

ANNUAL EDUCATION RESULTS REPORT SUMMARY

2016–2017 School Year

Edmonton Public Schools' District Strategic Plan identifies goals for our three Priorities that respond to students' needs and community expectations, while also laying a strong foundation for ongoing student educational achievement and organizational success.

Read more at: epsb.ca/ourdistrict/results/strategicplan



VISION

Transforming the learners of today into the leaders of tomorrow

MISSION

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

VALUES

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

Key Facts

- Number of Schools: **213**
- Student Enrolment: **98,914**
- Total Staff: **8,645.013 FTE**
(September 30, 2017)

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

Goal One: An excellent start to learning

Key Highlights

- 8,776 children enrolled in an Early Childhood Services Program (Kindergarten and Pre-Kindergarten)—an increase of 16 per cent over five years
- 82 per cent of Kindergarten students met developmental milestones considered foundational for success in school by the end of the 2016–17 school year**
- Expanded Pre-Kindergarten, based on results of the Early Years pilot, to 16 additional schools

Moving Forward

- Continue to expand the Pre-Kindergarten program
- Continue using data from the Early Years Evaluation—Teacher Assessment (EYE-TA) to examine how to increase the number of children meeting developmental milestones before starting Grade 1
- Continue to build capacity among staff and families in the area of Early Years

Goal Two: Success for every student

Key Highlights

- Grade 6 and 9 (overall cohort) Provincial Achievement Test results remain higher than the provincial average
- 73.3 per cent of students in Grades 1–6 read at or above grade level*
- 82.4 per cent of students met or exceeded the standard of excellence on diploma exams (overall results), compared to 80.9 per cent from five years ago*
- Began using the Numeracy Guiding Document and Action Plan to support teachers in the areas of numeracy and mathematics
- Conducted a case study to support the success and achievement of First Nations, Métis and Inuit students by examining elements that factor into improved outcomes

Moving Forward

- Continue to provide teachers with professional development opportunities in the area of research-based literacy practice
- Continue to implement the District Readiness Plan 2017–2020 to prepare students, staff and stakeholders for the anticipated provincial curriculum
- Continue District-wide Focus on Reading, and continue to implement the Numeracy Guiding Document and Action Plan
- Continue working to eliminate the systemic education and achievement gap between First Nations, Métis and Inuit students and the rest of the student population

Goal Three: Success beyond schooling

Key Highlights

- High school completion rates increased and dropout rates decreased over five years
- Graduation rates for students who self-identify as First Nations, Métis and Inuit also increased

Moving Forward

- Continue to implement the [Career Pathways](#) model
- Continue to support schools involved in the provincial High School Redesign initiative and District schools working toward redesign
- Opportunities for [Campus EPSB](#) expansion will be explored

*Accountability Pillar 2017 ** District statistics, 2017 ***2017 District Feedback Survey

Accountability Pillar Highlights

Where the District has improved:

- Results for diploma exams at acceptable and excellence standards
- Grade 12 students eligible for a Rutherford Scholarship
- Decreased drop-out rate
- Preparation for the world of work
- Citizenship
- School improvement
- High school completion

Safe and Caring Schools		Excellent
Student Learning Opportunities		Excellent
Student Learning Achievement (K-9)		Acceptable
Student Learning Achievement (10-12)		Good
Preparation for Lifelong Learning, World of Work, Citizenship		Good
Parental Involvement		Good
Continuous Improvement		Excellent



Priority 2: Provide welcoming, high quality learning and working environments.

Goal One: A focus on well-being and student citizenship

Key Highlights

- 89.8 per cent of teachers, parents and students agree students are safe at school, are treated fairly, and are learning the importance of caring for and respecting others*
- Continued to identify a Comprehensive School Health (CSH) lead teacher in each school to support curricular instruction and strategies for a culture of wellness for students
- 84.9 per cent of teachers, parents and students are satisfied that students model active citizenship*

Moving Forward

- Finalize development of a District Mental Health Framework, in alignment with the provincial Mental Health Framework, and provide professional learning opportunities related to the framework
- Continue to identify a CSH lead teacher in each school to create and maintain a culture of wellness for students in accordance to the School Act regulations and the Guide to Education
- Continue to offer professional learning opportunities to increase the capacity of staff in supporting mental health literacy, healthy relationships, nutrition and physical literacy

Goal Two: Quality infrastructure for all

Key Highlights

- Opened 11 new schools in September 2017
- Provided building enhancements such as front entrance upgrades, new paint, and heating and ventilation projects to 175 schools
- 95.9 per cent of students using yellow bus service have one-way trips under 60 minutes**

Moving Forward

- Continue to support school modernizations and the Highlands, Larkspur and McConachie projects
- Work on concept designs for a new high school in the Heritage Valley area
- Continue to pursue initiatives supporting access to technology in high-quality learning and working environments

Goal Three: Building capacity through a culture of collaboration and distributed leadership

Key Highlights

- 83 per cent of staff believe professional learning opportunities available to them have significantly contributed to their professional growth*
- 16 new, aspiring and existing leaders registered for Leadership Development Framework modules in 2016–17, an increase of nearly 25 per cent since 2015–16**
- Continued with Summer Institutes as an opportunity for professional learning in the summer months

Moving Forward

- Continue to support professional learning for central, school and catchment area staff
- Continue to support the development of District leaders through the Leadership Development and the Principal Readiness frameworks
- Continue to support the Summer Institutes and training during school breaks

Goal Four: A culture of excellence and accountability

Key Highlights

- Introduced Strategic Plan Updates as a way of regularly communicating about progress toward achieving the District's strategic goals
- 91.1 per cent of teachers, parents and students report being happy with the overall quality of education*
- Began phase two of the District's web-based data tool (dashboard), adding more metrics and improving the user experience

Moving Forward

- Continue providing Strategic Plan Updates to communicate between the Board of Trustees and District Administration, and with the general public
- Administration will support the newly elected Board of Trustees as they develop their four-year strategic direction
- Continue adding data to the dashboard to support evidence-based decision-making and effectively track progress toward achieving the District's strategic goals

Priority 3: Enhance public education through communication, engagement and partnerships.

Goal One: Parents as partners

Key Highlights

- 81 per cent of parents were involved in their child's education; 79 per cent were satisfied with opportunities to be involved*
- SchoolZone continued to increase in popularity, with parents and students logging in more than 16.1 million times in 2016–17**
- Implemented the 2017 District Feedback Survey, which included collecting feedback from almost 4,000 parents

Moving Forward

- Seek input from parents to inform the review and update of the District Strategic Plan 2018–2022
- Continue to collaborate with the Alberta School Councils' Association in support of District school councils

Goal Two: Supports for the whole child

Key Highlights

- Launched the School-Community Relationship Identifier, a tool to identify community supports and resources available in each school
- Established an advisory committee to guide the community consultation process around the future use of the Rundle facility upon the opening of Ivor Dent School
- Implemented Alberta Education's school nutrition pilot in two schools in partnership with E4C

Moving Forward

- Analyze data collected from the School-Community Relationship Identifier to help inform next steps for strategic, District partnerships
- Establish a Rundle Community Hub steering committee, which will include tenants, community partners and Edmonton Public Schools, to oversee the initial operations of the community hub model
- Support year two of the Provincial School Nutrition Program pilot and share findings from year one with other schools across the District

Goal Three: Engaged and effective governance

Key Highlights

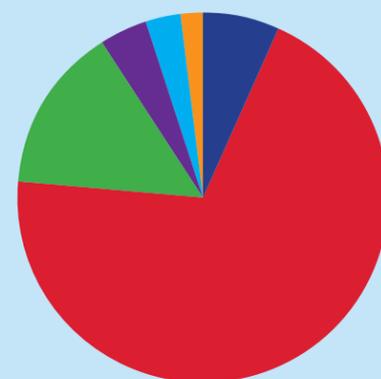
- 31,542 staff, students, parents and community members responded to the District Feedback Survey
- Engaged with community and parents around several key decisions about District infrastructure
- Fully implemented the Student Senate to promote student governance and provide a meaningful student voice to the Board of Trustees

Moving Forward

- Implement the District Feedback Survey on an annual basis as a tool to allow the District to monitor progress on achieving its Strategic Plan
- Engage with community and parents around student accommodation and future infrastructure needs
- Continue the Student Senate to promote student governance and to provide a meaningful student voice to the Board of Trustees

Financial Results Summary for 2016–2017

Actual Operating Expenses for the year ended August 31, 2017
(all dollar amounts are expressed in thousands)



	\$	%
Early Childhood Services (ECS)	\$76,891	6.9%
Grades 1-12 Instruction	\$772,196	69.5%
Plant Operations & Maintenance	\$164,043	14.7%
Transportation	\$42,788	3.9%
Board & System Administration	\$35,026	3.2%
External Services	\$19,815	1.8%
Total	\$1,110,759	100%

The provincial roll up of jurisdictions' Audited Financial Statements is provided at:
education.alberta.ca/financial-statements/school-jurisdictions

You can find more detailed information about what the District accomplished in 2016–17 in the District's 2016–17 Annual Education Results Report at epsb.ca/ourdistrict/results/aerr; detailed financial information is at epsb.ca/ourdistrict/budget.