

EDMONTON PUBLIC SCHOOLS

April 27, 2004

TO: Board of Trustees

FROM: A. McBeath, Superintendent of Schools

SUBJECT: Responses to Trustee Requests for Information

ORIGINATOR: A. Habinski, Executive Director, School and District Services
B. Holt, Executive Director, Instructional and Curricular Support

RESOURCE
STAFF: Ron Bradley, Mary-Ellen Deising, Gloria Chalmers, Anne Mulgrew

INFORMATION

TRUSTEE REQUEST #444, MARCH 23, 2004 (TRUSTEE ODYNSKI) FURTHER TO TT#394: HOW MANY STUDENTS WHO COMPLETE THE ON-LINE COURSES ACTUALLY PASS THE COURSES? HOW DO WE ENSURE THAT THE STUDENTS WHO ENROL FOR ON-LINE COURSES ARE GOOD CANDIDATES FOR ON-LINE COURSES? WHAT PLANS ARE IN PLACE TO ENSURE THAT WE SEE IMPROVEMENT IN THE COMPLETION RATES OF ON-LINE COURSES AT THE HIGH SCHOOL LEVEL? TT#394 indicated the percentage of students who successfully completed the courses. To help ensure that students who enrol for on-line courses are good candidates, staff members at Argyll discuss challenges and expectations for successful on-line learning with students and parents. However, the decision to select this mode of instruction is ultimately made by the student and/or parent. Subsequently, if difficulties arise, staff members work with the student to overcome the difficulties. Current plans in place to improve completion rates include: development of an inventory of best practices for on-line learning, analysis of all courses to include best practices as part of the content, review of teaching practices to ascertain that planning, instruction, assessment, evaluation and reporting are all part of the practice cycle, expansion of course content to include a broader range of learning styles and continued emphasis on the instructional focus around thinking. As well, because the format for the data presented in TT394 was new to the staff, staff will use this data source to continue to collaboratively develop and implement plans to improve completion rates. (R. Bradley, 465-1299; G. Chalmers, 429-8398)

TRUSTEE REQUEST #451, MARCH 23, 2004 (TRUSTEE ODYNSKI) (QUESTION REVISED IN DISCUSSION WITH TRUSTEE ODYNSKI) IS THE INFORMATION IN A GLOBE AND MAIL ARTICLE BASED ON A PRESENTATION BY THE PRESIDENT AND CEO OF THE C.D. HOWE INSTITUTE INDICATING THAT EDMONTON SCHOOLS HAVE HIGH ACHIEVEMENT BUT LITTLE CORRELATION TO SOCIO-ECONOMIC STATUS VALID? In 2000, the Centre for Research in Applied Measurement and Evaluation (CRAME) at the University of Alberta conducted a study in the district. In this study, they indicated that SES has a significant impact on language arts performance at the grades 3 and 6 levels. Therefore, we believe the statement is incorrect. (G. Chalmers, 429-8398; A. Mulgrew, 429-8351)

TRUSTEE REQUEST #463, APRIL 13, 2004 (TRUSTEE WOODROW) PROVIDE INFORMATION REGARDING HOW MANY STUDENTS THERE WILL BE FROM THE ADDITIONAL 25 HIGH NEEDS SCHOOLS. Below is the enrolment for the additional 2004-05 high needs schools.

<u>School</u>	<u>Enrolment</u>
ALLENDALE	237
BEACON HEIGHTS	119
CAERNARVON	406
DICKINSFIELD	349
DOVERCOURT	308
DUNLUCE	343
EASTGLEN	1,014
GARNEAU	244
HILLVIEW	168
KILLARNEY	364
LAPERLE	360
LAUDERDALE	184
LEE RIDGE	232
MARTHUR	181
MCLEOD	297
MEYOKUMIN	205
MOUNT ROYAL	144
OLIVER	358
PRINCETON	274
QUEEN ALEXANDRA	161
QUEEN ELIZABETH	821
SCOTT ROBERTSON	187
SWEET GRASS	263
WESTGLEN	222
WESTLAWN	352
YORK	276
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	8,069

(M. Deising, 429-8063)

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