edmonton Public Schools Foundation

The Edmonton Public Schools Foundation raises awareness and funds in support of full-day Kindergarten. Six of the District's full-day Kindergarten programs are currently funded through the efforts of the Foundation and the generosity of the Edmonton community. Over the 2018-2019 school year, the Foundation raised \$393,000 and hosted 15 events to promote community awareness about the importance of early intervention and the importance of full-day Kindergarten in our most socially vulnerable communities.

### ANTICIPATED PRIORITY STRATEGIES FOR 2019-2020

- Continue to assess and monitor developmental milestones and readiness for school across all Kindergarten children using the EYE-TA.
- Continue to review Pre-Kindergarten locations to respond to demand for programs and explore alternate locations to reduce pressure on space in schools.
- Continue to partner with AHS and MCHB to support family access to and engagement around early screening and programming opportunities.
- Continue to provide leadership in managing, planning and supporting Pre-Kindergarten programming through the Pre-Kindergarten Advisory Team.
- Continue to offer high quality professional learning for staff working in early years settings.



## LITERACY AND NUMERACY FOUNDATIONS

Alberta Education Accountability Pillar	Results (in percentages)					Evaluation		
	2014-15	2015-16	2016-17	2017-18	2018-19	Achievement	Improvement	Overall
<b>STUDENT LEARNING OUTCOMES</b>								
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard and the standard of excellence on Provincial Achievement Tests (overall cohort results). <sup>3 4</sup>	76.4 (n=12,526)	77.4 (n=12,653)	75.6 (n=12,985)	75.2 (n=13,817)	76.1 (n=14,637)	Intermediate	Maintained	Acceptable
	23.8 (n=12,526)	25.1 (n=12,653)	24.3 (n=12,985)	24.1 (n=13,817)	25.6 (n=14,637)	High	Maintained	Good
Overall percentage of students who achieved the acceptable standard and the standard of excellence on diploma examinations (overall results). <sup>5 67</sup>	81.2 (n=11,789)	81.9 (n=12,042)	82.4 (n=11,800)	83.8 (n=12,189)	83.9 (n=12,312)	Intermediate	Improved Significantly	Good
	23.5 (n=11,789)	23.9 (n=12,042)	25.7 (n=11,800)	27.2 (n=12,189)	28.2 (n=12,312)	Very High	Improved Significantly	Excellent
<b>LITERACY</b>								
Overall percentage of students in Grade 6 who achieved the acceptable standard and the standard of excellence in Language Arts on Provincial Achievement Tests (overall cohort results).	83.8 (n=6,324)	85.4 (n=6,390)	83.3 (n=6,604)	84.4 (n=7,070)	83.9 (n=7,724)	Intermediate	Maintained	Acceptable
	22.5 (n=6,324)	23.7 (n=6,390)	21.0 (n=6,604)	20.9 (n=7,070)	20.1 (n=7,724)	High	Declined Significantly	Issue
Overall percentage of students in Grade 9 who achieved the acceptable standard and the standard of excellence in Language Arts on Provincial Achievement Tests (overall cohort results).	78.1 (n=5,979)	78.7 (n=5,993)	77.9 (n=6,160)	75.4 (n=6,536)	76.1 (n=6,669)	Intermediate	Declined	Issue
	16.8 (n=5,979)	18.9 (n=5,993)	17.6 (n=6,160)	17.3 (n=6,536)	18.7 (n=6,669)	High	Improved	Good
Overall percentage of students who achieved the acceptable standard on English 30-1 diploma examinations (overall results).	80.1 (n=5,072)	81.8 (n=5,248)	81.9 (n=5,113)	84.4 (n=5,318)	83.2 (n=5,349)	Low	Maintained	Issue

Overall percentage of students who achieved the acceptable standard on English 30-2 diploma examinations (overall results).	80.4 (n= 2,394)	82.2 (n= 2,463)	83.1 (n= 2,390)	83.1 (n= 2,411)	81.4 (n= 2,386)	Very Low	Declined	Concern
Overall percentage of students who achieved the standard of excellence on English 30-1 diploma examinations (overall results).	10.1 (n= 5,072)	10.2 (n= 5,248)	11.6 (n= 5,113)	12.8 (n= 5,318)	12.9 (n= 5,349)	High	Improved Significantly	Good
Overall percentage of students who achieved the standard of excellence on English 30-2 diploma examinations (overall results).	7.0 (n= 2,394)	7.6 (n= 2,463)	7.9 (n= 2,390)	9.1 (n= 2,411)	9.7 (n= 2,386)	Intermediate	Improved	Good
<b>NUMERACY</b>								
Overall percentage of students in Grade 6 who achieved the acceptable standard and the standard of excellence in Math on Provincial Achievement Tests (overall cohort results).	76.2 (n= 6,316)	75.6 (n= 6,385)	70.8 (n= 6,598)	73.8 (n= 7,057)	73.7 (n= 7,717)	Intermediate	Maintained	Acceptable
	18.2 (n= 6,316)	17.9 (n= 6,385)	16.1 (n= 6,598)	17.2 (n= 7,057)	18.7 (n= 7,717)	High	Improved Significantly	Good
Overall percentage of students in Grade 9 who achieved the acceptable standard and the standard of excellence in Math on Provincial Achievement Tests (overall cohort results).	70.2 (n= 5,959)	73.0 (n= 5,954)	70.3 (n= 6,117)	63.6 (n= 6,543)	64.6 (n= 6,622)	Intermediate	Declined Significantly	Issue
	23.9 (n= 5,959)	24.6 (n= 5,954)	26.7 (n= 6,117)	20.8 (n= 6,543)	25.7 (n= 6,622)	Very High	Improved Significantly	Excellent
Overall percentage of students who achieved the acceptable standard on Math 30-1 diploma examinations (overall results). <sup>9</sup>	76.1 (n= 4,187)	72.2 (n= 4,119)	73.8 (n= 4,023)	77.8 (n= 3,996)	78.6 (n= 3,900)	n/a	n/a	n/a
Overall percentage of students who achieved the acceptable standard on Math 30-2 diploma examinations (overall results). <sup>9</sup>	76.0 (n= 2,279)	79.1 (n= 2,396)	77.4 (n= 2,255)	77.4 (n= 2,510)	80.5 (n= 2,549)	n/a	n/a	n/a



Overall percentage of students who achieved the standard of excellence on Math 30-1 diploma examinations (overall results). <sup>9</sup>	33.1 (n= 4,187)	28.6 (n= 4,119)	32.6 (n= 4,023)	37.2 (n= 3,996)	38.5 (n= 3,900)	n/a	n/a	n/a
Overall percentage of students who achieved the standard of excellence on Math 30-2 diploma examinations (overall results). <sup>9</sup>	18.3 (n= 2,279)	21.2 (n= 2,396)	20.3 (n= 2,255)	20.4 (n= 2,510)	21.7 (n= 2,549)	n/a	n/a	n/a
<b>INSTRUCTIONAL SUPPORTS ACCOUNTABILITY SURVEY</b>								
Percentage of students in Grades 4-12 reporting they get help with reading and writing when they need it. <sup>10</sup>	87 (n= 20,528)	86 (n= 20,034)	87 (n= 21,233)	86 (n= 21,929)	86 (n= 23,011)	n/a	n/a	n/a

**Notes**

9. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

10. Percentage of students in Grades 4-12 reporting they get help with reading and writing when they need it results were derived from Accountability Pillar data.

Additional to the Alberta Education Accountability Pillar results, the Division uses the following local measures to monitor progress and inform programming in the areas of literacy and numeracy.

Division Achievement Indicators: Writing, Reading, Mathematics		Results (in percentages)				
		2014-15	2015-16	2016-17	2017-18	2018-19
HLAT - Highest Level of Achievement in Writing At or Above Grade Level	Students in Grades 1-9	78.5	79.3	74.6	74.7	73.2
At or Above Grade Level in Reading	Students in Grades 1-6	n/a	n/a	n/a	72.3	71.6
	Students in Grades 1-7	n/a	n/a	n/a	72.5	72.1
	Students in Grades 1-8	n/a	n/a	n/a	n/a	72.3
MIPI - Math Intervention Programming Initiative At or Above Grade Level	Students in Grades 2-12*	n/a	n/a	71.2	67.0	67.0
*MIPI is administered to students in Grades 2-9 and students enrolled in Math 10C and 10-3 in Semester 1 and Full Year						

**BACKGROUND**

Division achievement results are a story of both growth and opportunity and confirm the importance of initiatives focused on quality teaching and learning. These results are being achieved within the context of the Division's increasingly complex enrolment demographics. With this in mind, the Division is encouraged by areas of growth and improvement and remains committed to supporting the individual success of each student. The following is a closer look at the results related to literacy and numeracy.

Literacy and numeracy are fundamental skills. In all aspects of daily life, we rely on information to make informed decisions about daily living. Educational stakeholders have long recognized that literacy and numeracy are foundational to successful learning and living. Developing strong literacy and numeracy 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.

## COMMENTS ON RESULTS

Looking closely at Division results in literacy and numeracy there are areas that demonstrate growth and strength as well as opportunities for improvement.

- Literacy:
  - 72 per cent of students are performing at grade level as demonstrated by the Division's Highest Level of Achievement Test (HLAT) writing indicator.
  - 72.3 per cent of students in Grades 1-8 are identified by their teachers as reading at or above grade level as demonstrated by the Division's reading indicator.
  - Grade 6 Language Arts Provincial Achievement Test (PAT) results remain steady for the Acceptable Standard; though achievement remains high for Standard of Excellence, there is a pattern of decline that must be examined more closely.
  - Grade 9 Language Arts PAT Acceptable Standard results increased from last year but overall remain lower than in previous years; there is growth in the number of students achieving Standard of Excellence.
  - English Diploma 30-1 and 30-2 Acceptable Standard results fluctuate, demonstrating the complexity of working towards consistent improvement in this area.
  - English Diploma 30-1 and 30-2 Standard of Excellence results represent a story of continuous improvement over the past five years.
- Numeracy:
  - 67 per cent of students in Grades 2 through to Math 10C/10-3 achieved at or above 60 per cent in the Math Intervention Programming Tool (MIPI).
    - A grade-by-grade analysis of MIPI results demonstrates a year-over-year increase in the percentage of students who scored below 60 per cent in the MIPI (i.e., for 2018-2019, 86.6 per cent of Grade 2 students demonstrated working at grade level, by high school 51.2 per cent of students demonstrated working at grade level on the MIPI).
  - Grade 6 Mathematics PAT results were maintained at the Acceptable Standard and improved at the Standard of Excellence.
  - Grade 9 Mathematics PAT Acceptable Standard results improved over last year, but there remains work to be done to consistently achieve strong student outcomes. Standard of Excellence results, which were already high, improved.
  - Math 30-1 results improved at both the Acceptable Standard and Standard of Excellence reflecting three years of continuous improvement.
  - Math 30-2 results improved at both the Acceptable Standard and Standard of Excellence.

## STRATEGIES

### Literacy

Ongoing improvement in support of the literacy growth of every student reflects the collective efforts of schools, catchments and central decision units. The following is an overview of the range of strategies, supports and interventions in place across the Division that demonstrate an intentional effort in support of literacy learning:

- Continued implementation of the District-wide Focus on Reading (DFR).
  - The DFR supports teachers across all four divisions in their work related to the teaching of reading.

- The DFR also supports the Division's metric of students reading at, above or below grade level; this past year this reporting expanded to include Grade 8 students.
- Cross-grade HLAT marking and analysis.
  - Schools created time and space for teachers to come together to mark student writing and have professional conversations around results; this work often took place across catchments and enabled teachers to work with grade level and division level colleagues.
- Middle Years Literacy Intervention (MYLI), Levelled Literacy Intervention (LLI), and Reading Recovery.
  - Many schools designated resources to positions providing literacy interventions; many schools accessed Equity Funds to provide this targeted, specialized support.
- Time-tabling to support quality literacy instruction, including such actions as:
  - Increased scheduled time for literacy instruction.
  - School-wide common literacy blocks to support reading groupings and provide additional targeted supports.
  - Additional scheduled release time to support literacy focused teacher collaboration.
- Literacy focused communities of practice enabling teachers to come together to:
  - Examine literacy related student data.
  - Explore strategies and interventions for students.
  - Explore a literacy based question of inquiry.
- Literature collections that reflect the diversity of students and include the establishing of classroom libraries.
- Subject-specific vocabulary development.
- Literacy focused enrichment activities within the school community.
  - Many schools work with community partners to engage students and families in activities and events that enhance and promote literacy growth.
- Celebrations of literacy growth and meeting key milestones.
- Adaptations and application of lessons learned from elementary literacy instructional strategies to inform Grades 7 to 12 literacy teaching and learning.

## Numeracy and Mathematics

The work to support stronger math outcomes across the Division reflects a shared responsibility between schools, catchments and central decision units. This work is being informed intentionally through the efforts of the Mathematics Teacher Collaboration Sub-Committee, the Division's *Numeracy Guiding Document and Action Plan*, and the lessons learned in the Division's focused efforts in support of literacy. The following is an overview of the emerging body of practice taking place in support of stronger math and numeracy outcomes.

- Cross-school MIPI data analysis collaboration.
- Numeracy focused communities of practice and questions of inquiry.
- Catchment collaboration focused on numeracy assessment tools and intervention strategies.
- Field testing of potential mathematics intervention tools.

## Preparing for the New Curriculum

Literacy and numeracy are fundamental life skills and woven throughout the Alberta Education curriculum, which is defined as what students are expected to know, understand and be able to do in each subject and grade. To date, the Division has completed extensive work in supporting the current curriculum and in preparation for the new provincial curriculum. These efforts have included professional learning (PL) sessions for school staff and administrators focused on conceptual understanding and the anticipated architecture of the new curriculum. There was also PL support and resource development relevant to the current curriculum.

- The *New Provincial Curriculum Division Implementation Plan* and associated school workbook were updated and a *Principal Learning Toolkit* was developed.

- The Division led the New Provincial Curriculum Multi-District Assessment Think Tank, which engaged 15 school divisions across the Province in the collaborative development of classroom assessment resources and professional learning aligned with the anticipated new curriculum.
- The Division established a New Provincial Curriculum Principal Cohort, which met monthly to work on readiness for the new curriculum.
- Curriculum and Resource Support (CRS) provided curriculum PL to over 11,000 teachers and administrators.
  - Respondents to post-PL surveys agreed that learning outcomes were met.

### Building Staff Capacity

A critical component of the Division's work to support literacy and numeracy learning is the ongoing growth and capacity of staff. Last year, PL focused on assessment tools, the use of data to inform programming, quality instructional practices and interventions included, but was not limited to, the following topics:

- Foundations of Literacy
- Benchmark Assessment System training (BAS)
- Guided Reading
- Literacy focused questions of inquiry
- Lucy Calkins Reading and Writing Workshop
- Five Pillars
- Reading screeners
- Literacy interventions
- Focused literacy professional learning for EAs
- Foundations of Mathematics
- Building Math Centres
- Guided Math
- Blue Printing
- Math assessments and interventions

Building staff capacity was supported centrally through in-servicing, classroom/school consultations, and/or coaching. Additionally, CRS developed a range of resources including print and multimedia materials to support high quality teaching and learning across Division classrooms Kindergarten to Grade 12, including:

- Online PL modules, including a New Provincial Curriculum learning module.
- Videos, such as *Preparing for Success with the Grade 9 Mathematics PAT*.
- The *Reading Changes Lives* informational and promotional tool kit for schools for use with families.
- Teaching resources, such as:
  - *Math Part A Question Banks* for Grades 4-9 (in French and English).
  - *Key Vocabulary to Support Mathematics Kindergarten to Grade 9 (in English, French, Spanish and German)*.

For a more comprehensive overview of the Division's efforts in support of literacy and numeracy, please refer to the January 22 and February 5, 2019, Board Reports: [Strategic Plan Update Report: Numeracy](#) and [Strategic Plan Update Report: Literacy](#).

## ANTICIPATED PRIORITY STRATEGIES FOR 2019-2020

- Implement the Benchmark Assessment System (BAS) in Grades 1-3, as a common assessment tool to measure and capture reading growth at the school, catchment and Division level, for students who were identified as reading below grade level.
- Pilot the Canadian Achievement Tests (CAT-4) in Grade 7 classrooms in 51 schools across the Division; the CAT-4 is a tool that assesses the essential learning outcomes of the following basic skills areas: reading, language, spelling and mathematics. Data from the CAT-4 will inform programming at the classroom level, support the work of schools and has the potential to inform catchment and Division level work going forward, should the pilot be adopted at the Division level.
- Implement a Learning and Demonstration Sites Initiative with 31 schools across the Division. Each school will focus on further capacity building in teaching and learning for conceptual understanding, and may optionally also serve as a learning and demonstration site for a high impact instructional approach (such as design thinking approach, project-based approach, workshop approach, etc.).
- Continue to provide training, data analysis, professional learning and resources for teachers and school administrators to help them support children requiring intervention in Kindergarten and into Grade 1.
- Explore further math interventions and resources to support students in their math learning.
  - This work will also include locally developed resources in support of mathematics instruction and intervention.
- Continue to provide provincial leadership and Division support to the readying for the new provincial curriculum.





## HIGH SCHOOL COMPLETION

Alberta Education Accountability Pillar		Results (in percentages)					2018-19	Evaluation		
		2013-14	2014-15	2015-16	2016-17	2017-18		Achievement	Improvement	Overall
<b>HIGH SCHOOL COMPLETION</b>										
Percentage of students who completed high school within three, four and five years of entering Grade 10. <sup>11</sup>	3-yr	72.6 (n=6,162)	72.3 (n=6,199)	75.4 (n=6,308)	73.8 (n=6,271)	75.1 (n=6,567)		High	Improved	Good
	4-yr	75.3 (n=6,510)	77.6 (n=6,204)	77.9 (n=6,262)	80.1 (n=6,357)	79.0 (n=6,328)		n/a	n/a	n/a
	5-yr	77.9 (n=6,475)	78.4 (n=6,517)	80.6 (n=6,215)	80.3 (n=6,274)	83.0 (n=6,386)		n/a	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship. <sup>8</sup>		n/a	59.3 (n=9,490)	61.1 (n=9,635)	62.5 (n=9,444)	63.9 (n=9,848)		Intermediate	Improved Significantly	Good
Annual dropout rate of students aged 14 to 18.		3.0 (n=25,230)	3.0 (n=25,457)	2.7 (n=25,785)	2.2 (n=26,041)	2.5 (n=26,120)		Very High	Improved	Excellent
Percentage of students writing four or more diploma exams within three years of entering Grade 10. <sup>2 11</sup>		59.2 (n=6,162)	60.1 (n=6,199)	60.7 (n=6,308)	60.2 (n=6,271)	60.2 (n=6,567)		High	Maintained	Good
<b>ESSENTIAL SKILLS FOR SUCCESS BEYOND SCHOOLING</b>										
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.		82.3 (n=7,055)	83.4 (n=7,170)	84.0 (n=7,440)	82.9 (n=7,792)	82.7 (n=8,157)	83.2 (n=7,923)	n/a	n/a	n/a
Percentage of Grades 7 and 10 students reporting that they get the help they need planning for a career. <sup>12</sup>		n/a	67 (n=11,561)	66 (n=11,076)	69 (n=11,507)	70 (n=11,764)	68.0 (n=12,354)	n/a	n/a	n/a
Percentage of parents and teachers satisfied their child or students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.		69.1 (n=7,142)	70.5 (n=7,267)	70.8 (n=7,546)	69.9 (n=7,925)	70.1 (n=8,270)	70.4 (n=8,032)	n/a	n/a	n/a
<b>TRANSITIONS/CAREER PLANNING</b>										
Percentage of high school students who transition to post-secondary (including apprenticeship) within six years of entering Grade 10.		61.4 (n=6,444)	61.1 (n=6,471)	61.5 (n=6,513)	62.6 (n=6,213)	63.7 (n=6,273)		High	Improved Significantly	Good

### Notes

11. Results are based upon a cohort of Grade 10 students who are tracked over time. The table shows the percentage of students in this cohort who complete diploma exams by the end of their third year of high school.

12. Percentage of Grade 7 and 10 students reporting that they get the help they need planning for a career results were derived from Accountability Pillar data.

## BACKGROUND

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 Kindergarten to Grade 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.

Engaging and motivating students on their journey to high school completion is a collaborative effort from Kindergarten to Grade 12. High school completion is a fundamental milestone that influences future educational paths, life goals and ultimately quality of life. As such, preparing all students to graduate and supporting the transition into post-secondary education, the world of work and life is a fundamental outcome of public education. The Alberta Education Accountability Pillar assesses multiple factors beyond diploma exams and high school completion rates that are indicators towards a life of dignity and fulfillment. The following is an overview of Division results relevant to the journey of school completion.

## COMMENTS ON RESULTS

- Both the three-year and five-year completion rates are at an historical Division high, with the four-year rate remaining strong despite a slight decrease.
- The Division's participation rate in four or more diploma exams remains steady.
- The number of students eligible to receive a Rutherford Scholarship continues to increase as does the six year transition rate.
- The Division achieved a provincial rating of excellent and very high relevant to its drop out rate of 2.5 per cent.
- The Division maintained a result of 83.2 per cent in respect to work preparation.

## STRATEGIES

As a Division we are excited and encouraged by our results that continue to demonstrate more and more students experiencing success and obtaining the life milestone of high school completion. There are many factors that influence student success Kindergarten to Grade 12. The following are strategies that we are confident will help support our students on their path to high school completion.

- The Division's intentional organization of Kindergarten to Grade 12 catchment groupings creates a professional shared responsibility for the success of all students, supports key school transitions and enables collaboration and the sharing of resources.
- The Board of Trustees' approval of the Equity Fund provides an additional source of funding to support emergent needs related to the success of students; schools are able to access equity dollars to provide focused, strategic support for individual or groups of students.
- The Division's focused efforts in support of quality literacy learning.
  - This work to support all students to be literate begins in Kindergarten and remains a critical area of programming across all grades.
  - The Division's District-wide Focus on Reading supports quality literacy learning Kindergarten to Grade 12; additionally many catchments report literacy initiatives are an elementary, junior high and high school conversation, with secondary teachers valuing and learning from the expertise of their elementary colleagues.
- School-based wrap-around services that address barriers to school success and enable students to engage meaningfully in their learning.
  - Success Coaches and Mental Health Therapists are a valued resource in many schools; 12 catchments used Equity Funds to help support the cost of having these supports as part of their school communities.

- Responsive high school programming continues to be supported through both Division and provincial opportunities enabled through Career Pathways, high school redesign and the Provincial Dual Credit Framework.
- Central and high school leaders have been engaged in the *Enhanced Coordination of High School Programming* dialogue to explore responsive and flexible ways of delivering high school programming. The intention of this work is to increase access to programming and learning opportunities for high school students across the Division and explore creative and flexible ways students can engage in their learning.

## Career Pathways

The Division creates and facilitates resources, innovation, and experiential learning opportunities that encourage students from Kindergarten to Grade 12 to think about, explore and plan what their life might look like beyond school; this work is supported and organized systemically through the vision and direction of Career Pathways. In 2018-2019, Career Pathways hosted a symposium with community, families, staff and students. Feedback from the symposium was used to develop *Career Pathways Guiding Principles*, a resource for Division staff, and identify key priorities for future initiatives.

Within Career Pathways, there are a variety of key initiatives or projects that support schools in bringing the intent and vision of Career Pathways to life for their students. These include the following:

- myBlueprint: since 2017, Division students have had access to myBlueprint *All About Me (K-6)* and *Education Planner (7-12 and beyond)*, which are online, interactive education and career planning tools that personalize learning for Kindergarten to Grade 12 students through self-reflection, goal setting, portfolio building, and exploring age-appropriate pathways and occupations.
  - The number of schools using myBlueprint increased to 172, an increase of 28 per cent; student logins were up by 20 per cent with more than 160,000 entries.
- Community Marketplace: the Marketplace serves as an online resource for teachers to connect with business and community representatives to provide high-quality curricular interactions with students Kindergarten to Grade 12.
  - In 2018-2019, the Division continued building and supporting the Year 3 implementation of the Community Marketplace prototype.
  - This work resulted in an additional six organizations joining the Marketplace for a total of 34.
- Inquiring Minds: The Inquiring Minds partnership offers teachers an opportunity to move their classroom to a community site for a week of hands-on, multi-sensory learning. Student learning is enhanced by meeting curriculum expectations through meaningful connections to the real world.
  - 160 Division classes participated in Zoo School, Edmonton Oilers ICE School and City Hall School.
- Dual Credit: Dual credit is for students in Grades 10, 11 or 12 who want to earn both high school credits and credits that count towards a post-secondary certificate, diploma or degree. Dual credit allows students to build on or discover their career passions and interests.
  - A memorandum of understanding (MOU) was developed with NorQuest College and Athabasca University to support dual credit programming opportunities.
  - In 2018-2019, the Health Care Aide program and Design Fundamentals course were supported through these MOUs.
- Connecting Occupational Opportunities (CO-OP): CO-OP is offered to Grades 11 and 12 students from across the Division. CO-OP provides students an opportunity to participate in work experience and exploration for a full semester based on their skills, strengths and interests.
  - 10 Division students participated in the CO-OP programming which is made possible through the support of funding from the RBC Royal Bank.

### Building Staff Capacity

To support teachers in their understanding of the vision and intent of Career Pathways and to build their capacity to integrate Career Pathways into their classrooms in a meaningful and genuine way:

- 42 PL opportunities on topics including design thinking, project-based learning, Career and Technology Foundations (CTF) and Career and Technology Studies (CTS), inquiry, myBlueprint and Career Pathways were offered.
  - Over 553 Division staff members participated in these sessions.

For a more comprehensive overview of the Division's efforts in support of high school completion, please refer to the December 11, 2018, Board Report: [Strategic Plan Update Report: Success Beyond Schooling](#).

### ANTICIPATED PRIORITY STRATEGIES FOR 2019-2020

- Central and high school leaders will continue their work around the Enhanced Coordination of High School Programming, these efforts will be informed by lessons learned over the past years and the flexibility enabled through High School Redesign, Dual Credit, Campus EPSB and the broad range of learning programs available to students throughout the Division.
  - All high schools will be exploring a learning day that reflects blocks 1 through 6 programming to support flexibility for students.
  - Students in Grades 10 to 12 will be able to access courses beyond the walls of their home school; the programming flexibility of Metro, Argyll, Centre High Campus, Division Outreach Programs and Campus EPSB will provide students with the opportunity to engage in courses through a variety of means and times of day.
  - Argyll Home Education will continue to provide leadership to the exploration and development of an online virtual high school to support increased flexibility and access to high school courses; this work has the potential to support students in Grades 10 to 12 across Alberta.
- Continue to explore opportunities to partner with post-secondary organizations taking into consideration a number of factors including, but not limited to: labour market demand, student interest, course transferability, school facility requirements and potential fees associated with the learning opportunity.
- Continue to support and increase awareness of Career Pathways, myBlueprint, Community Marketplace and Inquiring Minds opportunities among students, staff, school leaders, families and community members.



## SAFE AND CARING LEARNING ENVIRONMENTS

Alberta Education Accountability Pillar	Results (in percentages)					Evaluation		
	2014-15	2015-16	2016-17	2017-18	2018-19	Achievement	Improvement	Overall
<b><u>WELL BEING and SAFE</u></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. <sup>1</sup>	90.0 (n=28,117)	89.5 (n=27,937)	89.8 (n=29,498)	89.0 (n=30,596)	88.6 (n=31,371)	Very High	Declined Significantly	Acceptable
<b><u>CITIZENSHIP/ LEADERSHIP</u></b>								
Percentage of teachers, parents and students that are satisfied that students model active citizenship. <sup>1</sup>	85.3 (n=28,134)	84.9 (n=27,962)	84.9 (n=29,529)	83.7 (n=30,631)	83.2 (n=31,396)	Very High	Declined Significantly	Acceptable
Your child is encouraged at school to be involved in activities that help the community.	79 (n=3,410)	79 (n=3,744)	79 (n=3,912)	78 (n=4,015)	78 (n=3,618)	n/a	n/a	n/a
Students are encouraged at your school to be involved in activities that help the community.	91.0 (n=4,014)	92.0 (n=3,936)	91.0 (n=4,181)	91 (n=4,431)	92 (n=4,533)	n/a	n/a	n/a
<b><u>WELCOMING</u></b>								
Students at your child's school respect each other.	81 (n=3,420)	81 (n=3,737)	80 (n=3,906)	80 (n=4,013)	79 (n=3,621)	n/a	n/a	n/a
Students at your school respect each other.	94 (n=4,012)	94 (n=3,966)	93 (n=4,207)	92 (n=4,454)	92 (n=4,551)	n/a	n/a	n/a
<b><u>INCLUSIVE</u></b>								
Students at your child's school help each other when they can.	79 (n=3,416)	79 (n=3,757)	79 (n=9,916)	78 (n=4,021)	79 (n=3,616)	n/a	n/a	n/a
Students at your school help each other when they can.	96 (n=4,020)	97 (n=3,962)	96 (n=4,204)	96 (n=4,452)	96 (n=4,564)	n/a	n/a	n/a

## BACKGROUND

The Division aspires that throughout their learning journey, every student grows and thrives academically, socially and emotionally. This is fostered within a welcoming, inclusive, safe and healthy school environment that enables students to focus on their learning and help them gain a strong sense of citizenship and social responsibility.

The Division takes a Comprehensive School Health approach, an internationally recognized strategy, to supporting improvement in students' educational outcomes and well-being, while addressing school health in a planned, integrated and holistic way. All of the Division's work in

support of student success and well-being is fostered through the direction and intent of Board Policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning Environments.

## STRATEGIES

This work has been accomplished through the following key areas.

### School Culture, Mental Health and Wellness

- The Division's Mental Health Framework: [\*Navigating Mental Health\*](#) was launched.
  - *Navigating Mental Health* is a guiding reference for staff and families to navigate meaningful mental health supports for students.
  - The Framework was developed building upon the work of Dr. Stanley Kutcher.
- The Student Senate produced a public service announcement (PSA) to create awareness around the potential risks associated with vaping.
  - The target audience for the PSA was junior high aged youth; the link to the PSA was shared with all Division junior high schools and posted on the Student Senate's website.
- Across catchments, schools incorporated mental health therapists and/or success coaches as members of the school community to support students and families with wrap-around services.
  - These services address issues and barriers to school success including mental health.
  - These positions are funded through a variety of means (school budget, equity funds, grants and community partners).
- Schools continue to build their knowledge and understanding in the areas of resiliency, trauma and the emerging neuroscience to better support the students they serve.
- All Division schools completed the *Student Rights and Responsibilities* template to establish clear expectations around student conduct and behaviour.
  - The document is reviewed with all students and shared with families.
- Schools offer a variety of enrichment and afterschool programming opportunities for students. These opportunities are focused on the arts, sports, leadership and other extra-curricular experiences; through this programming students experience mentorship and grow as leaders and citizens within the school community.

### Supporting Diversity and Inclusion

The Division strives to support diversity and inclusion through a variety of initiatives and activities.

- In 2018-2019, a Multicultural Education Policy Review Advisory Committee was formed, comprised of parents, community members, students and Division staff to inform the revision of Board Policy GGAB.BP Multicultural Education.
  - The Advisory Committee met twice prior to the end of the school year; feedback from these two sessions was analyzed to inform next steps with the committee.
- To provide settlement services and supports to families new to Canada, the Division worked closely with Edmonton Immigrant Services Association (EISA); more than 50 schools benefited from EISA's support.
- Schools across the Division celebrated the diversity of their school community in a variety of ways: Examples of these celebrations included:
  - Displaying cultural art and artifacts representing the diversity of their students.
  - Special events where students and families share food, customs, song and dance.
- The Division's intercultural consultants worked closely with schools to provide language and cultural support that enhanced how families participate in their child's learning journey. Examples include but are not limited to:
  - Newcomer Family conferences and orientations to the school system
  - Triple P Parenting sessions
  - Pre-Kindergarten Screening and support
  - Teaching Sexual Health consent information



- Support for Attendance Area Engagement events, expulsion hearings and the District Feedback Survey
- Open houses, meet the teacher evenings and parent/teacher/student led conferences
- There were a variety of ways that Division students had the opportunity to participate in events that celebrated diversity, created healthy intercultural dialogue and affirmed diverse identities. These events included, but were not limited to:
  - Diversity Day, organized in partnership with the Phoenix Multi-Faith Society for Harmony and the Harmony Movement, brought together students from across the Division to participate in a variety of activities supporting diverse perspectives.
  - Alberta Black History visual display, a set of 12 panels highlighting the history of black communities in Alberta, was hosted at the Centre for Education along with a teacher workshop; Division high schools also received a set of the panels. This initiative represents the work of Dr. Jennifer Kelly, Professor Emeritus, Social Justice & International Studies in Education, Department of Educational Policy Studies, University of Alberta.
  - Pride Week, declared as a Division-wide celebration by the Board of Trustees, was held the first week of June; schools and the Centre for Education hosted a variety of activities.
- As part of the Division's work relevant to Board Policy HFA.BP Sexual Orientation and Gender Identity:
  - Sexual Orientation and Gender Identity (SOGI) consultants provided support to schools related to:
    - GSA/QSA student clubs (over 80 schools with student clubs)
    - Staff GSA staff advisors (114 staff)
    - Universal washrooms
    - Pronoun changes
    - Supports for the inclusion of sexual and gender minority students within the school community
  - Division staff revised the student registration form to accommodate male, female and gender x.
  - Division SOGI consultants participated in The SOGI 1-2-3 provincial network and presented a professional learning session, Elementary GSA Startup, in collaboration with St. Albert Public and Elk Island School Divisions.

### Building Staff Capacity

- Lead Teacher: Each Division school has the opportunity to identify a lead teacher in the areas of Comprehensive School Health (CSH) and English Second Language (ESL).
  - 148 schools identified a CSH lead teacher to support their school community.
    - 144 CSH lead teachers participated in a mini-conference, Let's Walk the Talk Together, an event supported by the Alberta Healthy School Community Wellness Fund that included a keynote speaker from the Psychology Foundation of Canada.
    - Additionally, the CSH lead teacher cohort helped to inform the development of Division resources promoting a positive school culture and universal wellness.
  - 114 schools identified an ESL lead teacher.
    - These teachers participated in two ESL focused PL days.
- Professional Learning:
  - PL was developed to support the *Navigating Mental Health* framework, including: communities of practice, lead teacher training, sessions on mental health literacy and Go to Educator training.
  - Through the efforts of schools, catchments and central decision units:
    - Over 2,000 staff participated in mental health PL.
    - SOGI consultants supported four catchment PL days, presented at 20 schools and provided the training for the SOGI Safe Contacts (318 staff).
  - The Division hosted the Teaching Sexual Health PL day in partnership with the Department of Elementary Education, University of Alberta, Alberta Health Services, and the following community partners: the Canadian Red Cross, Multicultural Health Brokers, The Compass Centre for Sexual Wellness, PRIDE Centre of Edmonton, HIV Edmonton, Sexual Assault Centre of Education, and Zebra Child Protection; 98 Division and pre-service teachers participated.

- Resources:
  - The Division developed *Mental Health Literacy for School Professionals* and a toolkit for Mental Health Awareness Week to provide schools with strategies and activities for teaching and learning about mental health.
  - Representatives from the Division's CSH team participated in the Edmonton Regional Post-Secondary Committee for Mental Health, where they worked with [teenmentalhealth.org](https://teenmentalhealth.org) to adapt the [Transitions](#) resource to reflect the Edmonton context of transitioning from high school to post-secondary.
  - Inclusive Learning staff reviewed and revised the *English as a Second Language Guiding Document*.

For a more comprehensive overview of the Division's efforts in support of safe and caring learning environments, please refer to the October 23, 2018, Board Report: [Strategic Plan Update Report: Student Wellness and Citizenship](#).

### ANTICIPATED PRIORITY STRATEGIES FOR 2019-2020

- Continue to work with a range of community partners to enhance our capacity to support mental health and well-being and foster school communities that are welcoming, inclusive, safe and healthy.
- Finalize and publish the revised *English as a Second Language Guiding Document* to assist teaching staff and school leaders in supporting their work with students.
- Continue to work with the Multicultural Education Policy Review Advisory Committee to inform the review of Board Policy GG.AB.BP Multicultural Education.
- Schools, catchments and central decision units will continue to work together around the provision of PL related to mental health, bullying prevention, healthy sexuality, intercultural communication skills, and anti-racism.



## SPECIALIZED SUPPORTS AND SERVICES

Alberta Education Accountability Pillar	Results (in percentages)				
	2014-15	2015-16	2016-17	2017-18	2018-19
<b><u>INSTRUCTIONAL SUPPORTS ACCOUNTABILITY SURVEY</u></b>					
Percentage of parents satisfied with special support their child has received at school.	86 (n=739)	83 (n=769)	86 (n=820)	85 (n=936)	86 (n=874)

### BACKGROUND

Each of the Division's 105,000 students will take their own unique journey towards the goal of high school completion. For some of our students, this journey will require specialized supports and services in order for them to engage, thrive and experience success in their learning. The work to provide these additional supports is the responsibility of the Division's Inclusive Learning school-linked teams and is accomplished in partnership with school staff, families and our Regional Collaborative Service Delivery (RCSD) partners.

### STRATEGIES

In support of student growth and achievement of learning outcomes, the Division makes available a variety of specialized supports and services designed to assist students and their families. These services reflect a range of professional expertise, are delivered through the collaborative efforts of Division and RCSD staff and include the following:

- Speech and language therapy
- Behavioural/emotional supports
- Occupational therapy
- Social work
- Mental health therapy
- Psychological assessments
- English language learning
- Physical therapy
- Adaptive physical education
- Assistive technology for learning
- Educational audiology/deaf or hard of hearing
- Vision and braille
- Reading specialists

The work of Inclusive Learning is best demonstrated through the Pyramid of Intervention.



The Pyramid of Intervention is a framework that uses a tiered process to provide supports and services, within a comprehensive system of instruction and intervention guided by evidence-based data. It is designed to address learning difficulties and/or emotional/behavioural challenges by systematically delivering a range of interventions based on student need.

- **Universal:** The majority of Division students thrive within the programming at the base of the pyramid; this universal work reflects the efforts of teachers and school staff in collaboration with families and is the first step in identifying students at risk. Universal strategies include high quality instruction, research-based interventions, school-wide screening and the use of a variety of accommodations.
- **Targeted:** These strategies are intended for small groups of students struggling with specific skills. These are identified in collaboration between schools, Inclusive Learning and families and might include instructional accommodations and/or adaptations, supplemented or differentiated supports and small-group instruction.
- **Specialized:** These strategies and supports address the unique needs of individual students. Inclusive Learning, schools and families work together to determine the intensity of support needed for a student to experience success. These plans are often documented in an Individual Program Plan (IPP) or Individual Behaviour Support Plan (IBSP).

There were over 17,000 school-initiated referrals for Inclusive learning supports in the 2018-2019 school year. This number reflects an increase in referrals, as would be anticipated with our growing student enrolment.

Beyond Inclusive Learning's collaboration with schools and families, they also supported the following:

- Participated in the ongoing work to examine Division program placement in relationship to student need and space in schools.
- Facilitated the Inclusive Education Parent and Community Advisory Committee, which met three times throughout the year.
- Supported Division alignment to Administrative Regulation HAH.AR District Seclusion Rooms; this work included:
  - Revising the IBSP template.
  - Developing Division training to reflect standards in the regulation.
  - Supporting the provision of Division training.
- Supported schools in the use of the learner profile template; based on the Pyramid of Intervention, the template identifies learner strengths and potential areas of need and is intended to support collaborative conversations around targeted and specialized interventions.
  - This work resulted in an increase in the use of the template as a tool to support students.
- Supported a community of practice for principals with an Interactions program in their school.
  - The cohort met three times over the course of the year with participants from 40 Division sites, Inclusive Learning supervisors and staff from Human Resources, District Support Services and Infrastructure.



- The cohort explored best practices in programming and assessment and areas of support for students in an Interactions program.
- Facilitated a Division dialogue with staff from central and school leaders around gifted and talented programming.
- Supported 13 schools in implementing the Social Thinking approach to intervention, which helps students develop social self-awareness and social skills.

### Building Staff Capacity

A significant area of focus that developed in response to the Division's Administrative Regulation HAH.AR District Seclusion Rooms was around Non-Violent Crisis Intervention (NVCI) training.

- 165 staff participated in nine refresher sessions.
- 585 new employees were trained in 27 sessions.

### ANTICIPATED PRIORITY STRATEGIES FOR 2019-2020

- Provide Division training through Modules A, B and C focused on supporting students with complex behaviour needs.
  - To support ease of access for school staff the training has been scheduled into the five Division PL days.
- Continue to co-facilitate, with school principals, the Interactions community of practice.
  - The group intends to meet seven times this year and will focus on developing best practices in instruction and assessment and an administrator guide for principals.
  - The group will also explore how best to collaborate across sites and plans to expand the community of practice to include teachers as well.
- Continue to work with school leaders and central staff to define Division criteria for identifying students who are gifted and talented and develop standardized assessment tools to support this work.



## COMMUNITY PARTNERSHIPS

### BACKGROUND

The Division recognizes that the path to student success does not occur in isolation. The responsibility to support our 105,000 students on their K-12 educational journey is a shared one between the Division and the broader community. The diversity and complexity of need across our student body requires expertise, knowledge and opportunities beyond that of education. For all students to engage, learn and thrive in the classroom, no matter their background, capabilities or circumstances, the Division needs to work closely with our fellow community stakeholders who share our commitment to the success and well-being of children and youth in the Edmonton area.

### STRATEGIES

- Every school across the Division worked with community members in support of their students. When forming relationships with community, these connections are responsive to the needs of the students and families served by the school community.
  - Division tracking identified more than 740 unique community connections across schools.
  - These connections covered a broad range of supports, including but not limited to:
    - Nutrition support
    - After school enrichment
    - Career Pathway guest speakers
    - Mental health supports
    - Before and after school care
    - Alternative and second language programming
    - Diversity
- Central decision units provided support to schools and catchments in their efforts to work strategically with the community through the following:
  - Reviewed 51 signed agreements enabling initiatives in support of student success.
  - Enhancement and oversight to the community-sponsored awards and scholarships.
  - Enhancement to the functionality and effectiveness of the PeopleSoft School-Community Relationship Identifier (SCRI) tracker tool.
- Central decision units continued to support community agencies and members in their efforts to work in partnership with Division schools.
- The Division supported Year 3 of the Alberta Education School Nutrition Program (AESNP). This work was delivered in partnership with e4c and included:
  - The onboarding of 20 new schools for a total of 22 AESNP schools.
  - Participating schools provided a daily meal consisting of the four food groups and reflecting AHS healthy food guidelines.
  - 4,606 students had daily access to nutrition support through the program.
  - Additionally, nutrition education resources were developed to support students' lifelong healthy eating habits.

For a more comprehensive overview of the Division's efforts in support of community partnerships, please refer to the September 25, 2018, Board Report: [Strategic Plan Update Report: Supports for the Whole Child](#).



### ANTICIPATED PRIORITY STRATEGIES FOR 2019-2020

- Schools will continue to work strategically with a diverse range of community partners responsive to the needs of the students and families they serve.
- Continue to assist Division leaders and community partners to best leverage community resources for our students through the ongoing support of existing initiatives and the exploration of potential new opportunities.
- Support the implementation of the 2019-2020 AESNP.





*Alberta Education outcome:*

***First Nations,  
Métis, and Inuit  
students in Alberta  
are successful***

# First Nations, Métis, and Inuit Students in Alberta are Successful

Priority 1, Goal 2: Success for Every Student								
Alberta Education Accountability Pillar	Results (in percentages)					Evaluation		
	2014-15	2015-16	2016-17	2017-18	2018-19	Achievement	Improvement	Overall
<b>STUDENT LEARNING OUTCOMES</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). <sup>3 4</sup>	52.0 (n= 1,102)	55.0 (n= 1,088)	49.2 (n= 1,150)	48.2 (n= 1,278)	50.3 (n= 1,313)	Very Low	Maintained	Concern
	8.7 (n= 1,102)	7.4 (n= 1,088)	6.4 (n= 1,150)	6.2 (n= 1,278)	6.8 (n= 1,313)	Very Low	Maintained	Concern
Overall percentage of self-identified FNMI students who achieved the acceptable standard and the standard of excellence on diploma examinations (overall results). <sup>5 6</sup>	74.2 (n= 593)	77.6 (n= 689)	76.4 (n= 636)	81.3 (n= 660)	80.8 (n= 620)	Intermediate	Improved	Good
	10.8 (n= 593)	10.5 (n= 689)	11.2 (n= 636)	12.8 (n= 660)	14.8 (n= 620)	Intermediate	Improved	Good

Priority 1, Goal 3: Success Beyond Schooling									
Alberta Education Accountability Pillar		Results (in percentages)					Evaluation		
		2013-14	2014-15	2015-16	2016-17	2017-18	Achievement	Improvement	Overall
HIGH SCHOOL COMPLETION									
Percentage of self-identified FNMI students who completed high school within three, four and five years of entering Grade 10. <sup>2</sup>	3-yr	39.8 (n= 572)	38.3 (n= 560)	45.6 (n= 587)	41.3 (n= 633)	40.9 (n= 607)	Very Low	Maintained	Concern
	4-yr	37.0 (n= 541)	46.8 (n= 564)	43.3 (n= 557)	50.7 (n= 560)	48 (n= 614)	n/a	n/a	n/a
	5-yr	41.8 (n= 490)	43.3 (n= 536)	51.9 (n= 563)	48.7 (n= 547)	56.4 (n= 559)	n/a	n/a	n/a
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship. <sup>8</sup>		n/a	32.7 (n= 877)	31.8 (n= 902)	34.9 (n= 911)	36.2 (n= 950)	Very Low	Improved	Issue
Annual dropout rate of self-identified FNMI students aged 14 to 18.		6.3 (n= 2,282)	8.5 (n= 2,409)	6.8 (n= 2,430)	4.7 (n= 2,387)	6.9 (n= 2,422)	Intermediate	Maintained	Acceptable
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10. <sup>5 6 7</sup>		20.2 (n= 572)	20.3 (n= 560)	20.5 (n= 587)	21.6 (n= 633)	18.9 (n= 607)	Very Low	Maintained	Concern

TRANSITIONS/CAREER PLANNING								
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	26.6 (n=468)	26.3 (n=480)	23.9 (n=529)	29.7 (n=552)	28.6 (n=536)	Very Low	Maintained	Concern

## BACKGROUND

The Division strives to support the success of every student on their Kindergarten to Grade 12 educational journey. The achievement data reflecting the results of our self-identified First Nations, Métis, or Inuit students demonstrates the importance of the work to be done in support of their success.

The Division is committed to closing the achievement gap and is taking focused, strategic steps towards this end. We know the success of our efforts is dependent upon our working closely with our students, their families, caregivers, Elders, Knowledge Keepers and members of the broader community.

Our results confirm the importance of our commitment to the ongoing process of truth and reconciliation and opportunities that support reconciliation within school communities. Within these results there are areas that demonstrate the growth, progress and success of our students. There are also results that reinforce the significant work we are committed to.

## COMMENTS ON RESULTS

- Three and four-year completion rates for self-identified First Nations, Métis, and Inuit students decreased.
- The annual dropout rate increased compared to the historic low of the previous year.
- There was an increase in the number of self-identified First Nations, Métis, and Inuit students eligible for a Rutherford Scholarship.
- The transition rate of self-identified First Nations, Métis, and Inuit students decreased.
- Grades 6 and 9 PATs results for both Acceptable Standard and Standard of Excellence increased from last year but remain a concern.
- The five-year Diploma exam upward trend for both the Acceptable Standard and Standard of Excellence is encouraging.
- There was a significant increase in the five-year completion rate, though there remains work to be done.

## STRATEGIES

Using the six areas of policies and practices identified as being critical to improving achievement for Indigenous students in the OECD report *Promising Practices in Supporting Success for Indigenous Students* as a framework to guide our work, the following key strategies were undertaken in support of student achievement and success.

In the 2018-2019 budget planning process, schools were required to think about each of their goals through the lens of the OECD research. The Division's First Nation, Métis, and Inuit Education Team developed their work plan around the construct of the OECD framework supporting student success. With the release of the Provincial Teacher Quality Standards (TQS) and Leadership Quality Standards (LQS) there was a deliberate focus around the OECD's areas of high quality teaching and leadership in school, as Division staff worked to build their confidence and knowledge in respect to Competency Five of the standards. The following is a summary of work across the Division focused on improving learning outcomes for self-identified First Nations, Métis, and Inuit students.

## High Quality Teaching and Learning

The OECD speaks to the importance of high-quality teaching, including high expectations for all students, respectful relationships with students and relevant and responsive curriculum delivery (OECD p.117). The following is a summary of the Division's work in support of high quality learning environments as well as intentional strategies focused on First Nation, Métis, and Inuit education.

- The Division's intentional efforts in support of quality literacy and numeracy instruction reflect high expectations, rigour and monitoring for progress. The OECD research confirms these elements benefit all students in their learning, including First Nations, Métis, and Inuit students.
- The Division initiated work to develop resources supporting responsive curriculum delivery.
  - These resources provide teachers with sample material and lesson plan activities to support the integration of Indigenous perspectives and worldviews into curriculum.
- Many Division high schools serving a significant number of self-identified First Nations, Métis, and Inuit students have strategically allocated resources towards a success coach, graduation coach or cultural liaison. Schools use these roles to:
  - Help foster relationships with their First Nations, Métis, and Inuit students.
  - Monitor and support the progress of individual students towards high school completion, post-secondary goals or entry into the world of work.
- The Division hosted its annual Honouring Celebration for First Nations, Métis, and Inuit students to recognize and celebrate successful high school completion. Approximately 700 people were in attendance recognizing the success of 130 graduating students. This event is planned and organized in collaboration with members of the community.

## Engaging our Families and Members of the Community

The OECD research confirms the importance of fostering school communities that feel welcoming, actively work to build strong relationships with students and families and celebrate First Nations, Métis, and Inuit cultures in meaningful ways. The following are examples of how Division staff worked with families, Elders, Knowledge Keepers and members of the community to build meaningful connections and work together in support of student well-being.

- In 2018-2019, students, families and community members were engaged through online surveys and World Café style sessions in the development of Board Policy HAA.BP First Nations, Métis, and Inuit Education. In this iterative process multiple drafts of the policy were put forward for feedback from these key stakeholder groups, to ensure that their voice was captured. The policy was enacted on June 11, 2019, and sets Division direction for First Nations, Métis, and Inuit education.
- The Division partnered with MacEwan University around a research project focused on Indigenous parent engagement. The project began with a small group of schools in one catchment and over time grew to include schools from across the Division.
  - Lessons learned from this project will assist school leaders in their efforts to engage with Indigenous families in relevant and meaningful ways.
- Schools make deliberate efforts to create welcoming environments that support the development of respectful and trusting relationships with families. These efforts include:
  - Having Indigenous art and artifacts visibly displayed within the school community.
  - Hosting a meal as part of a school event or celebration.
  - Celebrating Indigenous culture and activities at events such as school assemblies or performances.
  - Inviting Elders and Knowledge Keepers as special guests to school events.
- The Division's *First Nations, Métis, and Inuit Early Years Guide*, a resource to support school staff in their work with families, was released.
- The Division's First Nations, Métis, and Inuit External Advisory Committee met four times; the work of the committee included: providing feedback on resources being developed by the Division and sharing information between organizations relevant to work in support of education and student success.



- The Division recognized and respected First Nations, Métis, and Inuit knowledge, history and perspectives by holding special celebrations or ceremonies for Reconciliation in Education Week, Orange Shirt Day and National Indigenous People's Day.
  - Additionally schools across the Division held their own special events to honour these significant days.

### Building Staff Capacity

Critical to improving student achievement is providing teachers and leaders with the tools and knowledge they need to feel competent in their work to support student learning and success. In 2018-2019, schools, catchments and staff from central supported a range of PL initiatives focused on building staff capacity around educational success for Indigenous students. The following is a summary of this work:

- *Exploring Early Learning & Family Engagement: A Professional Learning Partnership Between Enoch Cree Nation and Edmonton Public Schools* project.
  - Staff from both jurisdictions learned from each other as they looked at early learning programming through the perspectives of both western and traditional Cree approaches to engaging children; this learning occurred through four PL days and ongoing professional connections between cohort members (48 participants in the cohort).
- Professional Learning:
  - Units across Central offered a variety of sessions and opportunities to build staff confidence and knowledge in respect to Competency Five of the LQS and TQS.
  - Early Years professional learning sessions that addressed traditional parenting practices, Métis language and culture and Cree syllabics (63 staff participated).
  - Sharing our Journey: Growing your foundational knowledge of First Nations, Métis, and Inuit (255 staff participated).
  - The First Nations, Métis, and Inuit Education Team offered a variety of PL sessions ranging from curriculum support to land based learning (182 staff participated).
  - Pre-District Leadership Meeting (DLM) sessions that covered the topics of legislation, treaties and residential schools were offered to Division leaders (90 Division leaders participated).
  - Many catchments facilitated learning experiences in support of Competency Five as part of their catchment work plan for the year.
- Lead Teacher: Each school identified a First Nations, Métis, and Inuit lead teacher.
  - Principals and lead teachers participated in two PL sessions focused on deepening their understanding of the OECD report, building foundational knowledge and sharing culturally responsive teaching and learning resources (293 staff participated).
  - Lead teachers supported the building of capacity in their school communities through communication, sharing of resources and facilitating learning experiences with staff.
- Resource Development: Central units developed and revised resources to support Competency Five of the Provincial Standards.
  - *Hello song* (morning greetings in Cree) and *Cree syllabic song* (phonological awareness of Cree language) videos were produced to support Cree language learning primarily for the early years.
  - CRS in collaboration with the First Nations, Métis, and Inuit Education team incorporated culturally responsive literature and practices into the Reading Recovery program.

For a more comprehensive overview of the Division's efforts in support of First Nations, Métis, and Inuit students, please refer to the May 14, 2019, Board Report: [Strategic Plan Update Report: First Nations, Métis, and Inuit.](#)



### ANTICIPATED PRIORITY STRATEGIES FOR 2019-2020

- Initiate a project at Queen Elizabeth High School that will see two graduation coaches work one-on-one with self-identified First Nations, Métis, and Inuit students to monitor their progress and success towards school completion.
  - The work of the coaches will focus on school attendance, course planning, assignment completion and supporting the youth in their exploration and preparation of the world of work.
- Continue with year two of the Kitaskinaw School and Enoch Cree Nation project focused on building collective capacity related to high quality, culturally responsive pre-Kindergarten programming.
- Continue to support high quality teaching and learning through PL opportunities that increase foundational knowledge of First Nations, Métis, and Inuit cultures, worldviews, histories and current realities and support staff confidence meeting the TQS and LQS.
- Collaborate with CRS to identify and/or develop resources to support the learning outcomes in new curriculum specific to Indigenous perspectives and ways of knowing.
- Continue to facilitate the lead teacher model to support schools and build capacity in the area of First Nations, Métis, and Inuit education.
- Continue to collaborate with Elders, Knowledge Keepers and community partners in support of the success of self-identified First Nations, Métis, and Inuit students.
- Continue to be intentional in our efforts to build respectful, meaningful connections with families.





*Alberta Education outcome:*

**Alberta has excellent  
teachers, school  
leaders and school  
authority leaders**

## Alberta has Excellent Teachers, School Leaders, and School Authority Leaders

Alberta Education Accountability Pillar	Results (in percentages)					Evaluation		
	2014-15	2015-16	2016-17	2017-18	2018-19	Achievement	Improvement	Overall
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. <sup>1</sup>	83.0 (n=19,122)	83.0 (n=18,923)	83.3 (n=19,747)	83.5 (n=20,392)	83.2 (n=20,663)	Very High	Improved	Excellent
<b>PROFESSIONAL DEVELOPMENT AND GROWTH<sup>1</sup></b>								
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.	83.5 (n=4,017)	84.1 (n=3,971)	85.8 (n=4,216)	86.8 (n=4,457)	87.9 (n=4,560)	n/a	n/a	n/a
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.	80 (n=4,006)	80 (n=3,947)	83 (n=4,184)	84 (n=4,439)	86 (n=4,541)	n/a	n/a	n/a
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.	90 (n=4,000)	92 (n=3,953)	92 (n=4,199)	92 (n=4,446)	92 (n=4,543)	n/a	n/a	n/a
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.	80 (n=4,016)	80 (n=3,962)	83 (n=4,200)	84 (n=4,445)	86 (n=4,555)	n/a	n/a	n/a

District Feedback Survey (DFS): Staff	Results in percentages		
I have the knowledge and skills to program for/support students:	2017 (n=4,338)	2018 (n=4,357)	2019 (n=4,627)
Who are in need of specialized supports and services	82.4	84	82.5
Who are English Language Learners (ELL)	73.5	79.1	85.3
Who are First Nations, Métis, or Inuit (FNMI)	71.7	73	75.5

## BACKGROUND

High quality teaching and learning environments are at the heart of student success. By preparing staff with quality professional learning opportunities, leadership development, opportunities for collaboration and effective supports and services; the Division strives to provide high quality teaching and learning environments foundational to student success. The following is an overview of Division efforts in support of building staff capacity.

## COMMENTS ON RESULTS

- The Accountability Pillar data indicates a very high percentage of students, families and staff are satisfied with the Division's ability to provide a broad range of programming opportunities for students, which is reflective of the Division's commitment to high quality learning opportunities.
- The Accountability Pillar shows an increasing number of teachers reporting that in the past three to five years PL and in-servicing received from the Division has been focused, systematic and contributed significantly to their ongoing professional growth.
- The DFS indicates that Division teaching and learning staff are increasingly confident in their ability to support students who are English Language Learners or self-identified First Nations, Métis, or Inuit; indicating that the work the Division has been undertaking to build capacity is having an impact.

## STRATEGIES

### Leadership Quality Standard and Teaching Quality Standard

On September 1, 2019, the new provincial LQS and TQS came into effect for all certificated staff. In preparation for these new standards significant work was done by the Division to support staff being aware of and understanding expectations articulated in the standards. This work was accomplished through the collaborative efforts of Alberta Education, the Alberta Teachers' Association (ATA), College of Alberta School Superintendents (CASS), and the Association of Independent Schools & Colleges in Alberta (AISCA) and resulted in:

- Communication and information being provided to staff in a timely manner.
- Integration of LQS and TQS into various Division and catchment PL opportunities.
- Intentional focus in PL to support Competency Five, which pertains to expectations regarding foundational knowledge of First Nations, Métis, and Inuit.
- All Division principals receiving their LQS certification.

### Leadership Development Framework (LDF)

The Division believes that every staff member has the opportunity to demonstrate leadership, even if they never hold a formal leadership position. The Division's LDF provides support, assistance and guidance to emerging, aspiring and experienced leaders across all staff groups. In 2018-2019, the LDF engaged over 1,200 Division staff in a variety of learning opportunities. The following is a closer look at this work:

- Leadership Development Modules: There were 53 modules offered through the Framework.
  - A range of topics were addressed; examples include: literacy, inquiry-based professional growth plans, governance, numeracy, mentoring and coaching and evidence-based decision-making.
  - 88 per cent of participants were satisfied with their PL.
- Aspiring Leaders: This program is one component of the LDF intended to support principal readiness; this past year 23 Division staff participated in the program.
- The First and Second Year Principal Development Program: This is a two year cohort-based program intended to further enhance leadership capacity of staff newly appointed to the principalship.
  - Program content is aligned with the LQS.
  - The 2018-2019 cohort was comprised of 13 first year and 29 second year principals.

- The Custodial Leadership Program: This program is designed to provide an opportunity for custodial staff to learn the skills they will need to transition to a leadership role within the Division.
  - Participants engaged in specialized coursework and professional development, as well as job-embedded training and experience.
    - There were 14 participants in the program.
- The Lead Administrative Assistant Program: This program is designed to prepare support staff to transition to the role of a lead administrative assistant in a Division school.
  - Participants completed eleven job-specific software sessions and an eight-week practicum placement in a school office.
    - There were 10 participants in the program.
- The Administrative Assistant D/E Program: This program is designed to prepare support staff to transition to the role of an administrative assistant in a Division school.
  - Participants completed five job-specific software sessions and a four-week practicum placement in a school office.
    - There were 21 participants in the program.

### Professional Learning

The work to provide PL that will positively impact student success resides across the Division, as schools, catchments and central units all play a role in building staff capacity. The following is an overview of the various PL opportunities available to support staff on their journey of lifelong learning.

- Pre-DLM: These are a series of PL sessions developed specifically for principals and are scheduled strategically to align with a DLM to support participation.
  - In 2018-2019, there were 514 participants in over 30 sessions.
  - Many sessions focused on LQS Competency Five (First Nations, Métis, and Inuit foundational knowledge).
- Summer Institutes: Through the flexibility and structure of Summer Institutes staff have the opportunity for an intensive multi-day learning experience around a given topic or area of professional growth. This year's institutes included:
  - Sessions covering a range of topics, such as: early learning, literacy, numeracy, assessment, mental health, specialized supports and leadership.
    - 669 staff participated including EAs, teachers and leaders.
- Division PL Days: To support equitable access to critical areas of PL, the Division worked with school leaders and central units to incorporate Division-wide PL sessions into the 2019-2020 PL day calendar.
  - This work also included collaborating with GETCA around Division staff providing sessions at the 2019-2020 event.
- Pre-Service Teacher Pilot: Human Resources implemented a pilot project that provided beginning teachers with experience in a specialized classroom environment under the guidance of a mentor teacher, as well as targeted PL opportunities. The goal was to have a pool of beginning teachers prepared for specialized classroom assignments in the 2019-2020 school year.
  - 28 pre-service teachers participated in the pilot; in the fall of 2019 the Division contracted 25 of these participants on a probationary contract.
- Custodial Staff: There were 839 registrations in 109 sessions as custodial staff continued to upgrade their skills through participation in a variety of PL activities.
- Support Staff with office responsibilities: There were 1,098 registrations in 185 sessions as office support staff continued to upgrade their skills through participation in a variety of PL activities.
- Educational Assistants: There were 4,131 registrations in 197 sessions as EAs participated in PL to further enhance their knowledge and skills in support of student success.

For a more comprehensive overview of the Division's efforts in support of quality teachers, leaders and school authority leaders, please refer to the April 30, 2019, Board Report: [Strategic Plan Update Report: Leadership Framework](#).



## ANTICIPATED PRIORITY STRATEGIES FOR 2019-2020

- Support the implementation of centrally provided PL on the five Division PL days.
- Continue to provide PL to support certificated staff in meeting LQS and TQS competencies.
- Continue to support the development of Division leadership with a focus on readiness for the principalship.
- Implement the new online orientation module to support the onboarding of teaching and exempt staff prior to their first day of work. This online orientation will also include *Sharing our Journey*, a resource supporting foundational knowledge of First Nations, Métis, and Inuit.







*Alberta Education outcome:*

***Alberta's K-12  
education system  
is well governed  
and managed***

# Alberta's K-12 Education System is Well Governed and Managed

Alberta Education Accountability Pillar	Results (in percentages)					Evaluation		
	2014-15	2015-16	2016-17	2017-18	2018-19	Achievement	Improvement	Overall
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. <sup>1</sup>	80.1 (n= 27,558)	80.9 (n= 27,730)	81.8 (n= 29,250)	80.4 (n= 30,306)	81.1 (n= 31,101)	Very High	Maintained	Excellent
Percentage of teacher, parent and student satisfaction with accessibility, effectiveness and efficiency of programs and services for students in their community. <sup>1</sup>	71.6 (n= 27,969)	71.5 (n= 27,757)	72.9 (n= 29,315)	72.5 (n= 30,408)	73.1 (n= 31,194)	n/a	n/a	n/a
<b>ACCOUNTABILITY AND EXCELLENCE</b>								
Percentage of teachers, parents and students satisfied with the overall quality of basic education. <sup>1</sup>	91.0 (n= 28,155)	90.8 (n= 28,000)	91.1 (n= 29,560)	90.8 (n= 30,671)	90.2 (n= 31,422)	Very High	Declined Significantly	Acceptable

Alberta Education Accountability Pillar	Results (in percentages)					Evaluation		
	2014-15	2015-16	2016-17	2017-18	2018-19	Achievement	Improvement	Overall
<b>PARENTAL INVOLVEMENT<sup>1</sup></b>								
Percentage of parents and teachers satisfied with parental involvement in decisions about their child's education.	79.5 (n= 7,447)	78.9 (n= 7,705)	79.6 (n= 8,092)	79.4 (n= 8,428)	80 (n= 8,134)	High	Improved	Good
Percentage of parents satisfied with parental involvement in decisions about their child's education.	72.8 (n= 3,415)	71.5 (n= 3,727)	72.5 (n= 3,875)	71.7 (n= 3,997)	72.2 (n= 3,597)	na	na	na
Percentage of teachers satisfied with parental involvement in decisions about their child's education.	86.2 (n= 4,032)	86.3 (n= 3,978)	86.8 (n= 4,217)	87.1 (n= 4,431)	87.7 (n= 4,537)	na	na	na

Alberta Education Accountability Pillar	Results (in percentages)				
	2014-15	2015-16	2016-17	2017-18	2018-19
<b>PARENTAL INVOLVEMENT<sup>1</sup></b>					
To what extent are you involved in decisions about your child's education (parents)?	82 (n=3,360)	81 (n=3,648)	81 (n=3,801)	81 (n=3,934)	82 (n= 3,542)
To what extent are you involved in decisions at your child's school (parents)?	60 (n=3,362)	59 (n=3,674)	59 (n=3,818)	58 (n=3,943)	59 (n= 3,538)
How satisfied or dissatisfied are you that your input into decisions at your child's school is considered (parents). *response reflects satisfaction	66 (n=3,246)	64 (n=3,557)	67 (n=3,703)	64 (n=3,833)	66 (n= 3,340)
How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's education (parents). *response reflects satisfaction	80 (n=3,364)	79 (n=3,681)	79 (n=3,830)	80 (n=3,953)	79 (n= 3,430)
How satisfied or dissatisfied are you with the opportunity to be involved in decisions at your child's school (parents). *response reflects satisfaction	75 (n=3,322)	74 (n=3,642)	76 (n=3,781)	75 (n=3,898)	75 (n= 3,518)

District Feedback Survey (DFS)-Cornerstone Values: Families and Staff (Results in Percentages)		2016-17		2017-18		2018-19	
		Families (n=3,873)	Staff (n=5,444)	Families (n=4,313)	Staff (n=5,652)	Families (n=5,183)	Staff (n=6,170)
Accountability - We are transparent about and take responsibility for our actions decisions policies and results. *results reflect agreement	Staff demonstrate accountability	83.2	94.9	84.9	94.8	79.6	93.1
Collaboration - We work together to achieve goals, solve problems and overcome challenges. *results reflect agreement	Staff demonstrate collaboration	84.3	95.7	85.7	95	81.9	94.1
Equity - We strive to meet the needs of all students. *results reflect agreement	Staff demonstrate equity	83.2	93.5	83.5	93.3	81.1	95.4
Integrity - We follow through on our commitments and treat people with kindness and respect. *results reflect agreement	Staff demonstrate integrity	90	95.9	89.6	95.3	88.7	94.9

	Results in percentages			
DFS-Governance: Staff		2017 (n=5,444)	2018 (n=5,652)	2019 (n=6,170)
Decisions made by the Superintendent of Schools support the success and well-being of: *results reflect agreement	Students	93	91.9	88.5
	Staff	88.2	86.3	84.9
Decisions made by The Board of Trustees support the success and well-being of: *results reflect agreement	Students	83.7	87.4	77.9
	Staff	76.7	80	72.5
I am aware of the role that the Board of Trustees plays in public education.		n/a	n/a	85.2

	Results in percentages		
DFS-Governance: Families	2017 (n=3,873)	2018 (n=4,313)	2019 (n=5,183)
I am aware of the role that the Board of Trustees plays in public education.	49.7	57.9	55.5
I know who the Edmonton Public School Trustee is for my child's school.	43.1	49.9	45.1
I am aware of the Priorities and Goals outlined in Edmonton Public Schools' Strategic Plan.	48.6	51.6	43.3

	Results in percentages		
DFS-Governance: Students	2017 (n=9,340)	2018 (n=9,088)	2019 (n=9,772)
I am aware of the role of the Student Senate	45.3	40.6	38.1
I am aware of how to bring forward an idea/issue to my Student Senate representative	40.4	35.9	32.7

## BACKGROUND

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

The Division strives for transparent and trusting relationships with all educational stakeholders, students, staff, families, community and partners through inclusive and responsive communication and processes. The Division is laying the foundation for generative participation, public assurance and confidence in decision-making and policy development through communication, engagement and accountability.

## STRATEGIES

### Strategic Direction

This past fall the Board of Trustees completed work to review and revise the [District Strategic Plan](#); the revised plan was introduced at the November 27, 2018, Board meeting.

- The plan sets the direction for the Division for the coming years and reflects our educational mandate as defined by Alberta Education.
- The responsibility to fulfill the priorities outlined in the plan is shared between the Board of Trustees and Division staff.
- The 2018-2022 plan builds upon the intentionality and focus of the previous strategic plan and reflects input from students, staff and families regarding which areas of the Strategic Plan they thought were most critical to the success of children.
- Following the November 27, 2018, Board meeting, all Division schools and central decision units received copies of the new plan to display and support their work with staff, students and families.

### Board Policy and Administrative Regulations

Board policies and administrative regulations serve as documents that guide and direct the work of the Division. Board policies are the responsibility of the Board of Trustees and administrative regulations are written directives of the Superintendent. The following is an overview of work done in support of both of these areas:

- Board Policies: Division administration supported the Policy Review Committee's work plan addressing:
  - Board Policy GGAB.BP Multicultural Education
  - Board Policy HAA.BP First Nations, Métis, and Inuit Education
  - Board Policy GGAJ.BP Early Years
  - Board Policy DK.BP District Technology
  - Board Policy GHAA.BP Tutoring
  - Board Policy EM.BP Alcohol, Tobacco and Cannabis on and in District Property and at District Functions
- Administrative Regulations: Division administration completed work in support of the development and/or review of the following administrative regulations in 2018-2019:
  - Administrative Regulation GHB.AR Learning Group Size
  - Administrative Regulation HAH.AR District Seclusion Rooms
  - Administrative Regulation IGD.AR Alcohol, Tobacco and Cannabis on and in District Property and at District Functions

### Student Governance

The Student Senate, comprised of students from across Division high schools, serves as a means to promote student governance and provide meaningful student voice. Their 2018-2019 work plan included:

- **Mentorship/Guidance:** Students in Division high schools prioritized the importance of having more opportunities to connect both inside and outside of school with mentors or guides. The Mentorship and Guidance Committee curated interviews and resources designed to help students build resilience.
- **Substance Abuse:** Students in Division high schools identified the effects of drugs on learning and student safety as issues important to them. The Substance Abuse Committee developed a public service announcement and a poster to raise student awareness about the potential impacts of vaping.
- **Life After High School:** Students in Division high schools identified the desire for information and supports for transitioning to life outside of school. The Life After High School Committee focused on providing information on finances, university life, and employment skills.

The resources produced by the three working groups are posted on the Student Senate website available to all students in the Division.

### Evidence-Based Culture of Accountability

The Division values accountability in regards to its results and decisions. To support this transparency, there are systems and structures in place that enable ongoing reporting of results and support a culture of evidence-based decision-making.

- **Strategic Plan Update Reports:** In 2018-2019, Administration brought forward to the Board of Trustees seven reports, which provide a more in-depth review of work being done in support of progress towards the Division's strategic plan:
  - [Supports for the Whole Child](#)
  - [Student Wellness and Citizenship](#)
  - [Success Beyond Schooling](#)
  - [Numeracy](#)
  - [Literacy](#)
  - [Leadership Framework](#)
  - [First Nations, Métis, and Inuit Students](#)
- **District Feedback Survey:** The survey is an engagement tool to gather feedback from students, families, staff and community. The survey highlights both areas of strength and areas of opportunity for the Division; information from the survey helps schools, central units and the Division plan for the future and identify emerging trends or issues. A cumulative summary of results of the [District Feedback Survey](#) was presented to the Board of Trustees on October 8, 2019.
  - In 2018-2019, the Division undertook a revision of the DFS resulting in the rewording of questions to improve clarity and a decrease in survey completion time.
  - Overall this past year, there was an increase of 7.5 per cent in the number of respondents, and in particular family completion rates increased by 34 per cent.

District Feedback Survey (DFS) Participation	Results		
	2016-17	2017-18	2018-19
Students - Grades 3 and 5	12,546	13,210	13,506
Students - Grades 8 and 11	9,340	9,088	9,772
Families	3,873	4,313	5,183
Community	429	194	287
Staff	5,444	5,652	6,170
<b>Total</b>	<b>31,542</b>	<b>32,457</b>	<b>34,198</b>

- Budget Planning Process: The Division uses the budget planning and results review processes each year to support the allocation of its resources.
  - This work is conducted through an evidence-based perspective as schools and central decision units use data and information to inform the planning process.
  - This process is not done in isolation; the voice of educational stakeholders is critical. Students, staff, families and community members are welcome participants in this work.
- Internal Dashboard: The dashboard serves as a one-stop data shop for the Division. School and central leaders can access multiple sources of data that help to inform decision-making. This past year work was done in support of the following areas of data and information:
  - Catchment profile pages
  - More detailed overview of diploma exam results
  - Mobility rates
  - Preliminary August results of PATs and diploma exams
  - Multi year DFS results
  - Additionally, to support use and understanding of the Dashboard, PL was made available to Division staff through a variety of means

### Engagement with Educational Stakeholders

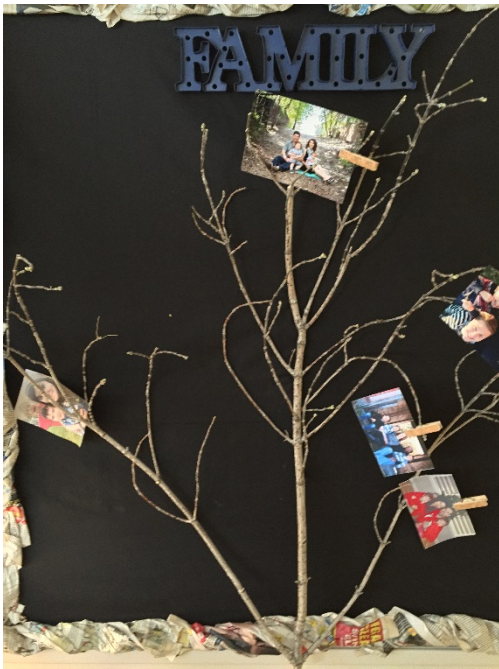
The Division values the perspective and voice of our educational stakeholders – students, families, community members and staff – to inform direction and key decisions. There are many ways the Division engages these voices; the following is an overview of strategic and deliberate processes used to connect with our stakeholders.

- Schools Working with Families:
  - School Councils: School councils serve as a structure that enables families, principals and members of the school community to work together to effectively support and enhance student learning. The Board of Trustees paid the Alberta School Councils' Association (ASCA) membership fees on behalf of the Division, ensuring the potential barrier of a fee is removed and all school communities are on equal footing to establish a school council. This reflects the Cornerstone Value of equity.
  - Budget Planning Process: As part of the budget planning process principals invite family input to help inform the school plan and decisions around the allocation of resources. Many schools across the Division engaged with their school council around this important conversation.
  - Each school community has its own way of connecting with and building relationships with the families it serves. Examples of these efforts include, but are not limited to:
    - Drop-in morning coffee and muffins with the principal to support informal conversations and foster positive working relationships.
    - Family dinners as part of key evenings like family-teacher conferences; these dinners often remove logistical barriers and enable more families to participate in these learning focused conversations.
    - Encouraging opportunities for families to volunteer in the school community.
- Engagement to inform Board Policy and Administrative Regulation Development: Students, families, community members and staff helped to inform the development of board policies and administrative regulations in the following ways:
  - In-person engagement sessions: The Division hosted engagement sessions to support the revision and/or development of four board policies and administrative regulations.
    - Over 250 students, families, community members and staff provided in-person feedback through 16 sessions; each session was tailored to the unique context and topic of the specific board policy or administrative regulation being focused on.
    - This work supported: Board Policy HAA.BP First Nations, Métis, and Inuit Education; Board Policy GGAJ.BP Early Years; Board Policy GGAB.BP Multicultural Education; and Administrative Regulation HAH.AR District Seclusion Rooms.



- Online survey engagement: The Board of Trustees policy review committee posts drafts of policies in an online survey as one means of stakeholder engagement to support the development or review of the board policy.
  - Both Board Policies DK.BP District Technology and HAA.BP First Nations, Métis, and Inuit Education were posted with an engagement survey this past year. Links to these surveys were shared through the Division's website, social media and SchoolZone. More than 150 stakeholders provided feedback to help inform further drafts of each document.
- Engagement to Inform Program Planning: The work to support the balancing of program placement, accommodation of the Division's 105,000 students and the location and capacity of the Division's schools is an ongoing process of being responsive to the evolving needs of our student population. To inform key infrastructure and programming decisions the Division relies on stakeholder feedback. The following is a summary of stakeholder engagement from the 2018-2019 school year:
  - The Division reached out to stakeholders to gather feedback related to alternative programs, transportation, design of new schools, school naming and attendance area boundaries.
    - 17 public engagement sessions were hosted; in total, there were over 1,200 participants at these meetings.
    - The Division's website hosted links to online surveys for those who could not attend a public engagement session; over 5,000 people accessed information related to our engagements and over 1,000 responses were received.
    - Stakeholder feedback helped to inform the naming and design of new schools, attendance areas for new schools, ideas around how we can improve access to alternative programs and transportation support for these programs.
  - To support the design of the Division's new high school, Dr. Anne Anderson, it was important to hear from our students.
    - Focus groups were held with groups of students throughout the design process to learn what they valued most within a school facility.
- Community and Parent Advisory Councils and Committees: The Division has formed three unique groups to support engagement with a targeted group of stakeholders for ongoing dialogue and shared perspective. These groups are:
  - The Inclusive Education Parent and Community Advisory Committee:
    - Comprised of 10 members (five parent and five community members) and two Division representatives.
    - Feedback from the committee helps inform the delivery of inclusive education in the Division.
  - First Nations, Métis, and Inuit External Advisory Council:
    - Comprised of members of the broader community and staff from the First Nations, Métis, and Inuit Education Team.
    - Feedback from the council helps inform the development of Division resources and ongoing dialogue between council members serves as a means of communication and awareness regarding work across the community in support of Indigenous youth and families.
  - Multicultural Education Policy Review Advisory Committee:
    - Comprised of 25 members (eight community members, seven parents, three students and seven staff) and facilitated by staff from Diversity Education and Comprehensive School Health.
    - The committee was established specifically to support the review and revision of Board Policy GGAB.BP Multicultural Education and met twice prior to the end of the school year.
- SchoolZone: SchoolZone is the main digital tool for connecting with families.
  - The functionality of SchoolZone was reviewed and a new SchoolZone was launched in time for the beginning of the 2018-2019 school year.
  - SchoolZone provides secure access to school and student information such as homework, attendance records and progress reports.
  - Families used SchoolZone to pay fees, participate in spring pre-enrolment and access the yellow bus tracking service *Where is My Bus?*

- Division Communication: Communication with our stakeholders is a shared responsibility between schools and central decision units. Schools typically communicate with their stakeholders around items specific to their school community; the Division takes responsibility for communications that reflect the overall vision and direction of Edmonton Public Schools. The following is a summary of key strategies to support effective communication with our stakeholders:
  - The Division strategically used social media to support engagement with families and communities; the number of Division followers on both Facebook and Twitter increased.
    - Analytics also showed that the Division received and responded to an increasing number of questions and comments through social media.
    - The most common questions were related to classroom learning, school registration, careers and poor weather.
  - The Division manages media relations. Last year, this work included:
    - Responding to 569 media requests
    - Pitching 142 stories to media
    - Tracking the 2,026 media stories featuring the Division
      - 89 per cent of these stories were positive or balanced
    - Media relations provided onsite media support for 81 school events or media interviews
  - The Division provided support to schools in their work to communicate in a transparent and timely manner with families.
    - 423 backpack letters or SchoolZone posts were developed regarding school incidents, events or emergencies.
  - A new feature was developed on SchoolZone to support Trustees' communication with families.
  - Schools use a variety of strategies to support ongoing and open communication with families:
    - SchoolZone
    - School newsletters
    - Agendas or daily communication books
    - Email and phone calls home



- Resources to Support Families: The Division recognizes the important role that families play in supporting students in their learning journey. To assist families in working with their children, the following resources were developed:
  - Anytime Help Anywhere (AHA): This is a series of junior high online learning videos designed to help parents/guardians support the learning of their children outside of regular school hours. These videos were developed by Division teachers and principals to target concepts that are foundational learning for junior high students.
    - AHA videos are currently available for mathematics, English language arts, social studies and science.
    - Although designed to support junior high students, they may also be useful for students in Grades 4 to 12.
  - Reading Changes Lives: This is a digital toolkit designed to assist staff in promoting to families the importance of reading.

## ANTICIPATED PRIORITY STRATEGIES IN 2019-2020

- The District Strategic Plan will continue to inform decision-making across the Division.
  - Administration will continue to provide the Board of Trustees with Strategic Plan Update Reports reflecting progress towards the Strategic Plan.
- Administration will continue to support the Policy Review Committee in their work to review, revise and develop board policies; additionally, support will be provided to the Superintendent in respect to administrative regulations.
  - A key focus of this work will be ensuring alignment with the *Education Act* and associated provincial regulations.
- Administration will continue to support the work of the Student Senate.
- The Division will continue to use an evidence-based decision-making approach to inform reporting and actions moving forward.
- The Division will continue to explore meaningful ways to communicate with families.
- The Division will continue to engage with stakeholders around key areas of decision-making.

# Summary of Financial Results and Budget Summary

## Summary of 2018-2019 Financial Results

Student achievement continues to be the primary focus in every one of the Division's schools. The Division's priorities, budgeting process and results review reflect this focus.

### Actual Operating Expenses by block For the Year ended August 31, 2019 (all dollar amounts are expressed in thousands)

	2018 - 2019	
	\$	%
INSTRUCTION - ECS	81,694	6.8%
INSTRUCTION - GRADES 1 - 12	841,378	69.7%
PLANT OPERATIONS AND MAINTENANCE	177,994	14.8%
TRANSPORTATION	44,216	3.6%
BOARD & SYSTEM ADMINISTRATION	41,090	3.4%
EXTERNAL SERVICES	20,205	1.7%
	<u>1,206,577</u>	<u>100.0%</u>



### Operational Results:

- The Division's total operational expenses for 2018-2019 were \$1,206.6 million as compared to \$1,179.1 million in 2017-2018.
- Operational expenses do not include capital expenditures.
- Annual operating expenses intentionally exceeded revenues by \$11.2 million resulting in an operating deficit.
- Total accumulated surplus decreased by \$11.2 million:
  - Transfer from internally restricted operating reserves of \$16.1 million.
  - Net decrease of \$14.6 million to capital reserves.
  - Investment in capital assets increased by \$19.4 million.
- The capital reserve decreased by \$14.6 million:
  - \$14.6 million was used to fund a number of Board approved projects including the Energy Retrofit Project (\$5.0 million), Various Modular Acquisition and Relocation Projects (\$7.6 million), Mill Creek Day Care Space (\$0.2 million) and Infrastructure Investment Framework Capital Projects (\$1.8 million).
- Average per student spending for 2018-2019 was \$12,046 which includes instruction for students in ECS, Grades 1 to 12, operations and maintenance of schools, transportation and board and system administration. This figure does not include School Generated Funds or the cost for External Services.
- Instructional spending represents 76.5 per cent of total expenses.
- Board and system administration spending was 3.4 per cent of total expenses and falls under the 3.6 per cent provincial spending cap.

### School Generated Funds (SGF):

- Unexpended SGF at August 31, 2019, was \$4.0 million compared to \$4.7 million at the beginning of the school year. \$1.6 million of the current year unexpended funds is included in Deferred Revenue, \$1.0 million in Unearned Revenue and \$1.4 million is included in Accumulated Surplus.

- Gross receipts in SGF during the year were \$26.2 million comprised of \$13.8 million in fees, \$2.2 million in fundraising, \$5.9 million in gifts and donations and \$4.3 million in other sales and services.
- Uses of SGF totaled \$21.0 million and related primarily to extra-curricular activities and field trips.
- Additional SGF expenses of \$5.9 million relate to direct costs of other sales and services and fundraising.

Detailed information regarding the Division's audited financial statements can be obtained from Financial Services at (780) 970-5243 or can be viewed at the Division's website at:  
<https://epsb.ca/media/epsb/ourdistrict/districtbudget/2018-2019AuditedFinancialStatements.pdf>.

The provincial roll up of jurisdictions' Audited Financial Statements is provided at:  
<https://www.alberta.ca/k-12-education-financial-statements.aspx>

## **Budget Summary**

### **Fall 2019 Update to the 2019-2020 Budget**

On November 26, 2019, the Board of Trustees formally approved the Fall Update to the 2019-2020 Budget.

### **Background on the Fall Budget process**

#### **Provincial Funding**

On October 24, 2019, the provincial government tabled their 2019-2020 budget and Alberta Education released their funding manual for 2019-2020. As outlined in the funding manual, the following grants have been discontinued:

- Class size funding
- Provincial fee support for school and transportation fees
- Classroom Improvement Fund (CIF)

Partially offsetting the elimination of the above grants, a One-Time Transition grant was announced for the 2019-2020 year. All other funding rates have remained the same as in 2018-2019.

Every fall, each school and central decision unit prepares a revised budget. This fall's revised budget reflects actual enrolment on the September 30 count date, current staffing full-time equivalent (FTE), as well as the planned use of surplus funds.

#### **Division Allocations**

As the 2019-2020 provincial budget was tabled after our fall budgets were completed, allocations to schools and central departments were based on our spring budget assumptions. The Division's operating budget is \$1.23 billion, comprised of total allocations to schools and central, while our projected revenue budget is \$1.17 billion, resulting in a \$56.5 million gap. In order to balance rather than re-opening our budget processes, a decision was made to bridge the gap using our accumulated operating surplus which is comprised of:

- Previously approved access to surplus funds of \$22.1 million for various Division approved projects, released in conjunction with the Division's budget.
- An additional \$34.4 million required to fund the gap between our budget assumptions and the actual provincial funding announced on October 24.



## Related Facts

### 2019-2020 Edmonton Public School Divisions Budget Highlights

- The 2019-2020 fall budget update for Edmonton Public Schools was completed for submission to Alberta Education by November 30, 2019, with revenue projected at \$1.17 billion as opposed to the \$1.21 billion that was projected in the spring. This represents a variance in total projected revenue of \$40.8 million or 3.4 per cent from the spring budget. The \$40.8 million decrease includes the provincial funding shortfall of \$34.4 million as well as decreases in other revenue lines, the majority of which are offset by a decrease in the related expense.
- Student enrolment assumptions are based on a total of 104,930 students, which is a decrease of 197 students or 0.2 per cent as compared to the spring projected enrolment count.
- Total FTEs are 9,528 with certificated staff representing 58 per cent (5,502 FTEs) followed by support staff at 26 per cent (2,450 FTEs).
- Alberta Education requires school boards to report to the government contributions to the Alberta Teachers' Retirement Fund (ATRF) which is estimated at \$59 million.
- Grants, such as Institutional Services and Program Unit Funding (PUF), are offset by an equal allocation.
- Student allocation rates and staff unit costs remain the same as the prior year.
- The cost of providing transportation service for our students continues to rise. Even with an approved fee increase of five per cent combined with the transportation funding received from the province for eligible riders, there is still not enough to cover escalating costs. As such, on May 28, 2019, the Board approved an additional \$2.4 million from our operating surplus to assist with the shortfall. With the provincial fee support being discontinued (as announced on October 24), the Division will have to fund an additional \$5.3 million from its operating surplus, bringing the total transportation operating gap to \$7.7 million.
- The Nutrition Grant of \$1.2 million will be continued for 2019-2020.
- Funding for both Educational Programs in an Institution (EPI) and the formula for Program Unit Funding (PUF) remains unchanged for 2019-2020.
- Base funding for enrolment growth continues.
- With the exception of enrolment growth, there were no changes to Infrastructure & Maintenance Renewal (IMR), Plant, Operations & Maintenance (PO&M) or Inclusive Education grants. This is in alignment with our spring budget assumptions.

[Edmonton Public School Board's 2019-2020 Fall budget update can be found on the Division's website.](#)

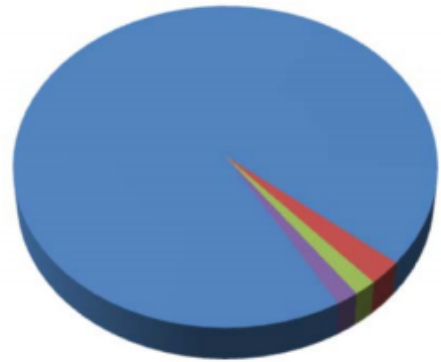
## Edmonton Public Schools - Revenue & Expense Analysis

### 2019-2020 Fall Revised Budget

#### Revenue by source

(all dollar amounts are expressed in thousands)

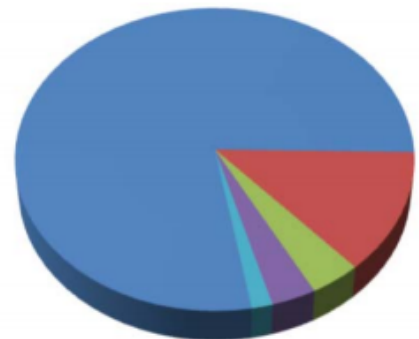
	2019-2020	
	\$	%
Government of Alberta	1,104,058	94.3%
Fees	28,810	2.5%
Sales and Services	18,949	1.6%
Other	18,829	1.6%
	<b>1,170,646</b>	<b>100.0%</b>



#### Expenses by program

(all dollar amounts are expressed in thousands)

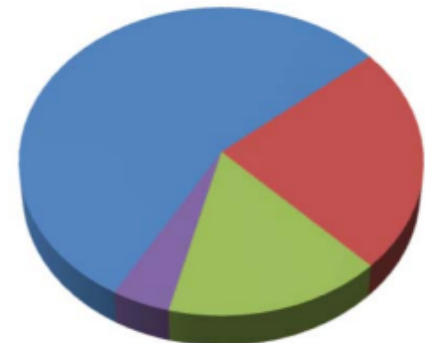
	2019-2020	
	\$	%
ECS - Grade 12 Instruction	957,736	78.0%
Plant Operations and Maintenance	160,096	13.0%
Transportation	47,696	4.0%
Board and System Administration	42,032	3.4%
External Services	19,541	1.6%
	<b>1,227,102</b>	<b>100.0%</b>



#### Expenses by object

(all dollar amounts are expressed in thousands)

	2019-2020	
	\$	%
Certificated salaries, wages and benefits expense	681,440	55.5%
Non-certificated salaries, wages and benefits expense	290,603	23.7%
Services, contracts and supplies expense	201,151	16.4%
Amortization & other expenses	53,909	4.4%
	<b>1,227,102</b>	<b>100.0%</b>



## Capital and Facilities Projects and Plans

The Division's [Three-Year Capital Plan 2020-2023](#), guided by the Planning Principles, was approved by the Board on March 19, 2019, and submitted to the Province of Alberta. The Meadows High School remains a top priority for the Division followed by a new Kindergarten to Grade 9 school in southwest Edmonton, three replacement schools and another new high school in southwest Edmonton.

### Capital and Facilities Projects

The following is a list of capital and facilities projects undertaken at the Division for the 2018-2019 school year.

#### New School Buildings

New School Projects		Status
Mill Creek Replacement School	K-6	Completed and opened to students January 2019.
Soraya Hafez (Pilot Sound)	K-6	Construction is underway. Scheduled to be open in September 2020.
Thelma Chalifoux (Larkspur)	7-9	Construction is underway. Scheduled to be open in September 2020.
Highlands (Modernization and Addition)	K-9	Abatement is underway. Demolition to follow. Anticipated completion is September 2021.
Dr. Anne Anderson School (Heritage Valley High school)	10-12	Integrated Project Delivery (IPD) project; Construction is underway. Anticipated completion is September 2021.
Aleda Patterson (Westlawn)	K-3	IPD project; design is underway. Anticipated completion is September 2021.
Alex Janvier (Westlawn)	4-9	IPD project; design is underway. Anticipated completion is September 2021.
Garth Worthington (Chappelle East)	K-9	IPD project; design is underway. Anticipated completion is September 2021.

#### Modernizations

Modernization Projects		Status
Alberta School for the Deaf	1-12	95 per cent complete
Ross Sheppard	10-12	95 per cent complete. The contractor is working on cleaning up the last of the deficiencies. All phases have been turned over to the school.

#### Addressing Student Enrolment Growth Pressures

Over the course of the 2018-2019 school year, nine modular classrooms funded by Alberta Education were installed, and 14 additional modular classrooms, funded from Capital Reserve, were operationalized for the current 2019-2020 school year.

### Infrastructure, Maintenance and Renewal Projects

Nine hundred and ninety-seven Infrastructure, Maintenance and Renewal (IMR) Projects totaling \$34 million were initiated and completed. In addition, \$17 million of surplus funds were invested to create equity across the Division through facility upgrade projects (147) in Division schools. These projects included interior painting, gym floor refinishing, front entrance/general office reconfiguration, classroom furniture replacement and ceiling tile replacements.

### High School Accommodation Projects

The third year of the High School Accommodation Framework included facility improvements totaling \$2,000,000. These were made in attendance area high schools to maximize capacity, to provide short-term relief from enrolment pressure or to begin to incrementally prepare schools in a phased way for future student enrolment.

### Alternative Special Needs Program Growth and Shifting Demands (Pre-Kindergarten)

In 2018-2019, two Pre-Kindergarten program half-day classes were established at Mill Woods Recreation Centre (MWRC) for September 2019. Two Pre-Kindergarten program half-day classes at Sakaw School were deactivated. Twenty-nine special needs Division centres were established and fit up. Facility modification/improvements were made in three schools to accommodate Alternative Program growth.

### Summary of Facility and Capital Plans

A summary of the Division's Ten-Year Facilities Plan and Three-Year Capital Plan can be viewed on the Division's website: <http://www.epsb.ca/ourdistrict/results/capitalplanning/>.

## Whistleblower Protection

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Section 32 of the *Public Interest Disclosure (WhistleBlower Protection) 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 received no disclosures for 2018-2019.



# Appendix A: Accountability Pillar Evaluation Reference

## Measure Evaluation Reference

### Achievement Evaluation

Achievement evaluation is based upon a comparison of current year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three 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 five 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 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 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
Transition 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:

- 1) 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%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00

English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00

Notes:

- 1) 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%.
- 2) Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

## 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 five 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.

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

## Category Evaluation

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

## Appendix B: Notes for Accountability Pillar

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The following is a list of relevant notes for Key Performance Indicators taken from Alberta Education's Accountability Pillar.

1. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
2. 2016 results for the 3-year High School Completion and Diploma Examination Participation rates have been adjusted to reflect the correction of the Grade 10 cohort.
3. 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); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in PATs was impacted 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 this event.
5. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Participation in Diploma Examinations was impacted 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 this event.
7. Weighting of school-awarded marks in diploma courses increased from 50 per cent to 70 per cent in the 2015-2016 school year. Caution should be used when interpreting trends over time.
8. Due to changes from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
9. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016-2017 school year. Alberta Education does not comment on province-wide trends until it has five years of equated examination data.
10. Percentage of students in Grades 4 to 12 reporting they get help with reading and writing when they need it results were derived from Accountability Pillar data.
11. Results are based upon a cohort of Grade 10 students who are tracked over time. The table shows the percentage of students in this cohort who complete diploma exams by the end of their third year of high school.
12. Percentage of Grades 7 and 10 students reporting that they get the help they need planning for a career results were derived from Accountability Pillar data.

## Sources

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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.

