DATE: December 15, 2015

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: 2015 District Feedback Survey

ORIGINATOR: Dr. Sandra Stoddard, Executive Director, Governance and Strategic Support Services

RESOURCE STAFF: Sonia Boctor, Sherelyn Caderma, Diane Brunton, Amit Sansanwal

ISSUE

From April 22 to May 8, 2015, the 2015 District Feedback Survey was administered to staff, students, parents, and community. The results from all five surveys have been compiled into a report (Attachment I) and a high-level summary of the District's results (Attachment II) provides information about areas of success and areas for growth to inform direction and decision making in support of the District Strategic Plan for the 2015-2016 operational year.

BACKGROUND

In 2014, Edmonton Public Schools formally launched a new District Strategic Plan naming three priorities and related goals and outcomes. The District Strategic Plan is foundational to a District culture of evidence-based decision making, assurance, and accountability. The District Strategic Plan is being used to inform decision making and the work efforts for Trustees, the Superintendent of Schools, and staff to ensure they align to common priorities.

Between January 2015 and April 2015, to support the District in monitoring its progress in achieving its priorities, various central and school-based staff began the development of a tailored District survey that would draw upon key data relative to the perceptions, feelings, and attitudes of all its stakeholders – students, parents, staff, and community. The data gathered through the survey will support a data-driven culture and has informed the following District planning and reporting processes:
- District Strategic Plan Dashboard (internal and external)
- Three-Year Education Plan/Annual Education Results Report (3YEP/AERR)
- catchment strategic planning sessions
- school/community engagement and reporting (Results Review and Budget Planning)

The data gathered through the survey will serve as one source of data among many others that will be used by the District to support and inform decisions in support of student success.

Recognizing that District performance and improvement is a reflection of the actions of each individual school and central decision unit, the survey was developed to consider school, central,

and District-level needs and performance data. Principals and central leaders were consulted to identify recommended data requirements.

From January 2015 until April 2015, the following activities occurred to support the development of the 2015 District Feedback Survey:
- a working group of 24 principals and central leaders was established; the group met weekly from January 28, 2015 until March 25, 2015, to collaboratively design the survey questions
- Dr. Stanley Varnhagen, Academic Director, Evaluation and Research Services, Faculty of Extension, University of Alberta was contracted to serve as a critical friend to this work
- existing educational surveys were reviewed to identify commonalities and gaps
- survey questions were designed to:
  o gain educational stakeholders' insight and feedback in relationship to the District's delivery of its core mandate
  o collect data to support an evidence-based decision making approach in support of student success that will help to inform decision making, policy development, and budget allocations
  o build and sustain a positive organizational culture grounded in assurance and accountability
  o support the District in monitoring progress relative to the District Strategic Plan
- five draft surveys were developed:
  o Grade 3-6 student survey
  o Grade 7-12 student survey
  o staff survey
  o parent survey
  o community and partner survey
- the draft surveys were taken out for consultation to gather feedback and validation from the following key stakeholders:
  o parents, community, staff, and junior high students
  o Student Advisory Council
  o staff group liaisons
  o District Support Team (DST)
  o District Leadership Meeting (DLM)
  o Board of Trustees

CURRENT SITUATION
The District received approximately 57,000 responses to the survey, representing:
- 5,589 staff
- 22,249 Grades 3 to 6 students
- 25,813 Grades 7 to 12 students
- 3,107 parents
- 305 community members or partners

To support reporting of survey results, the survey questions were organized to reflect alignment to the District Strategic Plan.

To support improvement planning conversations, school and decision unit leaders received reports reflecting each of their stakeholder groups with comparisons to the District results and their catchment results. The reports included both quantitative and qualitative data.

Questions under each goal were organized by key themes to support effective and consistent interpretation of the data. This was done to assist schools in the most effective use of their survey data, including supporting the fall budget and planning processes. In addition, schools were also provided with school-to-District comparison and school-to-catchment comparison data, while central decision units were provided with decision unit-to-District comparison and decision unit-to-central comparison data. Furthermore, to support schools and decision units in their analysis of the 2015 District Feedback Survey, a user's guide was also developed and provided to all leaders.

Evaluation and Research Services, Faculty of Extension, University of Alberta was contracted to analyze survey data to identify high-level themes at the District level and at each catchment level to inform improvement planning; additionally, the catchment level analysis will serve to inform work related to the Equity Fund projects and to support catchments in strategic planning to further develop/refine catchment goals, strategies, and measures.

While the survey findings may be helpful in understanding success in implementing the District Strategic Plan, we must remember that these findings will not be representative of the entire student, staff, parent, and community population. The results represent a snapshot of the different groups that were surveyed.

In addition, this was the first year of implementing the District Feedback Survey and the data represents a baseline. Data from subsequent surveys will allow meaningful trends to be seen. This is especially important to remember for those priorities and goals that address change or relative assessments.

Also, care must be taken when comparing across the different stakeholder surveys (e.g., Grades 3-6 with parents). There are varying factors that go into answering these questions by the individual stakeholder group and, often, the wording of the questions themselves are somewhat different; therefore, differences between groups may reflect differences in question structure and interpretation, rather than specific differences of stakeholder perspective on a topic between groups.

KEY POINTS
- The purpose of this survey is to:
  o hear what is important from our students, staff, parents, and community
  o gather information that tells us how we are doing in relationship to goals and outcomes articulated in the District Strategic Plan
  o provide information that will help to guide District and school level decision making on the go forward
  o promote a District culture of continuous improvement and to foster system improvement through evidence-based decision making.

- The data gathered through the survey is intended to serve as one source of data will continue to support the District in monitoring its progress relative to the District Strategic Plan.
- The survey that has been developed is intended to be complementary to existing information, data and surveys.
- The data we have gathered through the survey will support and contribute to the following reporting initiatives in the District:
  o District Strategic Plan Dashboard
  o Three-Year Education Plan/Annual Education Results Report (3YEP/AERR)
  o catchment strategic planning sessions
  o school/community engagement and reporting (Results Review and Budget Planning)
- In the 2015-2016 school year, a group of central and school-based leaders will be undertaking a review of this survey to identify any gaps and redundancies in data collection. In addition, questions will be refined to ensure they are accurately capturing the data that they were intended to capture. The review will also consider ways to increase parental and community engagement in the survey.

ATTACHMENTS & APPENDICES
ATTACHMENT I   2015 District Feedback Survey Report
ATTACHMENT II   2015 District Feedback Survey: High Level Summary

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Contents

Background

In 2013-2014, Edmonton Public Schools formally launched a new District Strategic Plan naming three priorities and related goals and outcomes. In 2014-15, five surveys were developed to provide the District with feedback to measure its progress toward attaining its goals and outcomes. The District Feedback Survey is intended to serve as one source of data and complements Alberta Education's Accountability Pillar results and internal District data such as the District's Highest Level of Achievement (HLAT) results. The surveys were developed for the following respondent groups; Grades 3-6 students, Grades 7-12 students, staff, parents, and community and partners. The surveys were comprised of questions intended to inform performance measures related to the priorities, goals and outcomes of the District.

The three priorities are:

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

Method and Presentation of Results

Researchers from Evaluation & Research Services (ERS) at the Faculty of Extension, University of Alberta analyzed the data. As the survey intended to measure awareness, all of the responses received from the survey were included in the reporting of results, including those instances in which respondents indicated "don't know"or "can't answer".

Questions under each goal were organized by key themes and by stakeholder group within each theme. Under each theme and for each stakeholder group, questions were reported in order, from highest level of agreement to lowest level of agreement. The total number of potential respondents for each question is indicated in parenthesis next to the question.

Percentages of responses for each question were reported as whole numbers. For reporting purposes, response rates of less than 2% are not shown. Data from CEOs/leaders of organizations was only included when reporting for Q7 of the Community Survey.

The scale used for participants in Grades 3-6 was "NO!", "no", "yes", and "YES!". For the purpose of reporting this data, "NO!" will be reported as Strongly Disagree, "no" will be reported as Disagree, "yes" will be reported as Agree, and "Yes!" will be reported as Strongly Agree. While this scale has been revised for reporting purposes, it should be remembered that the scales should be considered similar, but not identical.

In general, Grades 7-12 students were less likely to respond using "Strongly Agree" (or "Strongly Disagree") than the Grades 3-6 students. This may reflect a different way of responding to the items, and not a major difference in the way the item is viewed between the two groups. When collapsing

agreement (adding Strongly Agree and Agree) and disagreement, comparisons may be more valid. However, comparisons between items within the same survey can be considered reasonable.

Limitations

While these findings may be helpful in understanding Edmonton Public Schools' (EPSB) success in implementing the District's Strategic Plan, given the fact that a large number of the respondents were self-selected, results should be interpreted with caution. These findings may not be representative of the entire student, staff, parent, and community population.

The results presented in this report also represent a snapshot in time of the different groups that were surveyed. With just the single data points from these surveys, the data represents a baseline. Data from subsequent surveys will allow meaningful trends to be seen. This is especially important to remember for those priorities and goals that address change or relative assessments. What can be examined are what items show relative to similar items on the same survey. So, for example, more Grade 3-6 respondents indicated that they were good at reading, than had a favorite author.

Also, care must be taken when comparing different surveys (e.g., Grades 3-6 responses with parent responses, or even 7-12 students). There are different factors that go into answering these questions by the different groups, and often the wording of the questions themselves was somewhat different. Therefore, differences between groups may reflect differences in interpreting the question, rather than specific differences on the topic between groups.

Responses and Response Rates

The number of participants received for each stakeholder group are provided in Table 1. Table 2 further highlights the response rates for the two student groups and the staff group only as for these two groups, the number of individuals receiving the survey as well as the number of returned surveys for each group is known. For the parent and community and partner group, it is not possible to know how many received the survey, so response rates cannot be calculated for these groups.

Table 1 – Number of Participants

Survey	Number of Participants
Students, Grades 3-6	22,249
Students, Grades 7-12	25,798
Parents	3105
Community and Partners	243
Staff	5,618

Table 2 – Response Rates

Survey Group	Population*	Number of Returned Surveys	Response Rate
Students, Grades 3-6	25,843	22,249	86%
Students, Grades 7-12	40,558	25,798	64%
Staff	7,036	5,618	80%

*As of March 31st 2015.

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

Goal One: An Excellent Start to Learning
Outcome: More children enter Grade One reaching emotional, social, intellectual and physical developmental milestones.

Early Learning
Early Learning – Parents
Figure 1. Early Learning - Parents
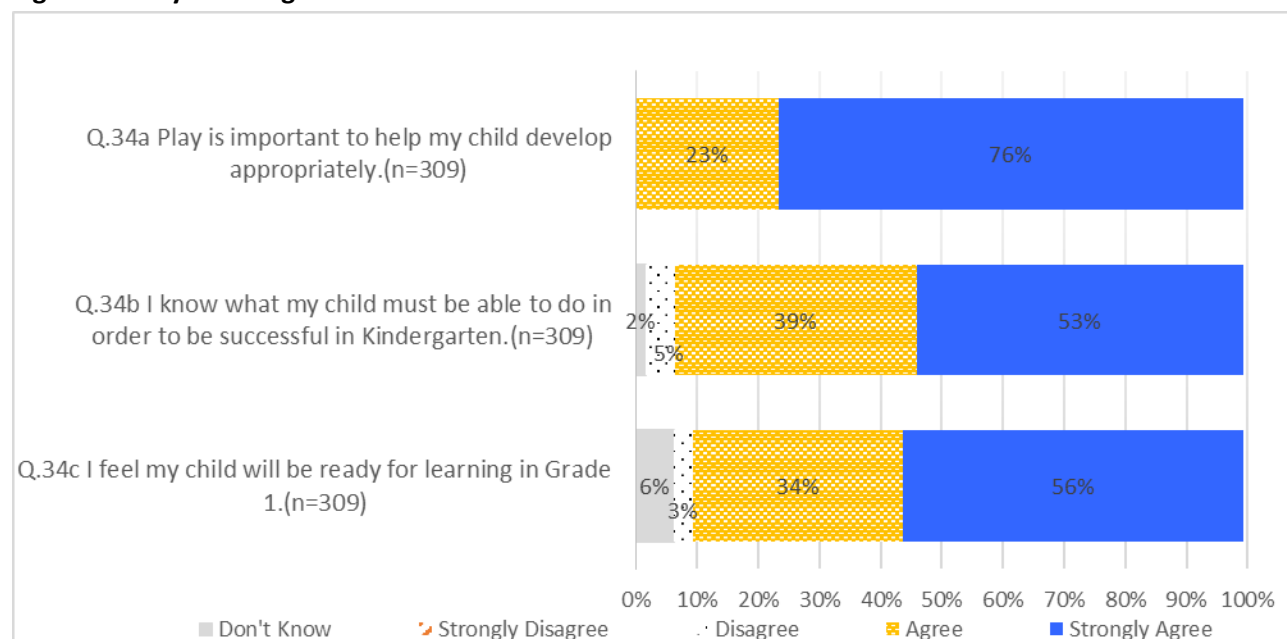
Note: Q.34a, Q.34b and Q.34c were asked of parents with children in Early Childhood Programs.

Goal Two: Success for Every Student
Outcome: More students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy.

Literacy and Numeracy
Literacy and Numeracy – Grades 3-6

Figure 2. Self-Rating Skills – Grades 3-6

Question	NO!	no	yes	YES!
Q.8b I am good at reading.(n=22249)		5%	32%	62%
Q.8a I am good at math.(n=22249)	4%	10%	42%	44%
Q.8c I am good at writing.(n=22249)	3%	12%	48%	37%
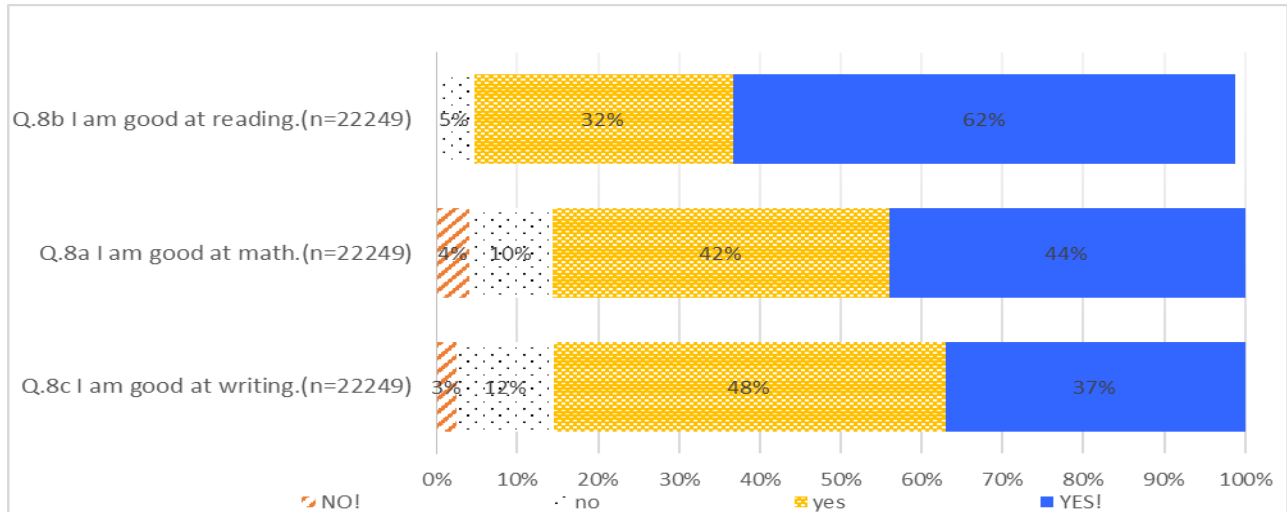
Figure 3. Literacy and Numeracy (1) – Grades 3-6

Question	NO!	no	yes	YES!
Q.6d I enjoy reading different types of books.(n=22249)	3%	8%	30%	58%
Q.6b I read to learn new things.(n=22249)	3%	10%	32%	55%
Q.6a I read for fun.(n=22249)	6%	10%	30%	54%
Q.6c I have a favourite author.(n=22249)	12%	18%	18%	52%
Q.7a I would like more help in writing.(n=22249)	19%	29%	31%	21%
Q.7b I would like more help with math.(n=22249)	23%	25%	28%	24%
Q.6e I would like more help in reading.(n=22249)	40%	28%	17%	16%
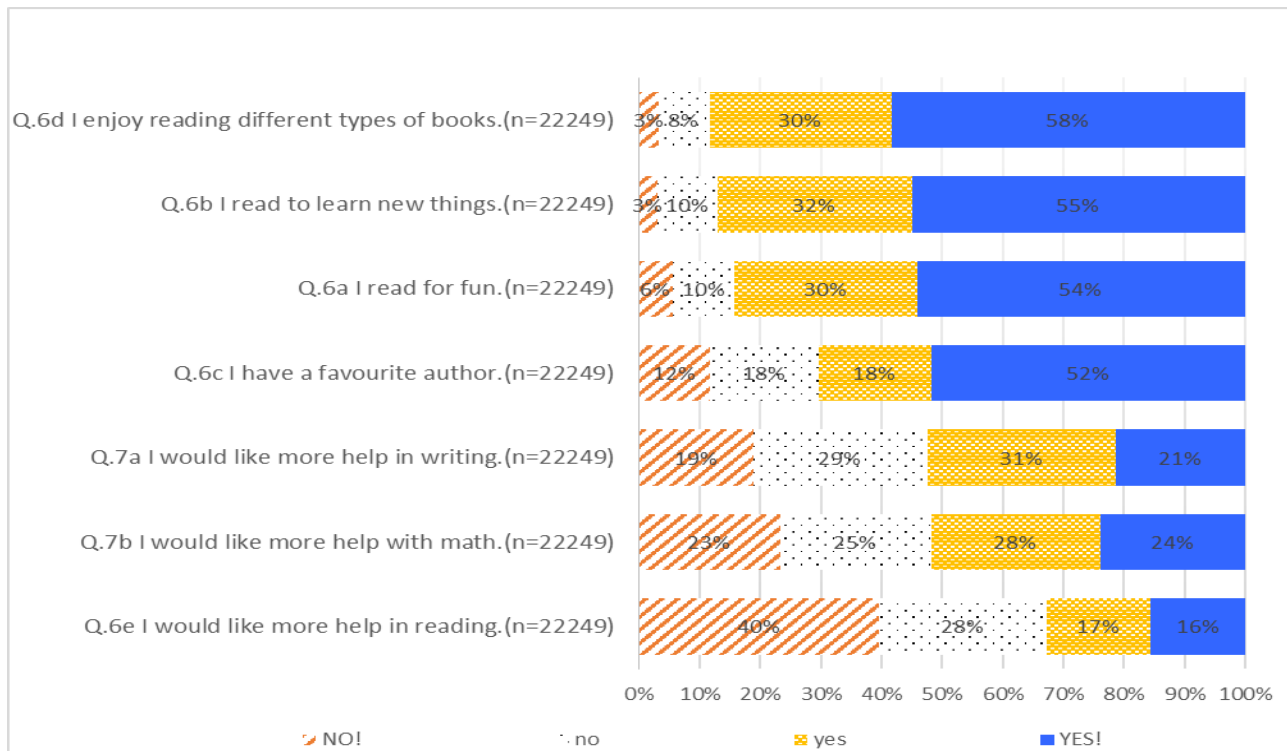
Figure 4. Literacy and Numeracy (2) – Grades 3-6

Q. 5 How often do you read or how often are you read to when you are not at school?

Every day or almost every day(n=22249)	68%
Once or twice a week(n=22249)	21%
Once or twice a month(n=22249)	6%
Never or almost never(n=22249)	4%
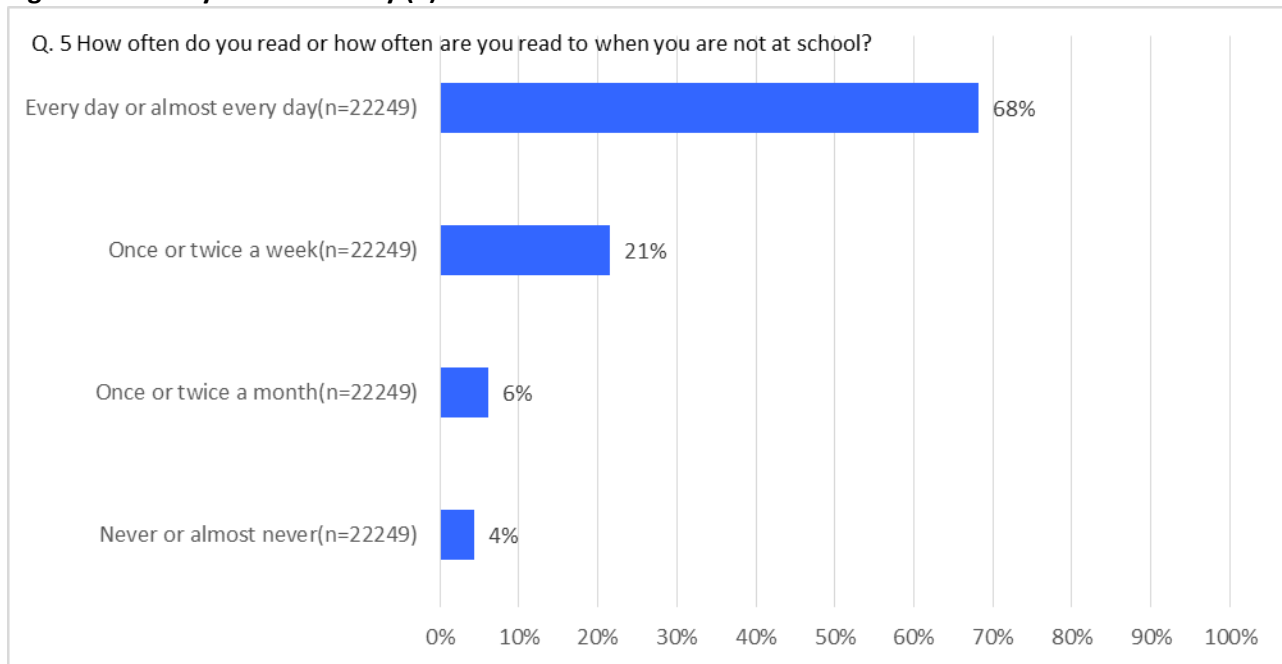
Literacy and Numeracy – Grades 7-12

Figure 5. Reading for Information – Grades 7-12

Q.8e Reading for information is one way of learning. I feel confident in my ability to read for information.(n=25798) — 3% | 11% | 50% | 37%

Legend: ■ Don't Know | ✓ Strongly Disagree | ·· Disagree | ▦ Agree | ■ Strongly Agree
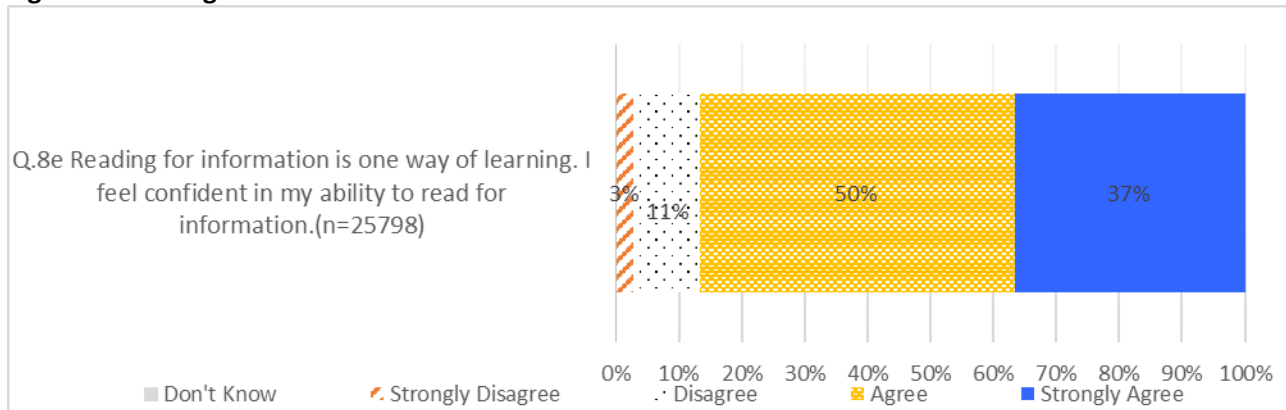
Figure 6. Confidence or Comfort Level – Grades 7-12

How would you rate your confidence or comfort level in each of the following areas:

Q.19c Reading(n=25798) — 9% | 37% | 53%

Q.19a Mathematics and working with numbers and patterns(n=25798) — 14% | 36% | 49%

Q.19b Writing(n=25798) — 15% | 50% | 34%

Legend: ■ Can't Answer | ·· Low | ▦ Medium | ■ High
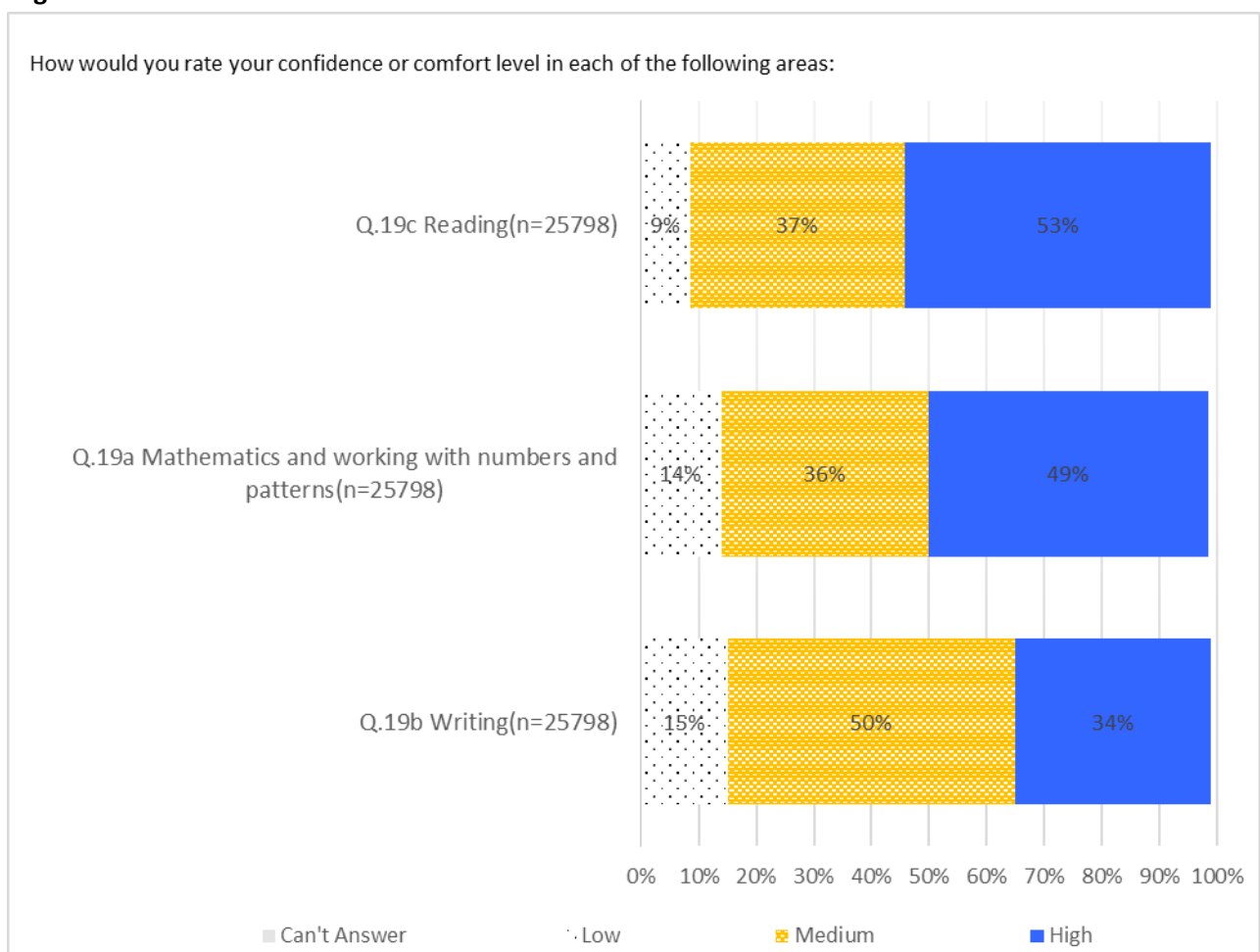
Literacy and Numeracy – Parents

Figure 7. Child's Skill Growth – Parents

Q.7f I see growth in my child's ability to read.(n=3105) — 2%, 2%, 6%, 44%, 46%

Q.8a I see growth in my child's ability to write.(n=3105) — 2%, 2%, 9%, 50%, 37%

Q.7e I see growth in my child's ability to do math.(n=3105) — 2%, 4%, 9%, 46%, 39%

Don't Know | Strongly Disagree | Disagree | Agree | Strongly Agree
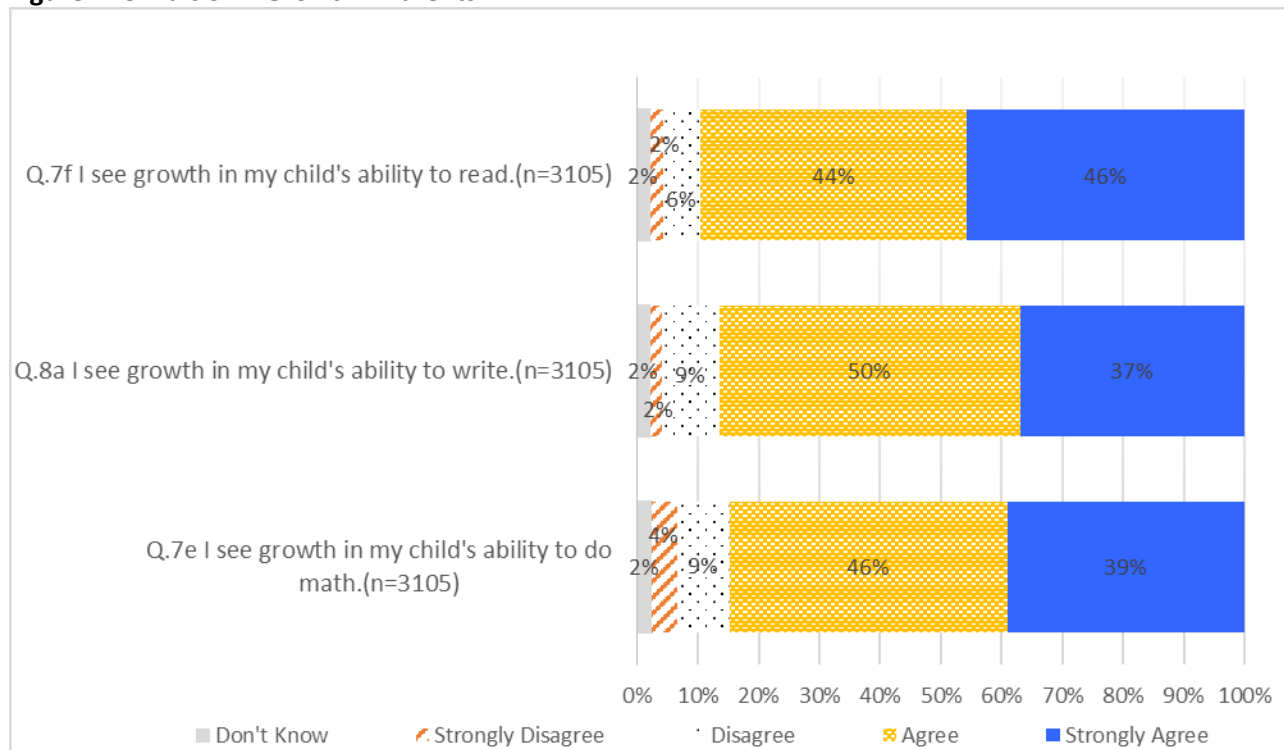
Figure 8. Read Outside of School – Parents

Q.24 Does your child read outside of school?(n=3105) — 7%, 93%

Don't know | No | Yes
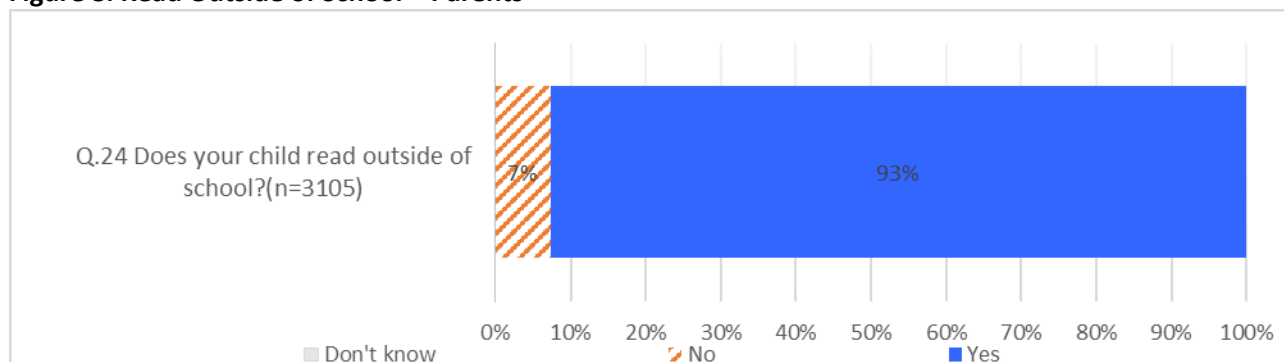
Figure 9. Time Child Reads Outside of School per Week – Parents

Q.25 How much time does your child read outside of school per week?(n=2877) — 19%, 41%, 40%

Under 1 hour | 2-3 hours | More than 3 hours
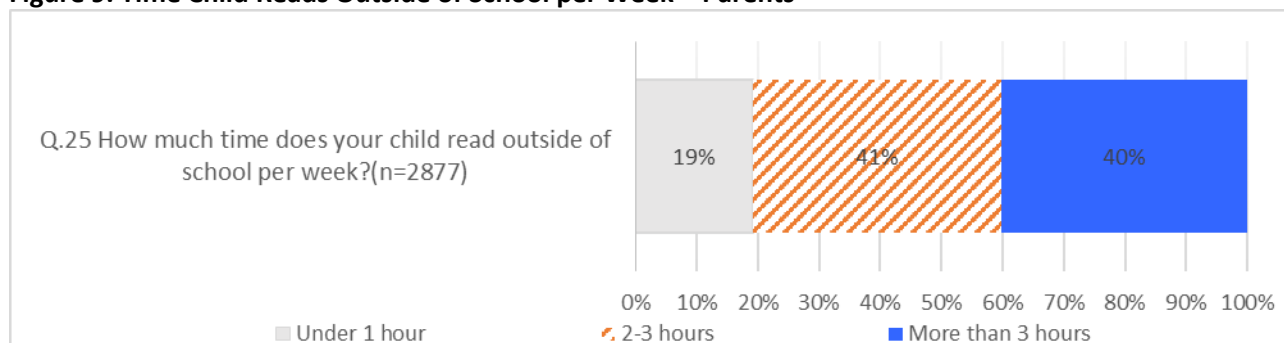
Note: Q.25 was asked of those parents that responded "yes" to Q.24 (refer to figure 8).

Commitment to Learning

Commitment to Learning – Grades 3-6

Figure 10. Commitment to Learning – Grades 3-6
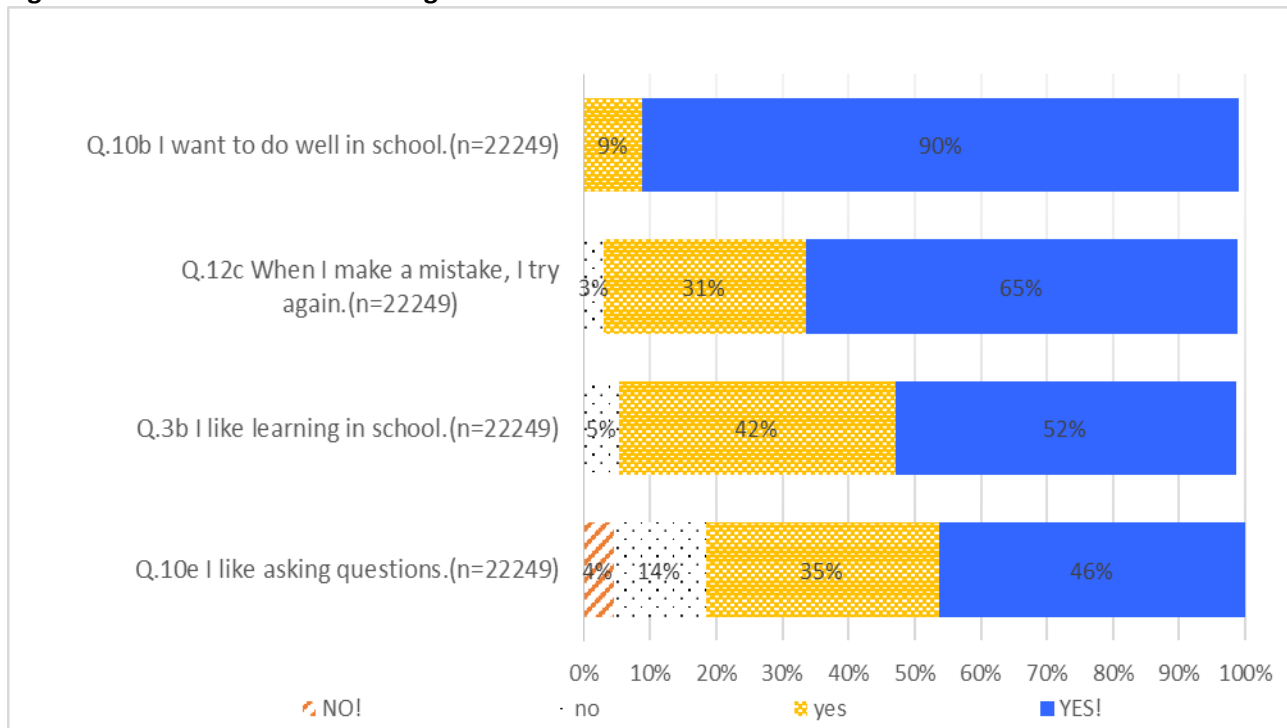
Commitment to Learning – Grades 7-12

Figure 11. Commitment to Learning – Grades 7-12
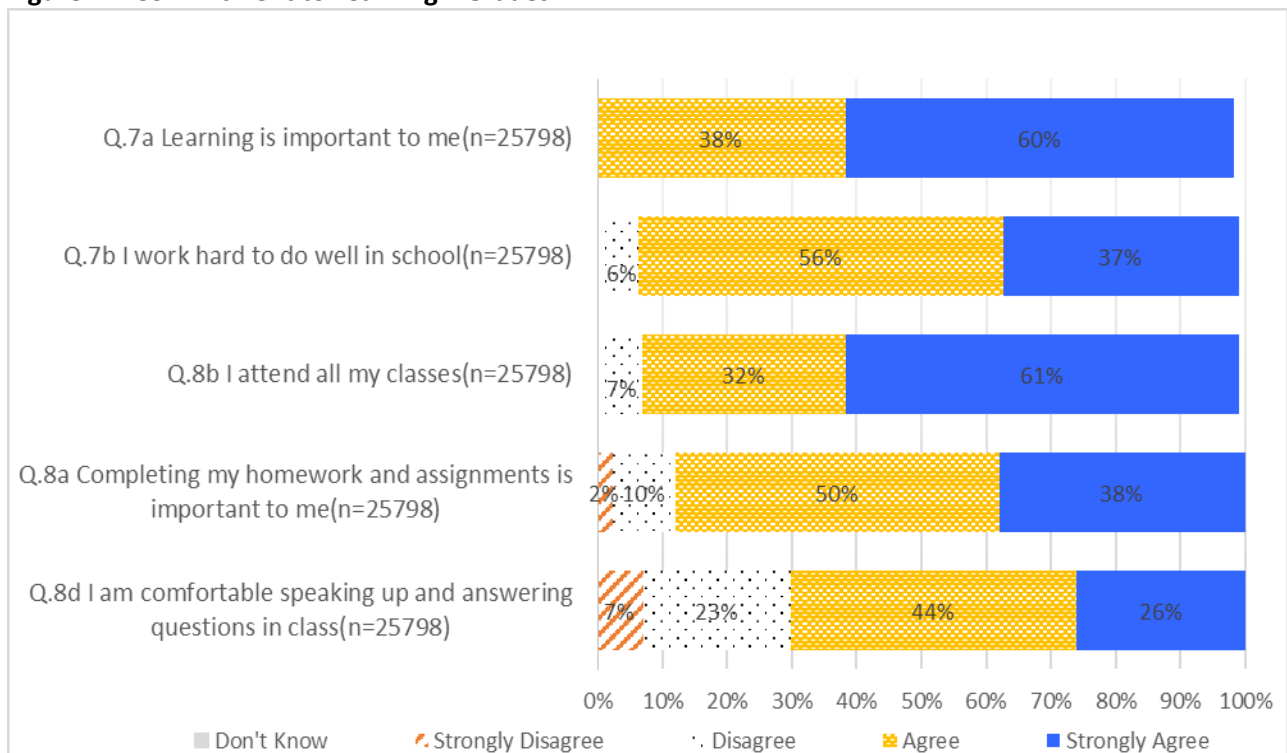
Commitment to Learning – Parents

Figure 12. Commitment to Learning – Parents

Q.8d My child enjoys learning.(n=3105)
- 4%
- 45%
- 48%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Don't Know　✎ Strongly Disagree　⋮ Disagree　▦ Agree　■ Strongly Agree
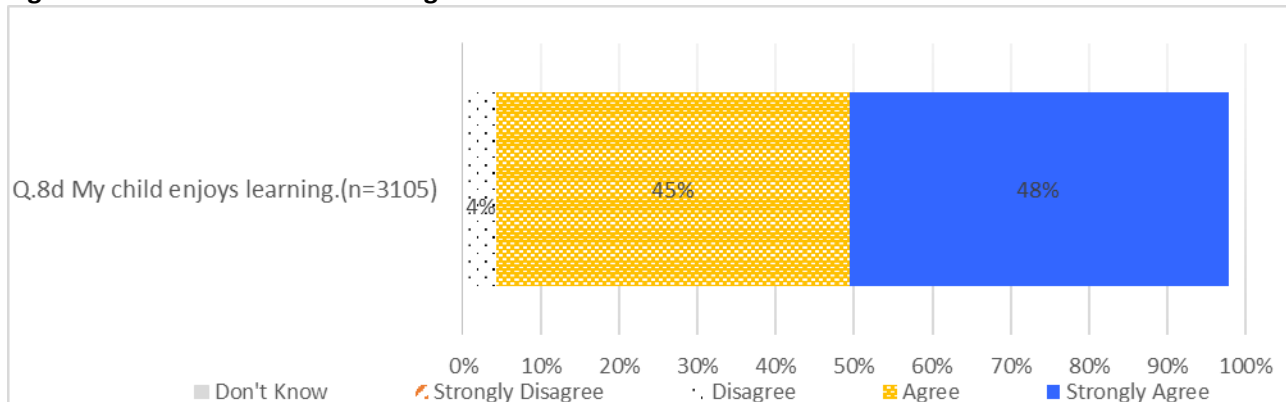
Instructional Supports

Instructional Supports – Grades 3-6

Figure 13. Instructional Supports – Grades 3-6

Q.11a My teachers help me in my learning.(n=22249)
- 2%
- 24%
- 72%

Q.11b My teachers make learning interesting.(n=22249)
- 2%
- 6%
- 26%
- 65%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

✎ NO!　⋮ no　▦ yes　■ YES!
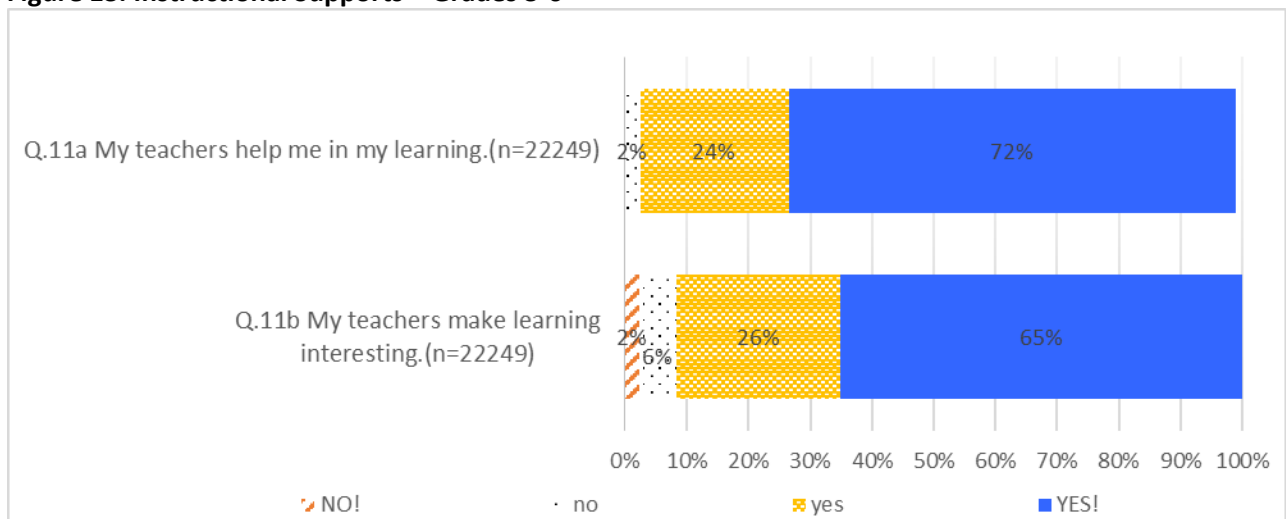
Instructional Supports – Grades 7-12

Figure 14. Instructional Support – Grades 7-12

Q.10a I get the support I need to learn from teachers and school staff(n=25798) — 2% 8% 55% 35%

Q.10b My teachers provide a variety of opportunities for me to learn(n=25798) — 2% 10% 54% 34%

Q.10c My teachers provide feedback that helps me learn(n=25798) — 2% 13% 54% 32%

Q.10f The staff in my school care about my success in school(n=25798) — 4% 11% 50% 34%

Q.8c I am comfortable asking my teachers questions and asking them for help(n=25798) — 4% 14% 49% 34%

Q.10e My learning experiences at school encourage me to think critically(n=25798) — 3% 15% 54% 28%

Q.10d My classroom learning activities are meaningful and interesting(n=25798) — 5% 19% 54% 23%

Legend: ■ Don't Know ◸ Strongly Disagree · Disagree ▦ Agree ■ Strongly Agree

Instructional Supports – Staff

Figure 15. Instructional Supports – Staff

Q.25b Assessment and evaluation practices are consistent across my school.(n=4457) — 7% 2% 11% 51% 29%

Legend: ■ Don't Know ◸ Strongly Disagree . Disagree ▦ Agree ■ Strongly Agree
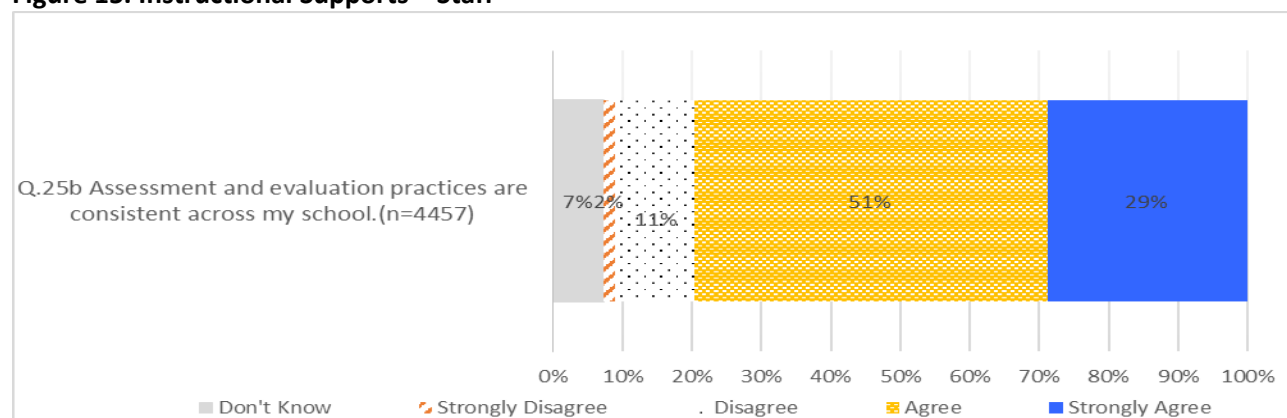
Note: Q.25b was asked of Teaching and Learning Staff only.

Instructional Supports - Parents

Figure 16. Instructional Supports – Parents
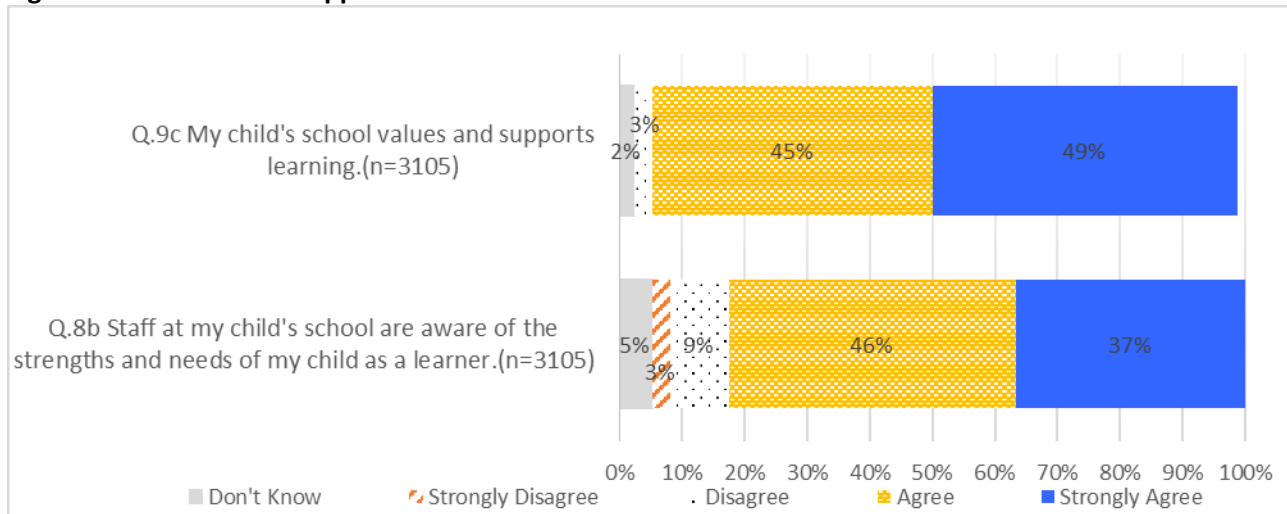
Figure 17. Information Received Helps Determine Child's Success – Parents
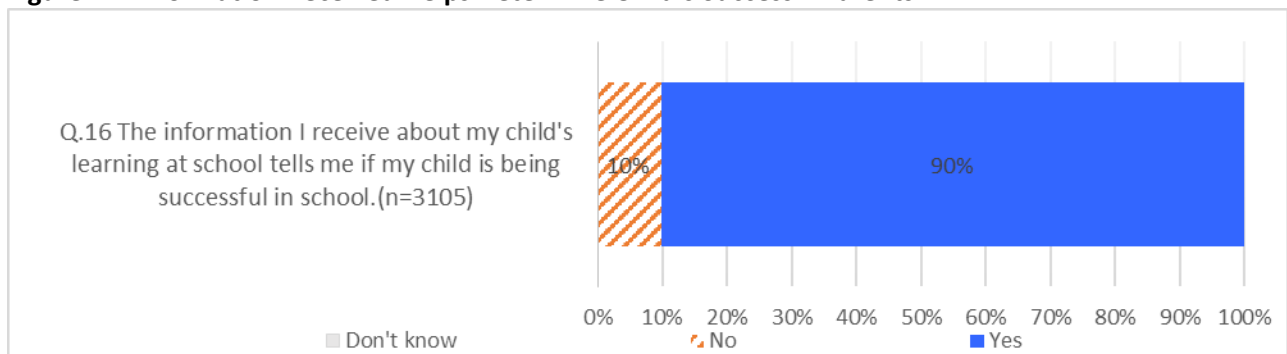
Instructional Supports - Community and Partners

Figure 18. Edmonton Public Schools Quality Education – Community and Partners
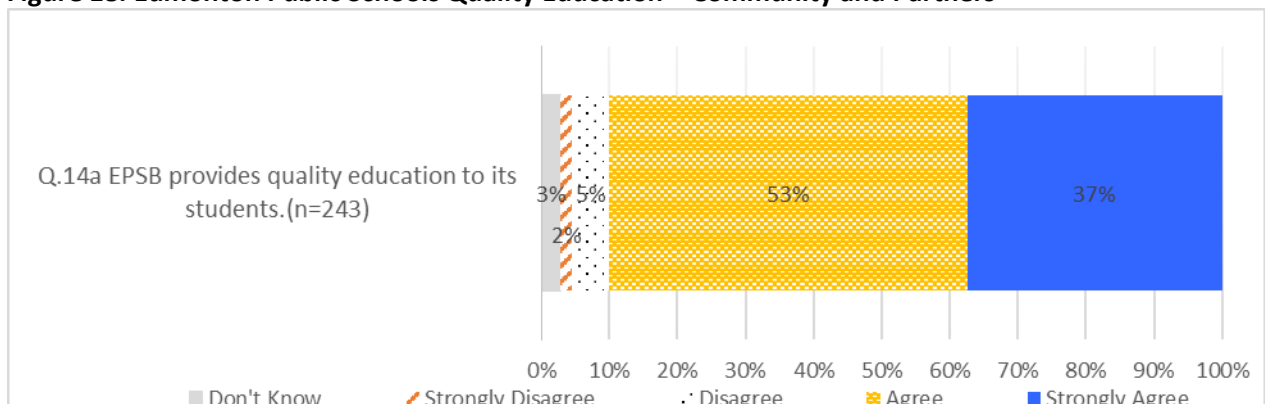
Other Subjects

Other Subjects – Grades 3-6

Figure 19. Other subjects – Grades 3-6
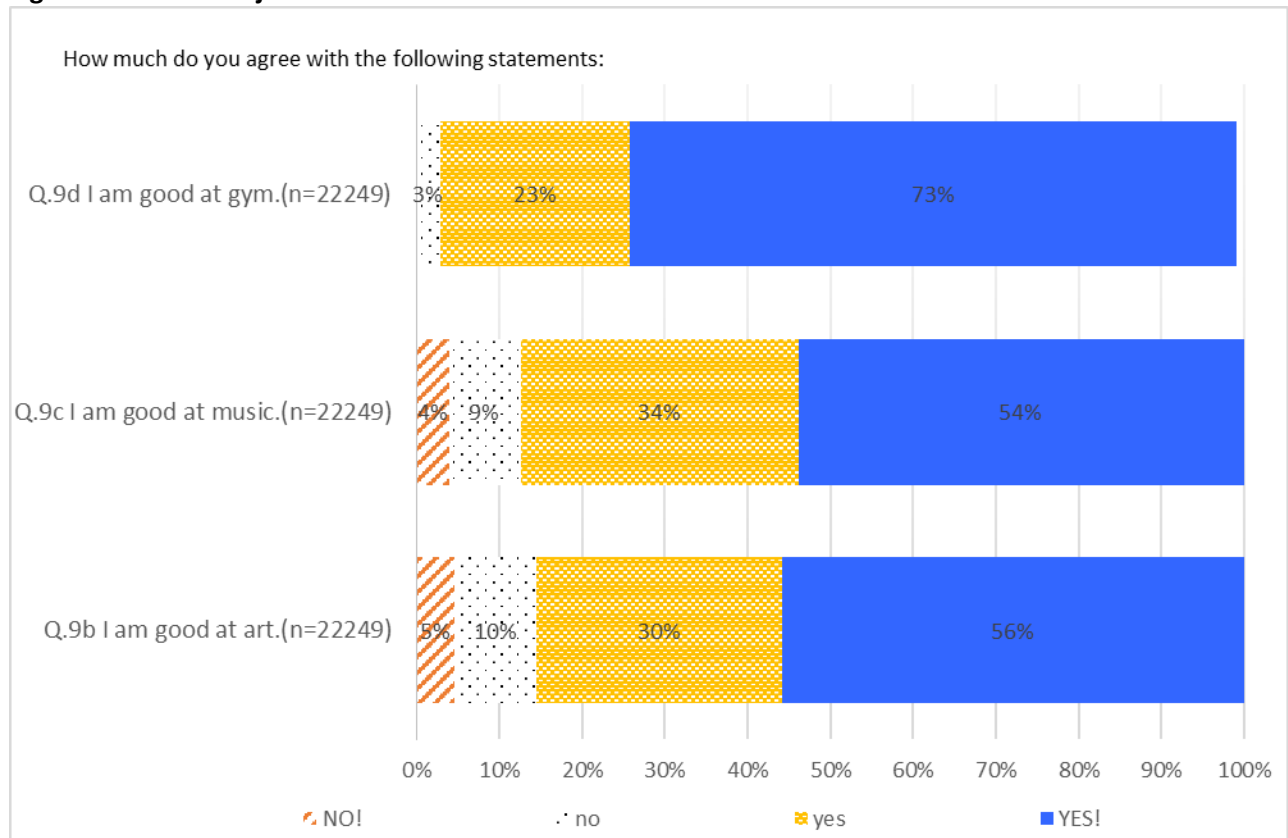
How much do you agree with the following statements:

Statement	NO!	no	yes	YES!
Q.9d I am good at gym.(n=22249)	3%		23%	73%
Q.9c I am good at music.(n=22249)	4%	9%	34%	54%
Q.9b I am good at art.(n=22249)	5%	10%	30%	56%

Legend: NO! | no | yes | YES!

Goal Three: Success beyond Schooling

Outcome: More students complete high school and are connected to career pathways that support their transition to post-secondary studies or the world of work.

Essential Skills for Success beyond Schooling

Essential Skills for Success beyond Schooling – Grades 3-6

Figure 20. Essential Skills for Success beyond Schooling – Grades 3-6
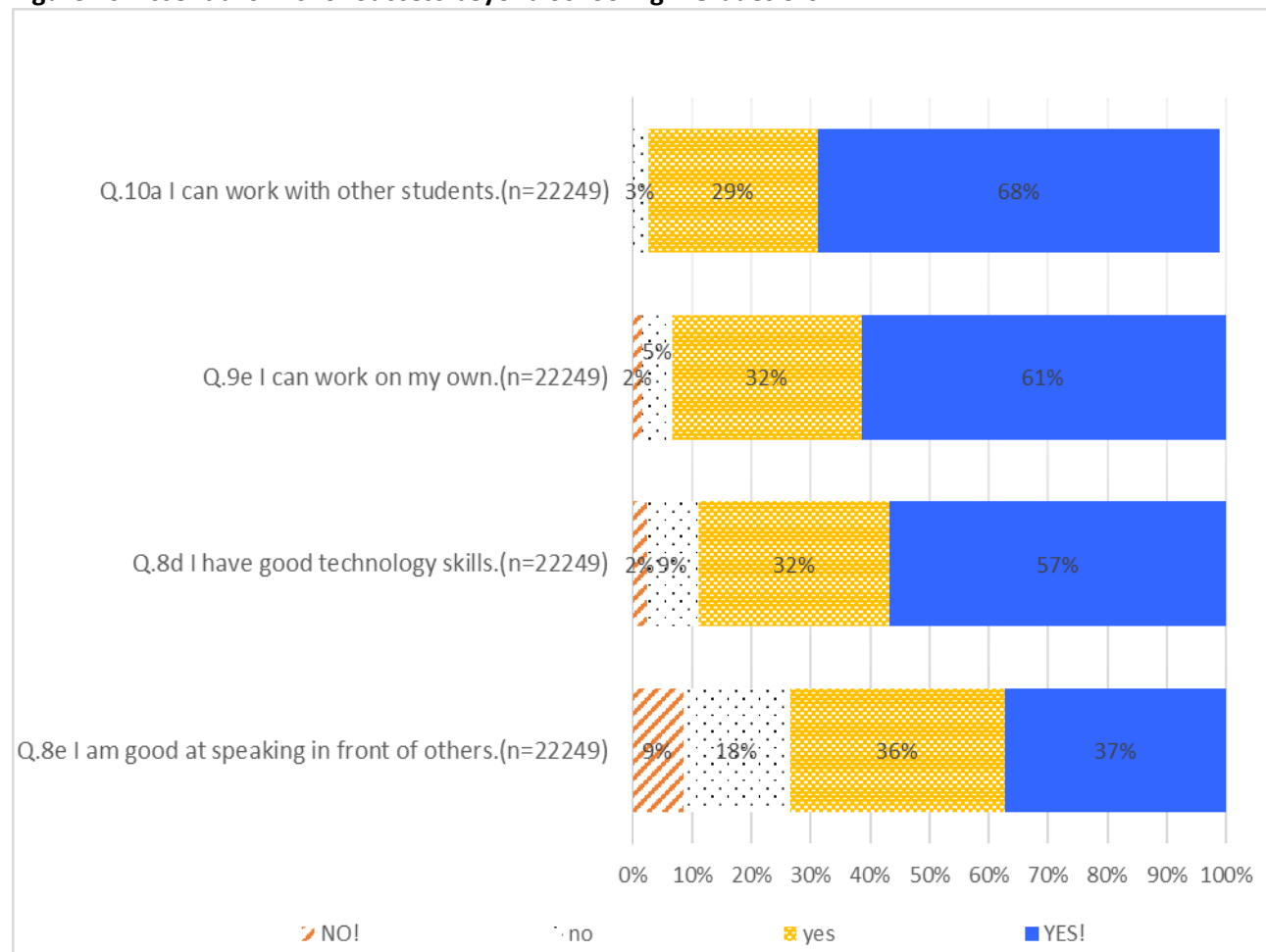
Essential Skills for Success beyond Schooling – Grades 7-12

Figure 21. Essential Skills for Success beyond Schooling – Grades 7-12

How would you rate your confidence or comfort level in each of the following areas:

Question	Can't Answer	Low	Medium	High
Q.19d Using technology(n=25798)		5%	27%	67%
Q.20a Working on my own(n=25798)		5%	31%	64%
Q.20i Working with your hands (for example fixing things, making things)(n=25798)	2%	9%	33%	56%
Q.19e Learning new skills and information(n=25798)		4%	40%	55%
Q.21f Creativity and innovation(n=25798)		7%	39%	53%
Q.20e Not giving up (perseverance)(n=25798)	2%	9%	41%	49%
Q.19g Working with others (collaboration)(n=25798)	2%	9%	40%	48%
Q.20g Critical thinking and problem solving(n=25798)	2%	9%	44%	46%
Q.21g Seeking different perspectives (including from those who might disagree with me)(n=25798)	2%	8%	44%	46%
Q.20h Resolving conflicts(n=25798)	2%	9%	44%	44%
Q.21a Managing time and money(n=25798)	2%	12%	47%	39%
Q.21b Asking questions / Seeking new or deeper understanding(n=25798)		13%	47%	39%
Q.20d Coping with change(n=25798)	3%	14%	47%	35%
Q.20f Stepping outside my comfort zone to learn(n=25798)	2%	16%	46%	35%
Q.19f Public speaking(n=25798)	3%	34%	36%	27%
Q.20c Coping with failure or loss(n=25798)	4%	30%	42%	24%

Legend: Can't Answer, Low, Medium, High

Essential Skills for Success beyond Schooling – Staff

Figure 22. Essential Skills for Success beyond Schooling – Staff

Q. 27 Literacy and numeracy are core responsibilities of education. Edmonton Public Schools should increase emphasis on:

Skill	Percentage
Critical thinking and problem solving(n=4457)	59%
Not giving up (perseverance)(n=4457)	55%
Coping with stress(n=4457)	49%
Working with others (collaboration)(n=4457)	47%
Resolving conflicts(n=4457)	46%
Managing mental health(n=4457)	43%
Ability to help others (compassion and empathy)(n=4457)	40%
Social, cultural and global responsibility(n=4457)	39%
Creativity and innovation(n=4457)	36%
Using technology(n=4457)	32%
Environmental responsibility(n=4457)	32%
Asking questions / seeking new or deeper understanding(n=4457)	29%
Working independently(n=4457)	27%
Stepping outside one's comfort zone to learn(n=4457)	26%
Managing time and money(n=4457)	26%
Managing physical health(n=4457)	26%
Seeking different perspectives (including from those who might disagree)(n=4457)	25%
Coping with failure or loss(n=4457)	25%
Coping with change(n=4457)	24%
Learning new skills and information(n=4457)	20%
Public speaking(n=4457)	17%
Working with one's hands (manual dexterity e.g. fixing things, making things)(n=4457)	17%

Note: Q.27 was asked of Teaching and Learning Staff only.

Essential Skills for Success beyond Schooling – Parents

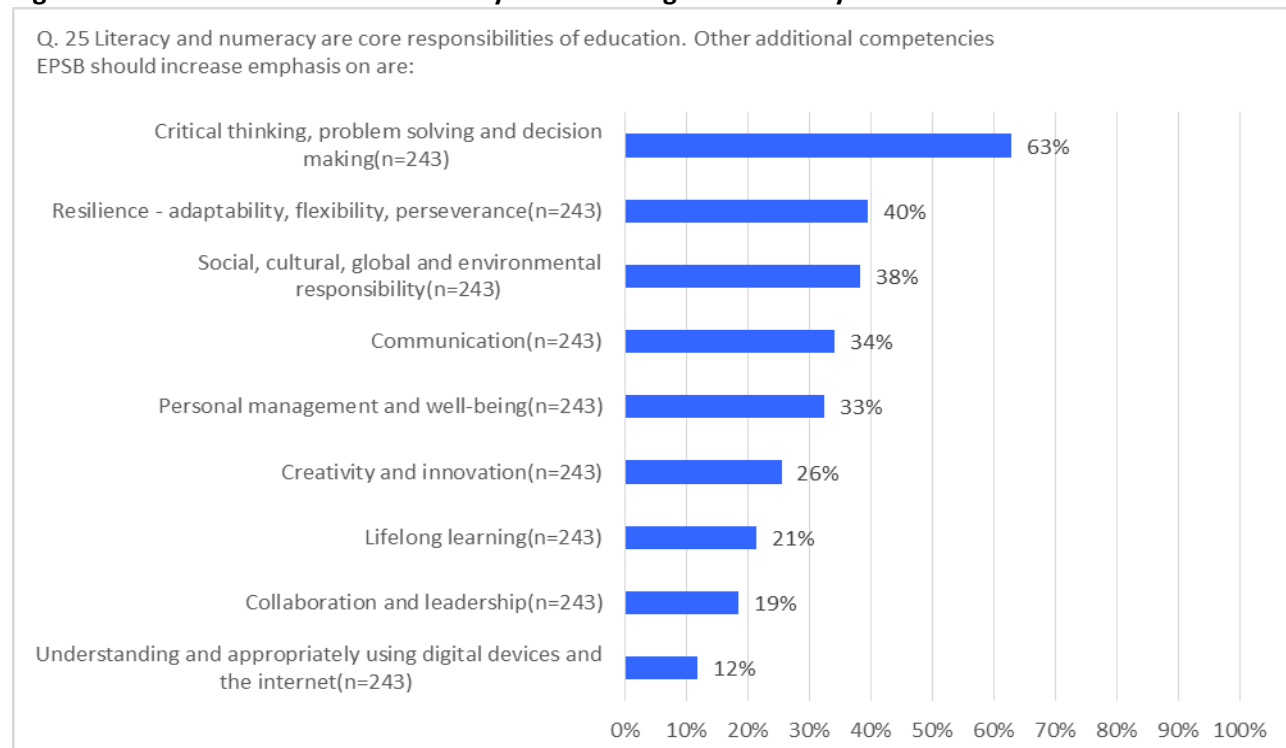**Figure 23. Essential Skills for Success beyond Schooling – Parents**

Q. 13 Literacy and numeracy are core responsibilities of education. Edmonton Public Schools should increase emphasis on:

Skill	Percentage
Critical thinking, problem solving and decision making(n=3105)	67%
Resilience - adaptability, flexibility, perseverance(n=3105)(n=3105)	42%
Creativity and innovation(n=3105)	34%
Communication(n=3105)	31%
Social, cultural, global and environmental responsibility(n=3105)	31%
Personal management and well-being(n=3105)	29%
Lifelong learning(n=3105)	25%
Collaboration and leadership(n=3105)	17%
Understanding and appropriately using digital devices and the internet(n=3105)	15%

Essential Skills for Success beyond Schooling – Community and Partners

**Figure 24. Essential Skills for Success beyond Schooling – Community and Partners**

Q. 25 Literacy and numeracy are core responsibilities of education. Other additional competencies EPSB should increase emphasis on are:

Skill	Percentage
Critical thinking, problem solving and decision making(n=243)	63%
Resilience - adaptability, flexibility, perseverance(n=243)	40%
Social, cultural, global and environmental responsibility(n=243)	38%
Communication(n=243)	34%
Personal management and well-being(n=243)	33%
Creativity and innovation(n=243)	26%
Lifelong learning(n=243)	21%
Collaboration and leadership(n=243)	19%
Understanding and appropriately using digital devices and the internet(n=243)	12%

Transitions/Career Planning

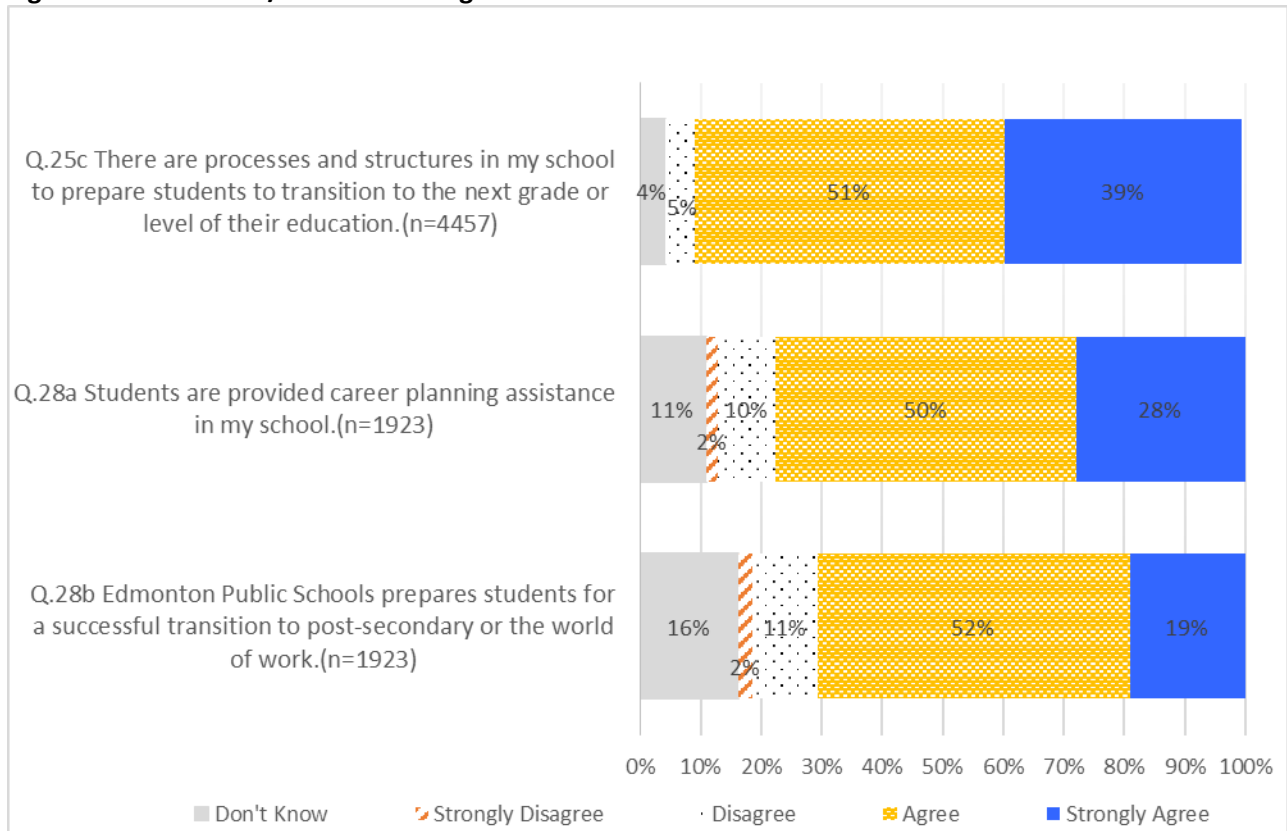**Transitions/Career Planning – Grades 7-12**

Figure 25. Transitions/Career Planning – Grades 7-12
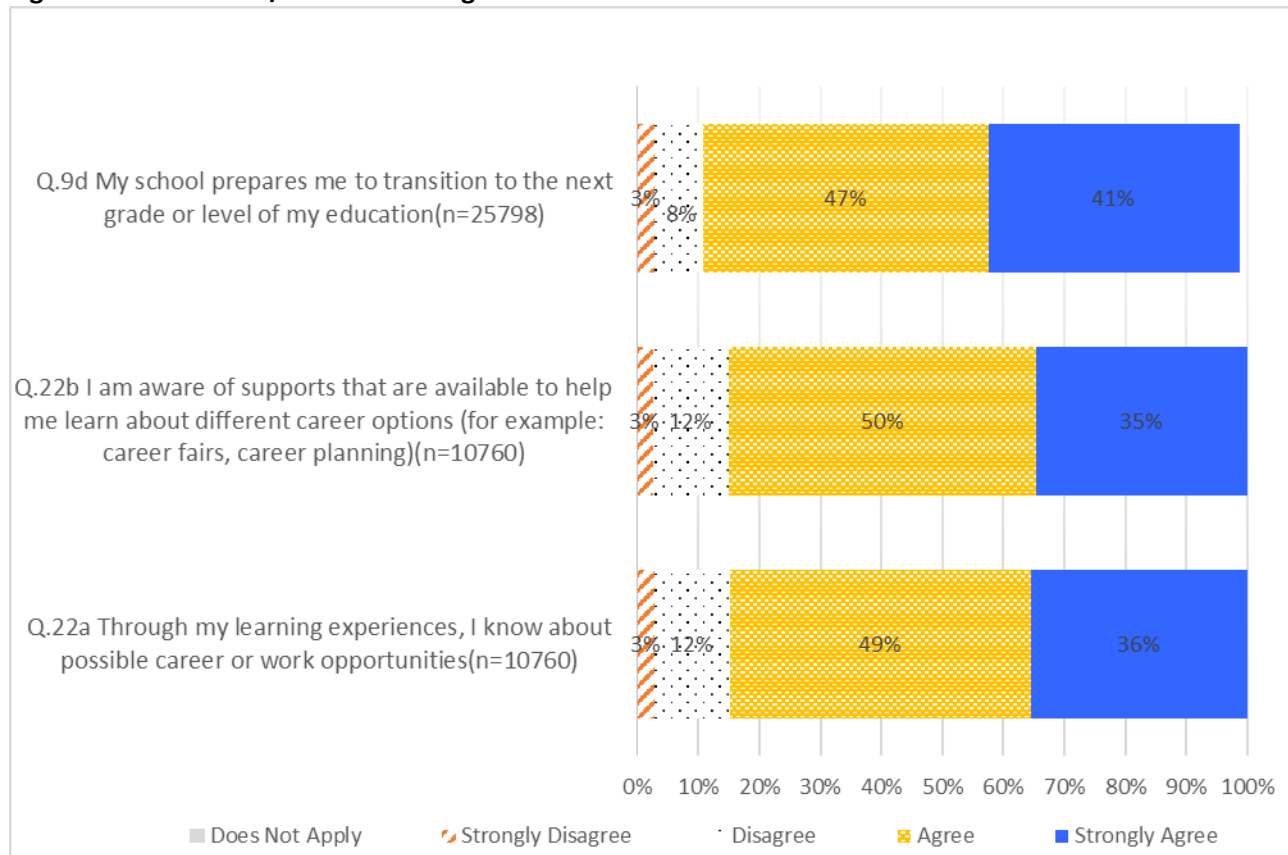
Note: Q.22a and Q.22b were asked of High School Students only.

Transitions/Career Planning – Staff

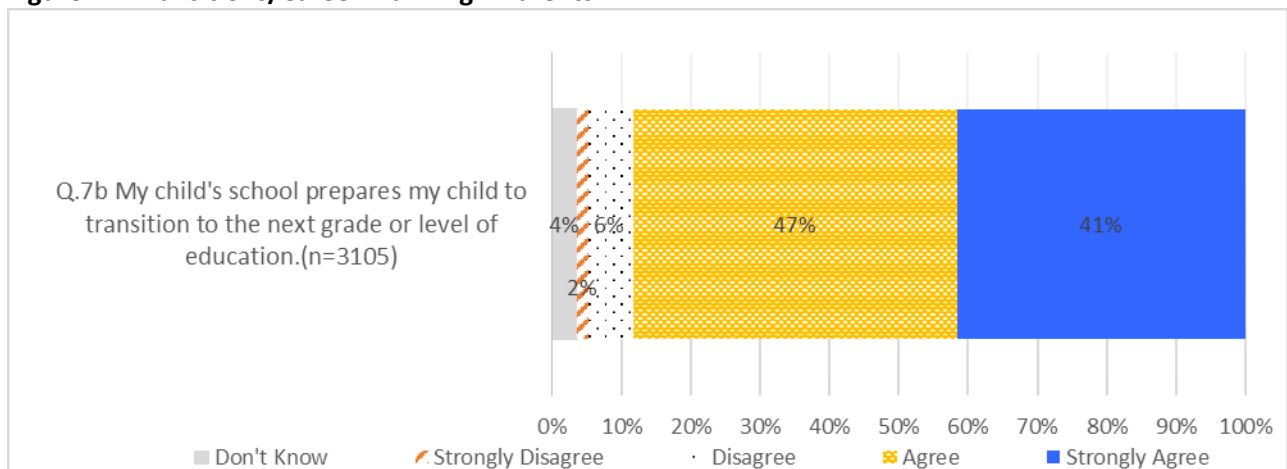**Figure 26. Transitions/Career Planning – Staff**

Note: Q.25c was asked of Teaching and Learning Staff only.

Note 2: Q.28a and Q.28b were asked of High School Teaching and Learning Staff only.

Transitions/Career Planning – Parents

Figure 27. Transitions/Career Planning – Parents

Transitions/Career Planning – Community and Partners

Figure 28. Transition/Career Planning – Community and Partners
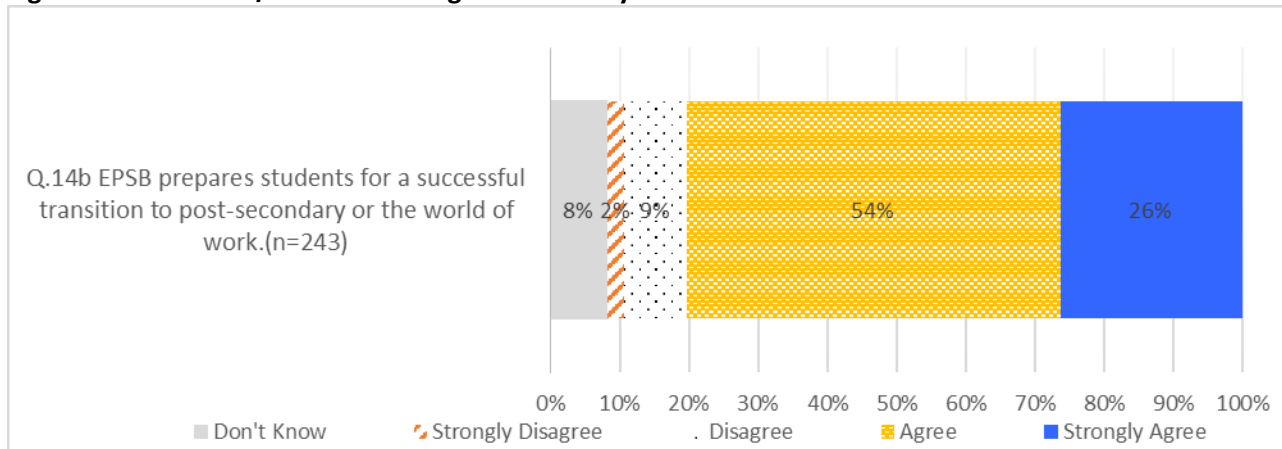
Q.14b EPSB prepares students for a successful transition to post-secondary or the world of work.(n=243)

Don't Know	Strongly Disagree	Disagree	Agree	Strongly Agree
8%	2%	9%	54%	26%

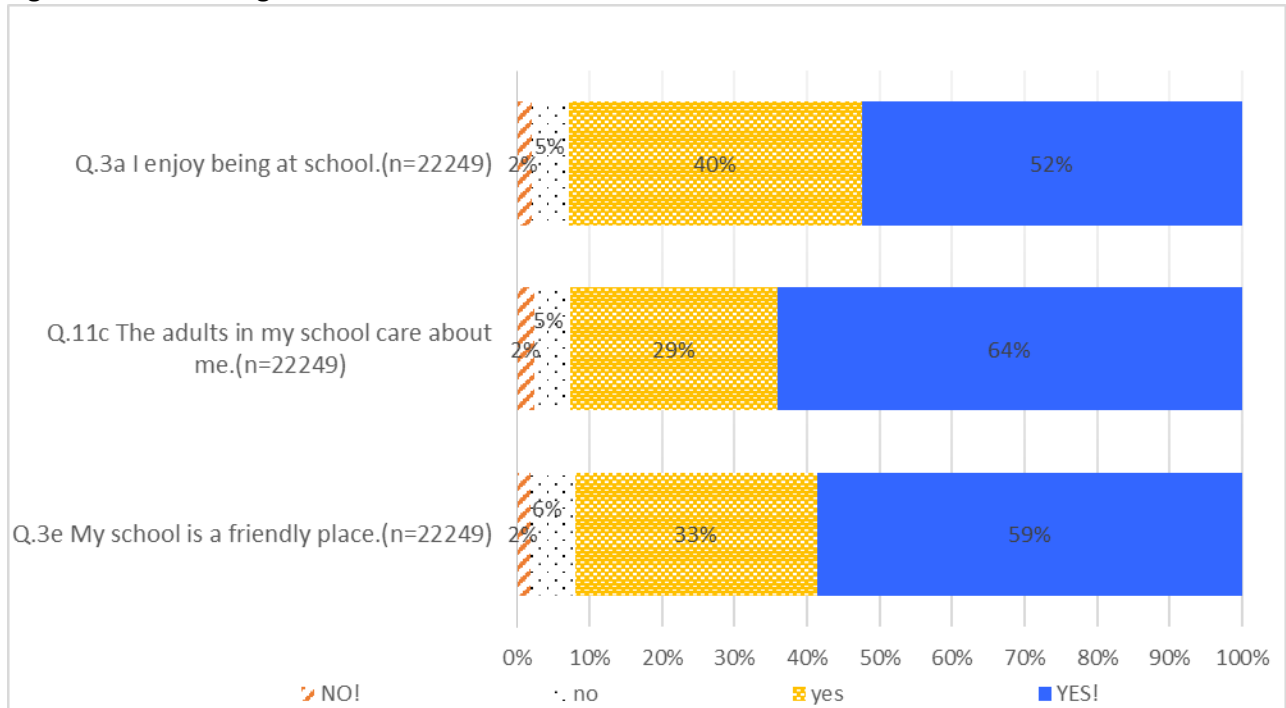## Priority 2: Provide welcoming, high quality learning and working environments.

Goal One: A Focus on Well-being and Student Citizenship
Outcome: Our learning and working environments are welcoming, inclusive, safe and healthy.

Welcoming

Welcoming – Grades 3-6

Figure 29. Welcoming – Grades 3-6

Welcoming – Grades 7-12
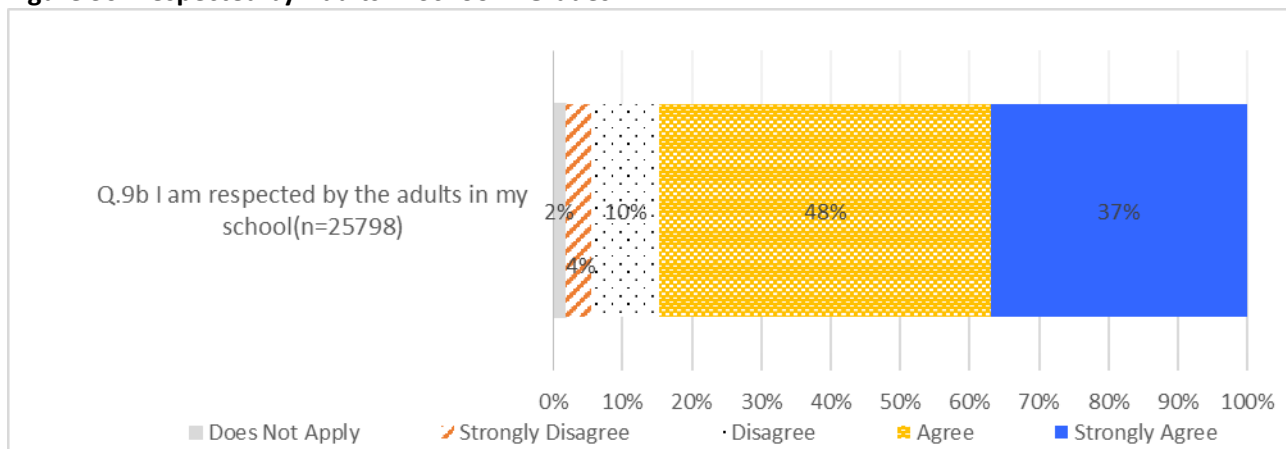
Figure 30. Respected by Adults in School – Grades 7-12
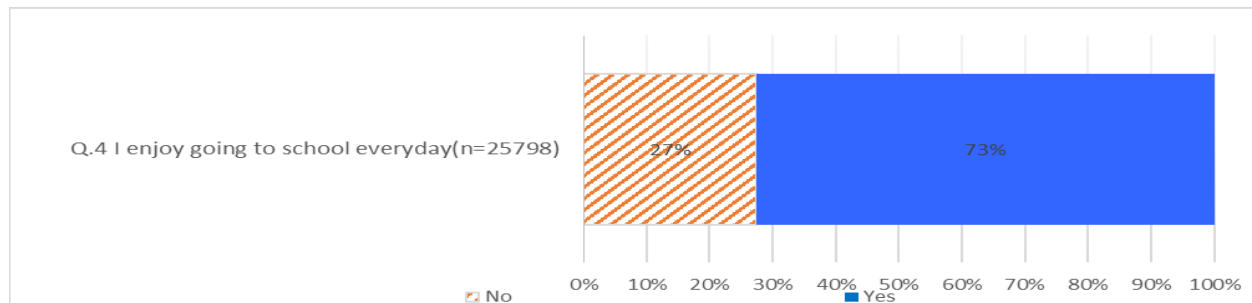
Figure 31. Enjoyment of Going to School – Grades 7-12

Q.4 I enjoy going to school everyday(n=25798): No 27%, Yes 73%

(Chart shows horizontal axis from 0% to 100%)

■ No   ■ Yes

Figure 32. Reason Enjoy Going to School Daily – Grades 7-12

Q. 5 Why do you enjoy going to school everyday?

- To be with my friends(n=18840): 81%
- To learn(n=18840): 60%
- To participate in clubs and extracurricular activities(n=18840): 31%
- Other(n=18840): 12%

(Chart shows horizontal axis from 0% to 100%)
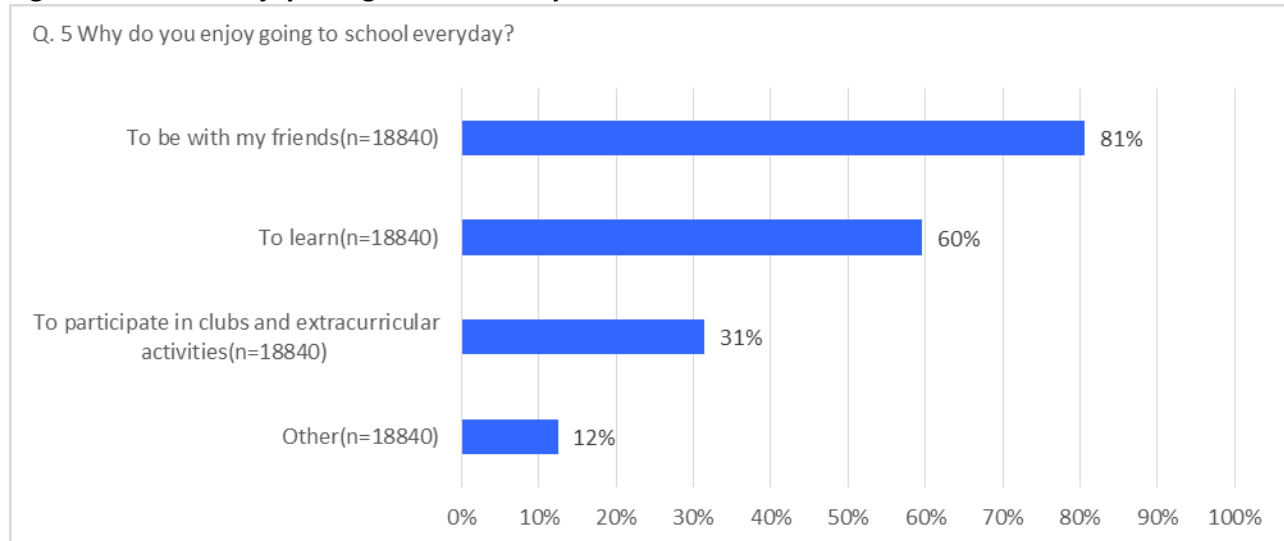
Note: Q.5 was asked of those students that responded "Yes" to Q.4 (refer to Figure 30).

Welcoming – Parents

Figure 33. Welcoming - Parents

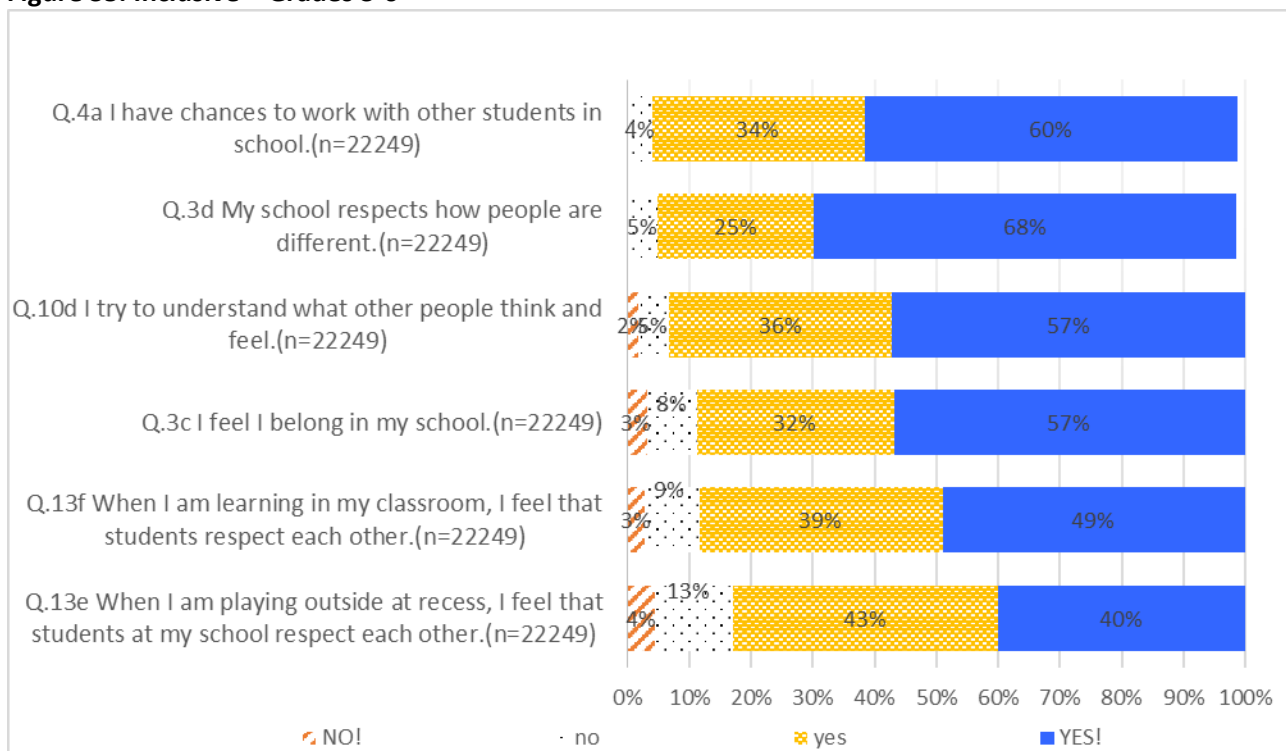Q.8c My child enjoys going to school.(n=3105): 3% 8%, 44% (Agree), 44% (Strongly Agree)

(Chart shows horizontal axis from 0% to 100%)

■ Don't Know   ⧄ Strongly Disagree   · Disagree   ⊞ Agree   ■ Strongly Agree
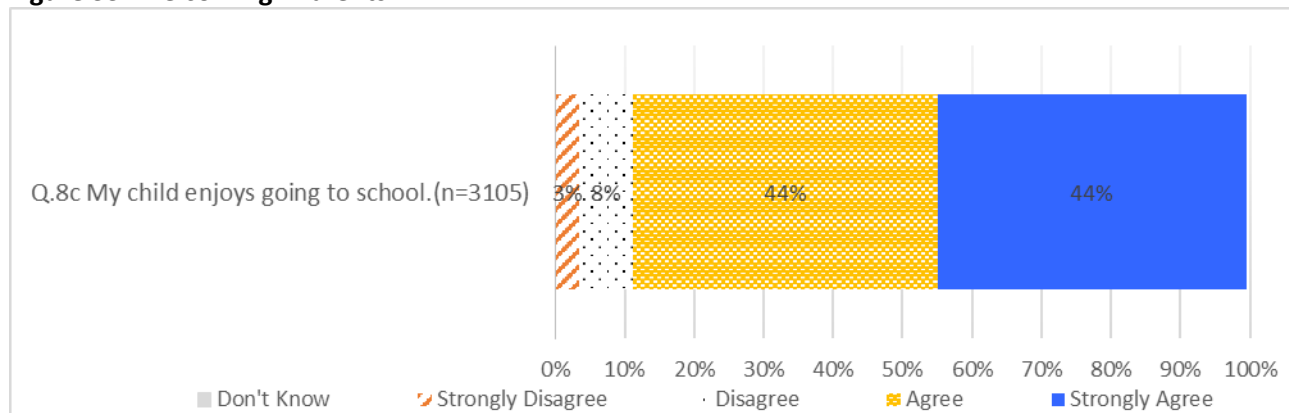
Welcoming – Community and Partners

Figure 34. Welcoming – Community and Partners

To what extent do you agree that schools in EPSB are:

Q.26d Welcoming to people in the neighbourhood(n=243): Don't Know 7%, Strongly Disagree 3%, Disagree 9%, Agree 56%, Strongly Agree 26%

■ Don't Know   ▨ Strongly Disagree   ⋯ Disagree   ▨ Agree   ■ Strongly Agree
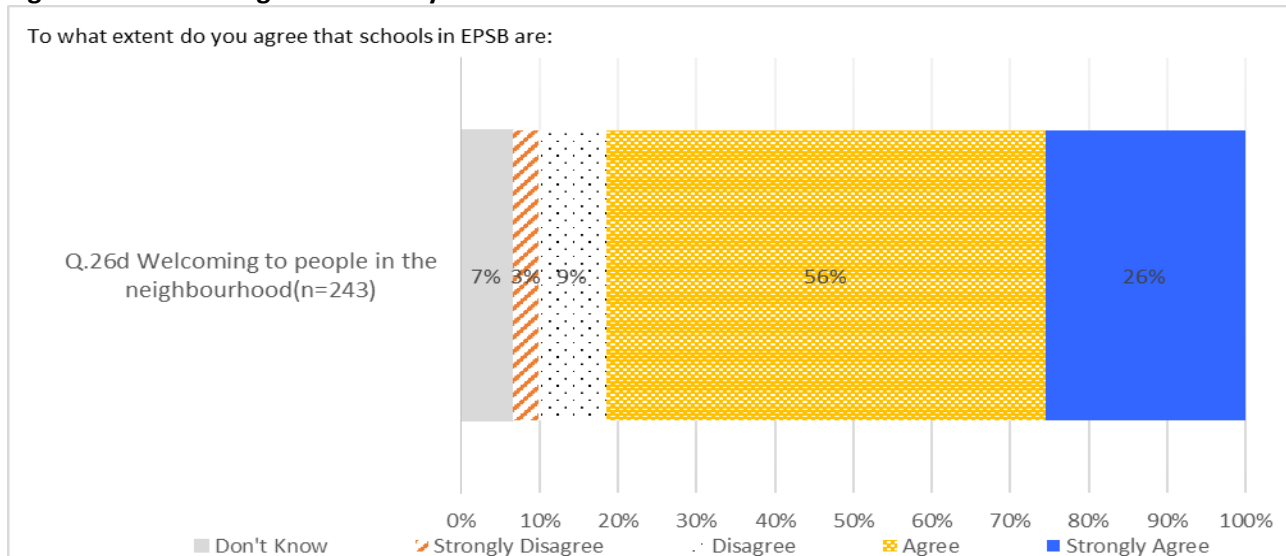
Inclusive

Inclusive – Grades 3-6

Figure 35. Inclusive – Grades 3-6

Q.4a I have chances to work with other students in school.(n=22249): no 4%, yes 34%, YES! 60%

Q.3d My school respects how people are different.(n=22249): no 5%, yes 25%, YES! 68%

Q.10d I try to understand what other people think and feel.(n=22249): NO! 2%, no 5%, yes 36%, YES! 57%

Q.3c I feel I belong in my school.(n=22249): NO! 3%, no 8%, yes 32%, YES! 57%

Q.13f When I am learning in my classroom, I feel that students respect each other.(n=22249): NO! 3%, no 9%, yes 39%, YES! 49%

Q.13e When I am playing outside at recess, I feel that students at my school respect each other.(n=22249): NO! 4%, no 13%, yes 43%, YES! 40%
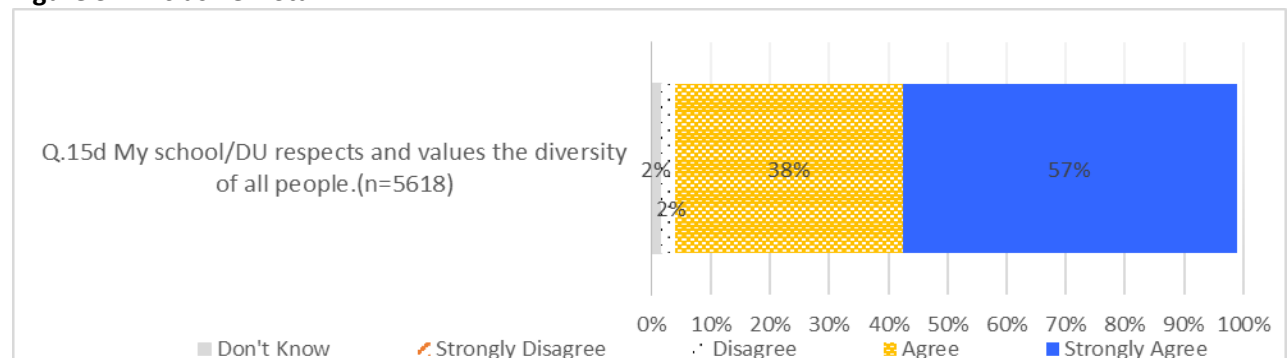
◢ NO!   ⋯ no   ▨ yes   ■ YES!

Inclusive – Grades 7-12
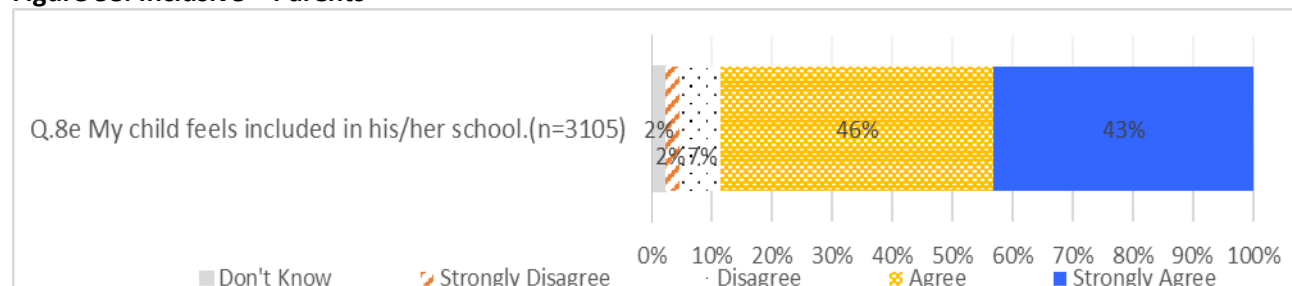
Figure 36. Inclusive – Grades 7-12
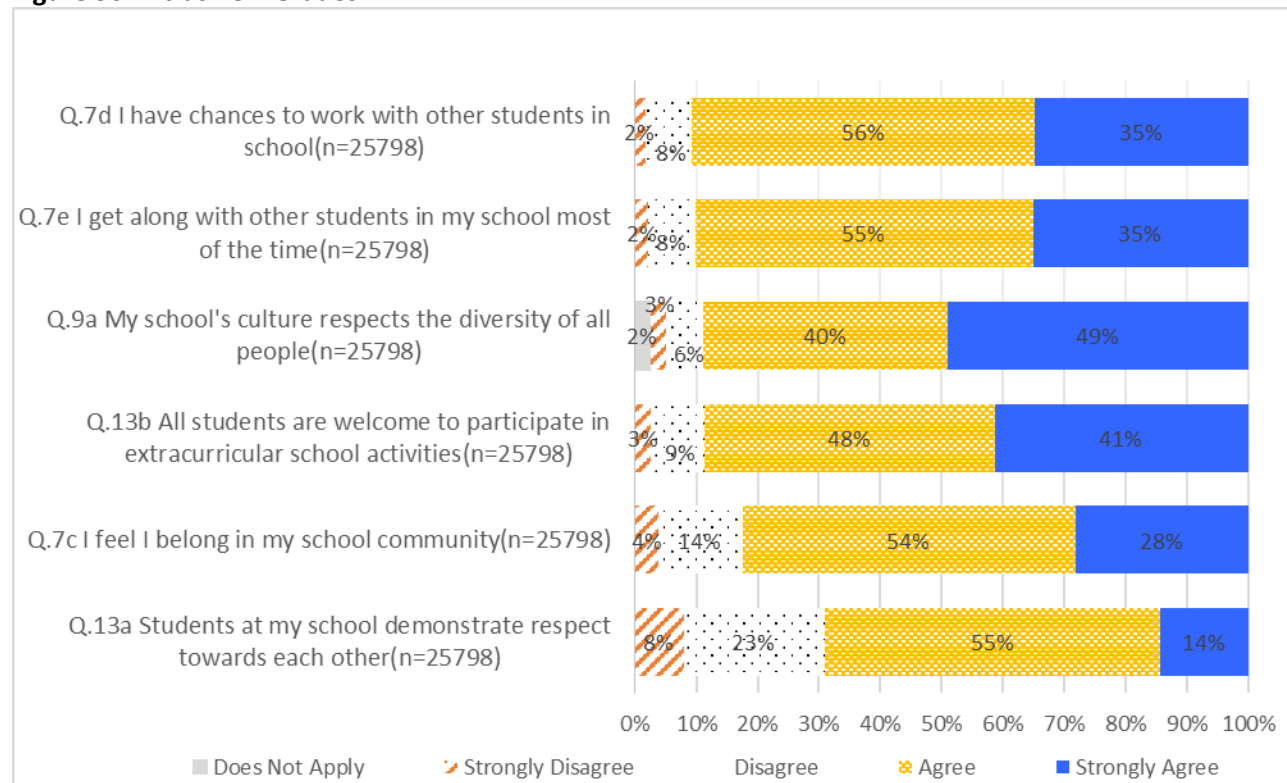
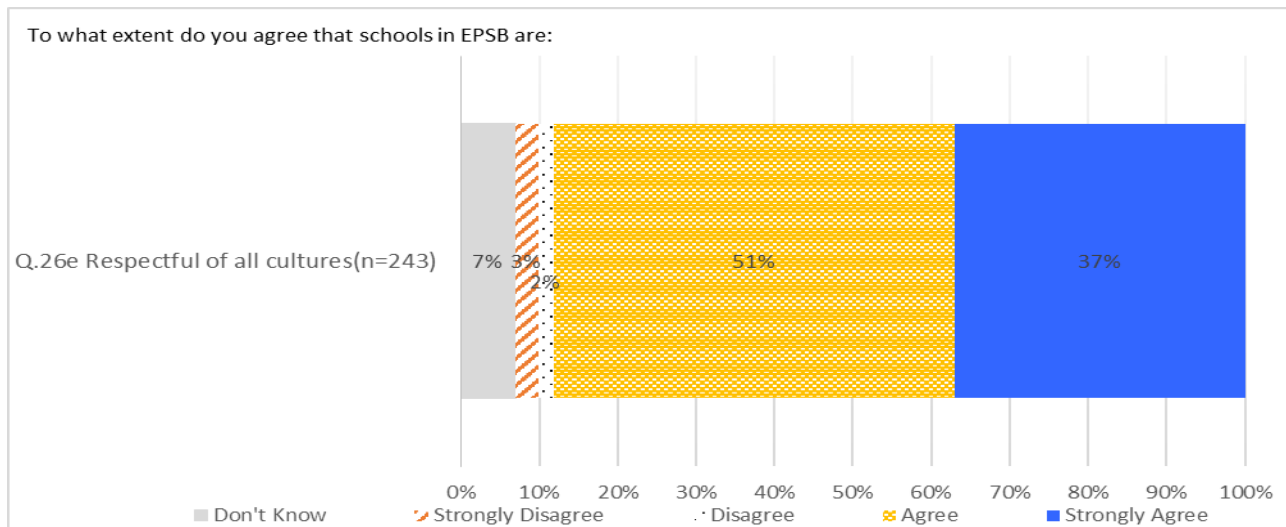

Inclusive – Staff

Figure 37. Inclusive – Staff

Inclusive – Parents

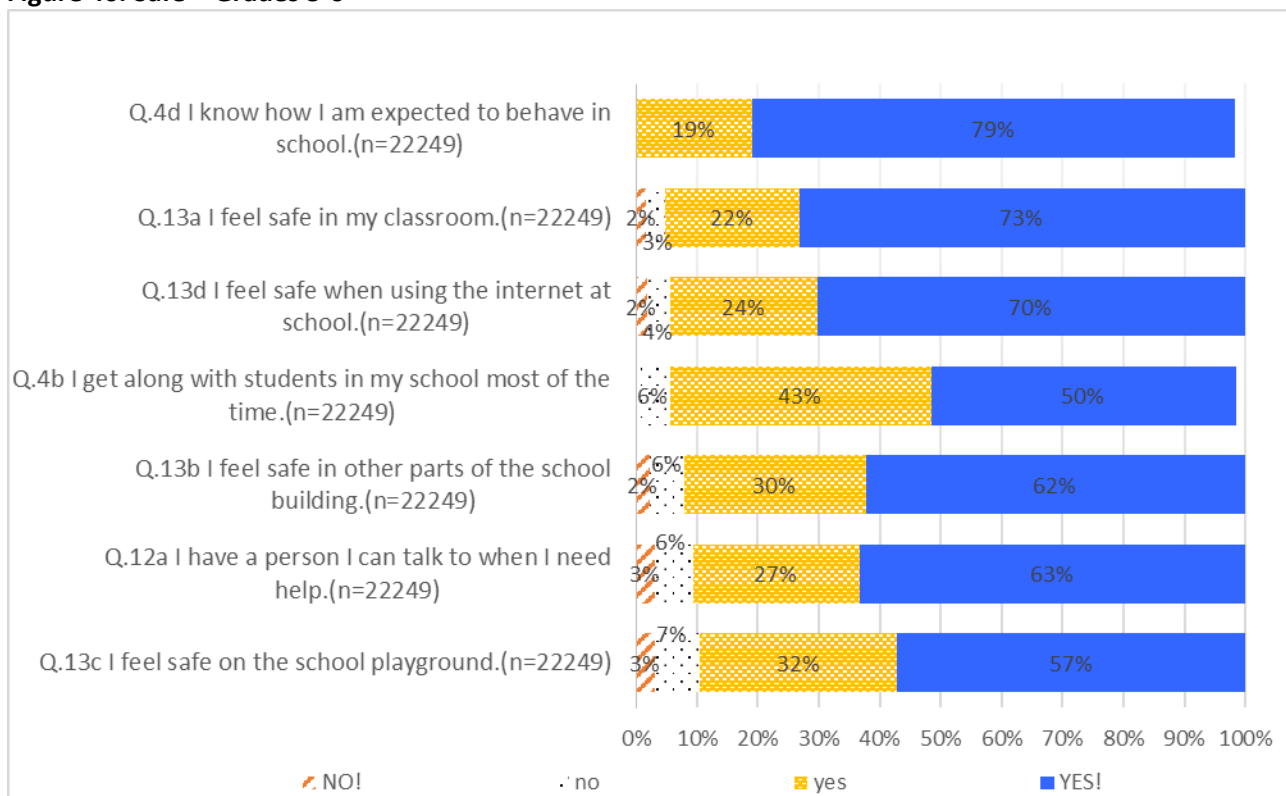**Figure 38. Inclusive – Parents**

Inclusive – Community and Partners

Figure 39. Inclusive – Community and Partners

To what extent do you agree that schools in EPSB are:

Q.26e Respectful of all cultures(n=243)	7% 3% 2% 51% 37%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Don't Know   ◪ Strongly Disagree   ⋮ Disagree   ⊠ Agree   ■ Strongly Agree

Safe

Safe – Grades 3-6

Figure 40. Safe – Grades 3-6

Q.4d I know how I am expected to behave in school.(n=22249)	19% 79%
Q.13a I feel safe in my classroom.(n=22249)	2% 3% 22% 73%
Q.13d I feel safe when using the internet at school.(n=22249)	2% 4% 24% 70%
Q.4b I get along with students in my school most of the time.(n=22249)	6% 43% 50%
Q.13b I feel safe in other parts of the school building.(n=22249)	6% 2% 30% 62%
Q.12a I have a person I can talk to when I need help.(n=22249)	6% 3% 27% 63%
Q.13c I feel safe on the school playground.(n=22249)	7% 3% 32% 57%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

✎ NO!   ⋮ no   ⊠ yes   ■ YES!

Figure 41. Bullying – Grades 3-6

Q.14 I have seen a student bullied at my school.(n=22249): No 46%, Yes 54%

Q.15 I have been bullied at my school.(n=22249): No 64%, Yes 36%

Legend: No, Yes
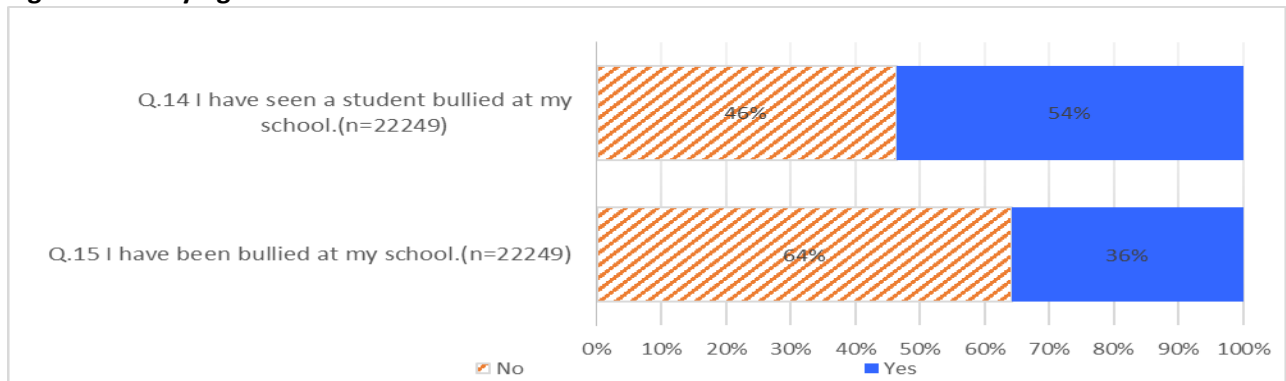
Figure 42. Student Behaviour When Someone Hurts Them – Grades 3-6

Q. 16 What do you do if someone at school hurts you?

- Ask them to stop.(n=22249): 64%
- Talk to someone at my school.(n=22249): 52%
- Talk to someone at home.(n=22249): 42%
- Other(n=22249): 37%
- Do nothing(n=22249): 3%
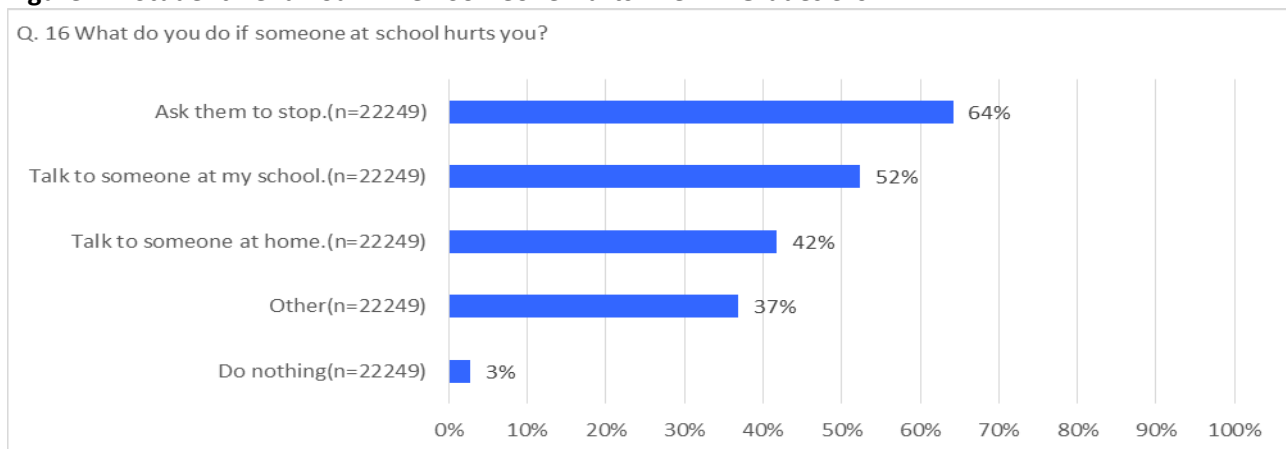
Safe – Grades 7-12

Figure 43. Extent Feeling Safe – Grades 7-12

Q.12a To what extent do you feel safe in your classrooms.(n=25798)
3% | 31% | 64%

Q.12b To what extent do you feel safe in other parts of the school building.(n=25798)
2% | 6% | 38% | 52%

Q.12c To what extent do you feel safe when using the internet at school.(n=25798)
2% | 6% | 3% | 30% | 59%

Q.12d To what extent do you feel safe outside on school property.(n=25798)
2% | 9% | 4% | 42% | 43%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Does Not Apply   ⚡ Never or Almost Never   ⋅ Rarely   ▨ Usually   ■ Always or Almost Always
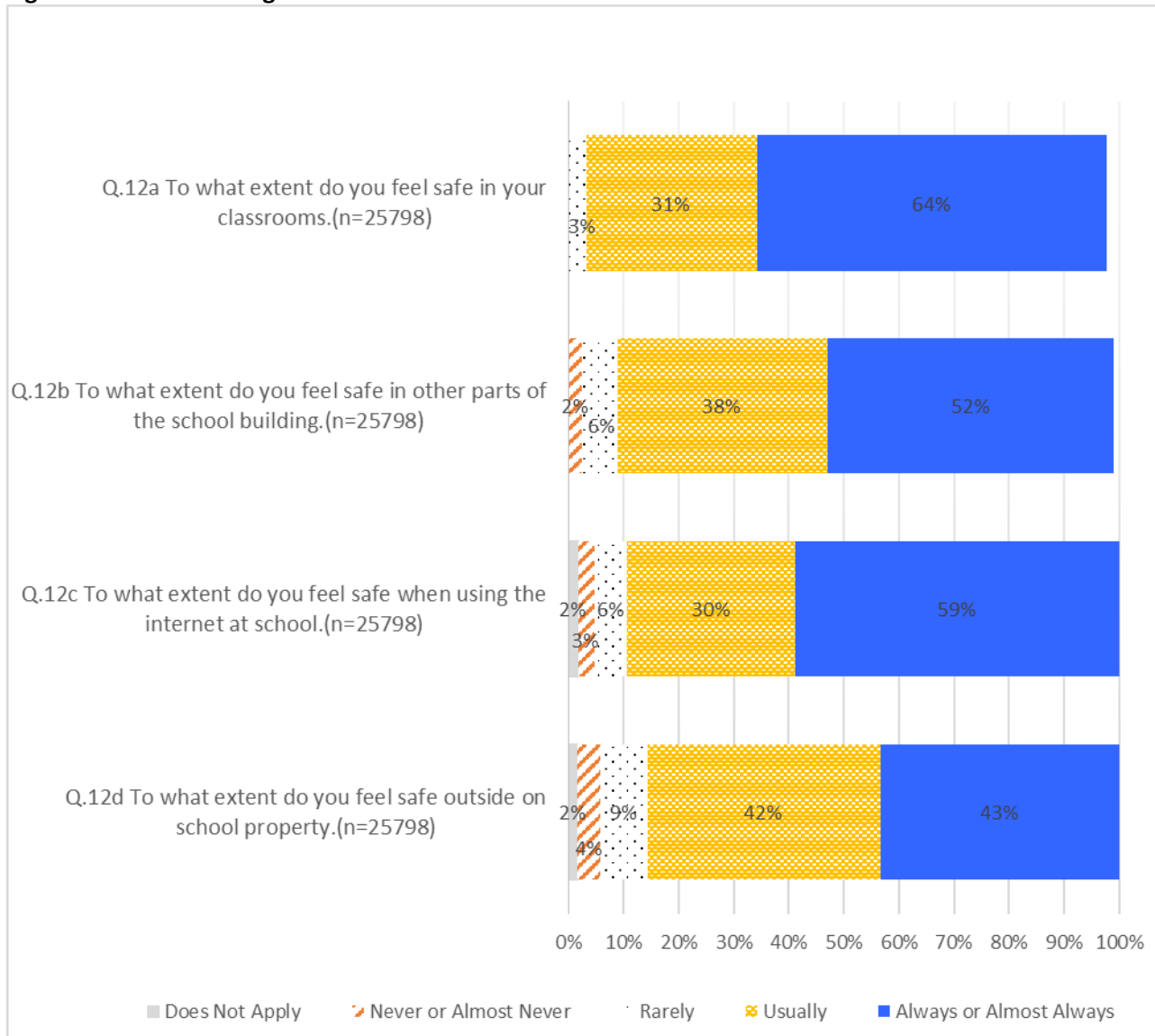
Figure 44. Threatened, Harmed, or Unsafe – Grades 7-12

In this school year:

Q.14 I have witnessed threatening or harmful behavior towards another student(n=25798)
- No: 50%
- Yes: 50%

Q.15 I have been threatened or harmed by another student in the school(n=25798)
- No: 78%
- Yes: 22%

Q.16 I have received messages on my phone or computer that made me feel unsafe(n=25798)
- No: 88%
- Yes: 12%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

◨ No   ■ Yes
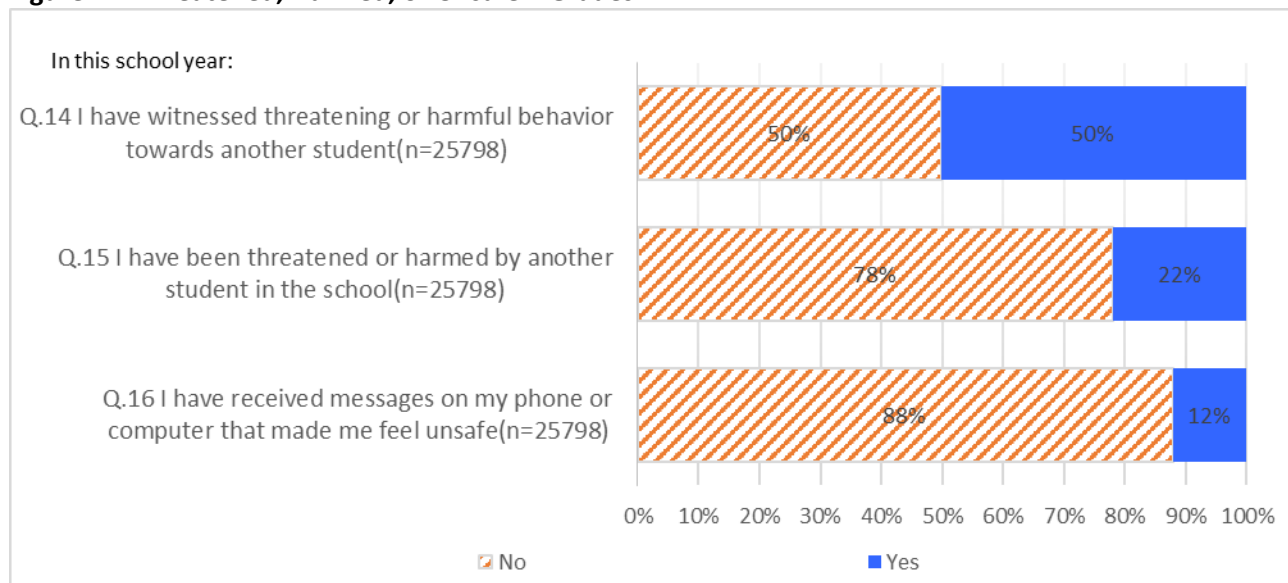
Figure 45. Reaction to Harmful Behavior – Grades 7-12

Q. 17 If you witness or experience harmful behaviour, which of the following do you do?

- Explain that you don't like being treated this way and ask them to stop(n=24789): 48%
- Talk to someone at the school(n=24789): 47%
- Talk to someone outside of school(n=24789): 34%
- Other(n=24789): 20%
- Do nothing(n=24789): 13%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
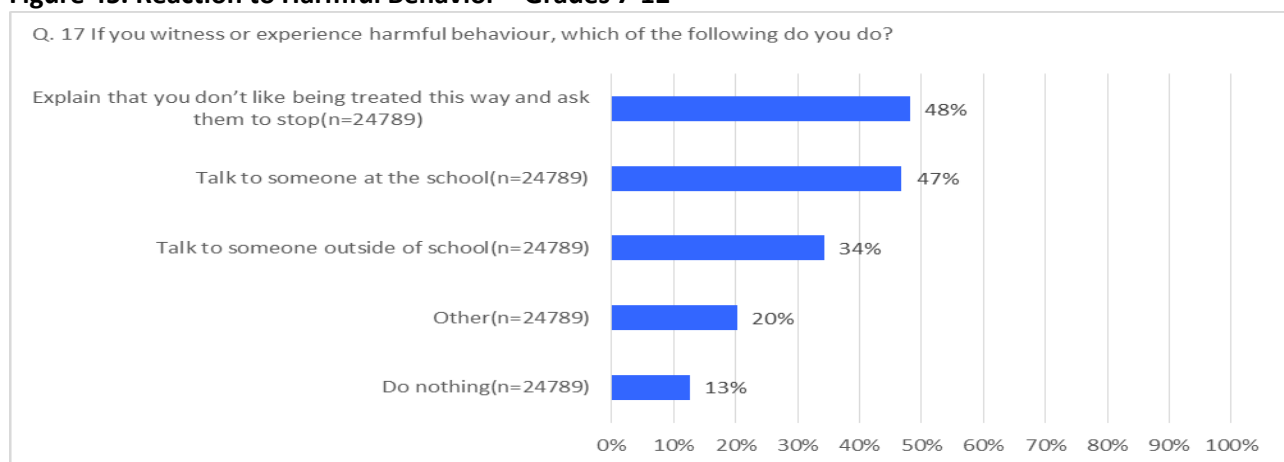
Note: Q. 17 was an optional question, not all respondents chose to respond.

Safe – Staff

Figure 46. Safe – Staff

Q.15f There are processes in place to ensure my workplace safety.(n=5618)
- Agree: 39%
- Strongly Agree: 58%

Q.25e My school is a safe learning environment.(n=4457)
- Agree: 34%
- Strongly Agree: 65%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Don't Know   ◔ Strongly Disagree   ⋮ Disagree   ✿ Agree   ■ Strongly Agree
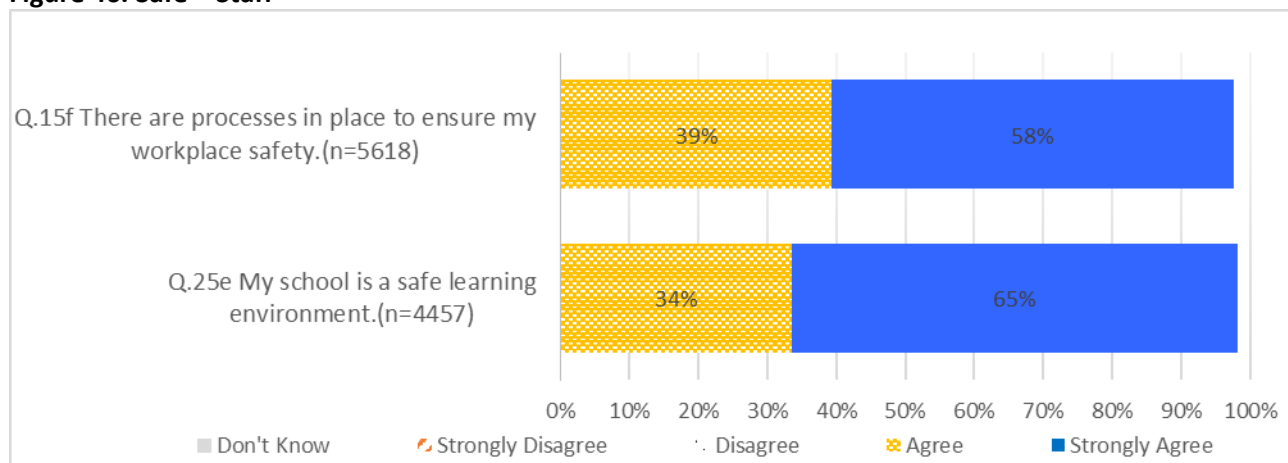
Note: Q.25e was asked of Teaching and Learning Staff only.

Safe – Parents

Figure 47. Safe – Parents

Q.9e Staff at my child's school provide a safe and caring learning environment.(n=3105)

5%
3%
2%
43%
47%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

◻ Don't Know ◢ Strongly Disagree — Disagree ◻ Agree ◼ Strongly Agree
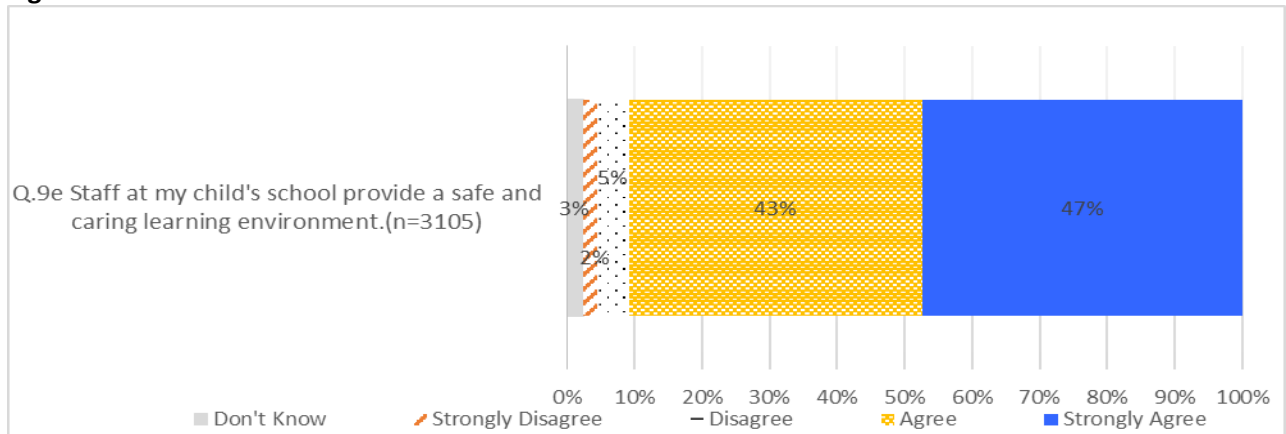
Safe – Community and Partners

Figure 48. Safe – Community and Partners

To what extent do you agree that schools in EPSB are:

Q.26b Safe places(n=243)

2%
5%
6%
58%
29%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

◻ Don't Know ◢ Strongly Disagree ⋰ Disagree ◻ Agree ◼ Strongly Agree
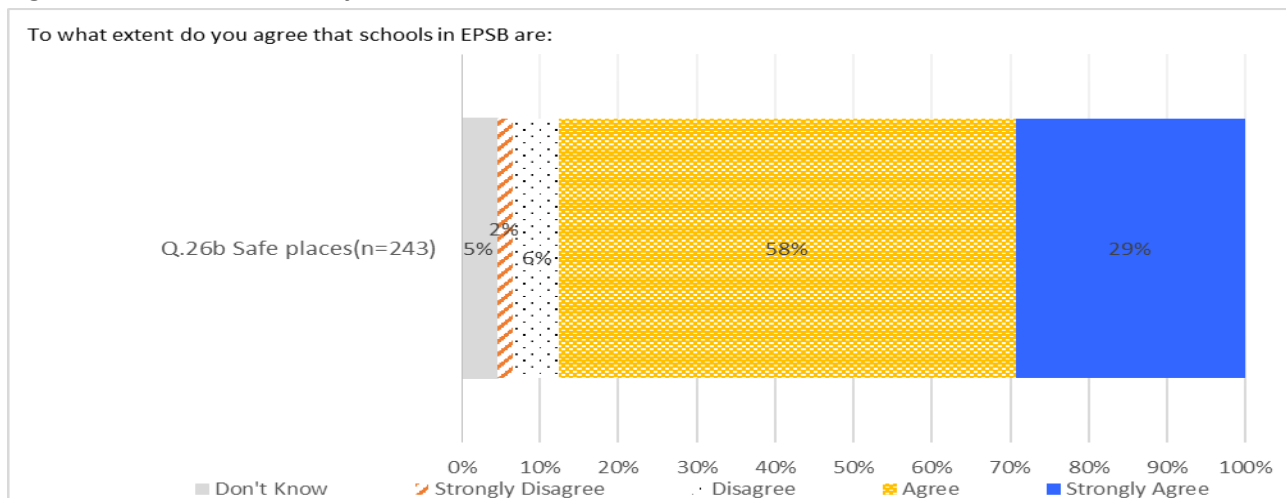
Healthy

Healthy – Grades 3-6

Figure 49. Healthy – Grades 3-6
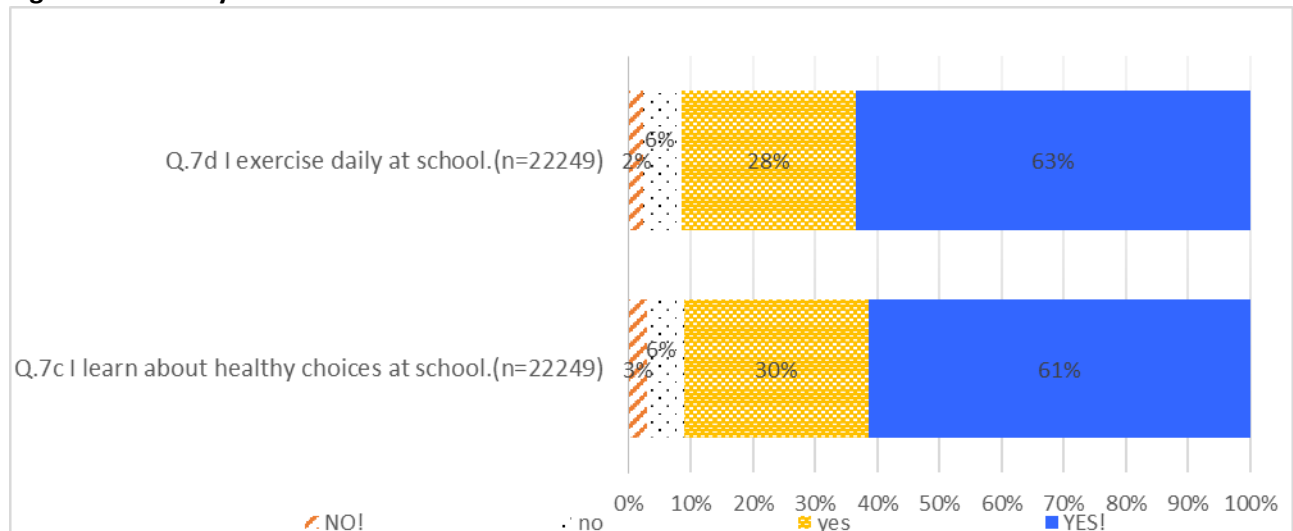
Healthy – Grades 7-12

Figure 50. Healthy – Grades 7-12
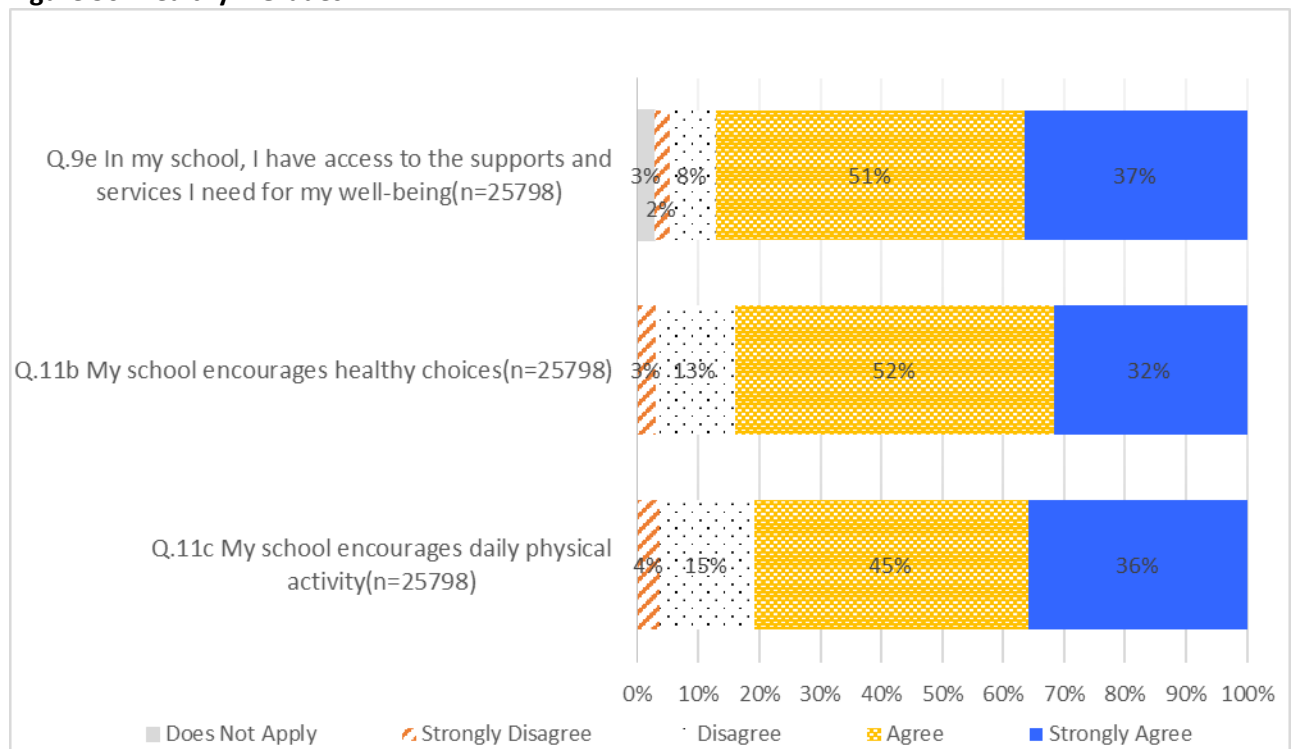
Figure 51. Confidence or Comfort Level – Grades 7-12

How would you rate your confidence or comfort level:

Q.21d Managing your physical health(n=25798) 2% 10% | 38% | 50%

Q.21c Managing your mental health(n=25798) 3% 13% | 38% | 46%

Q.20b Coping with stress(n=25798) 4% 26% | 43% | 27%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Can't Answer · Low Medium High
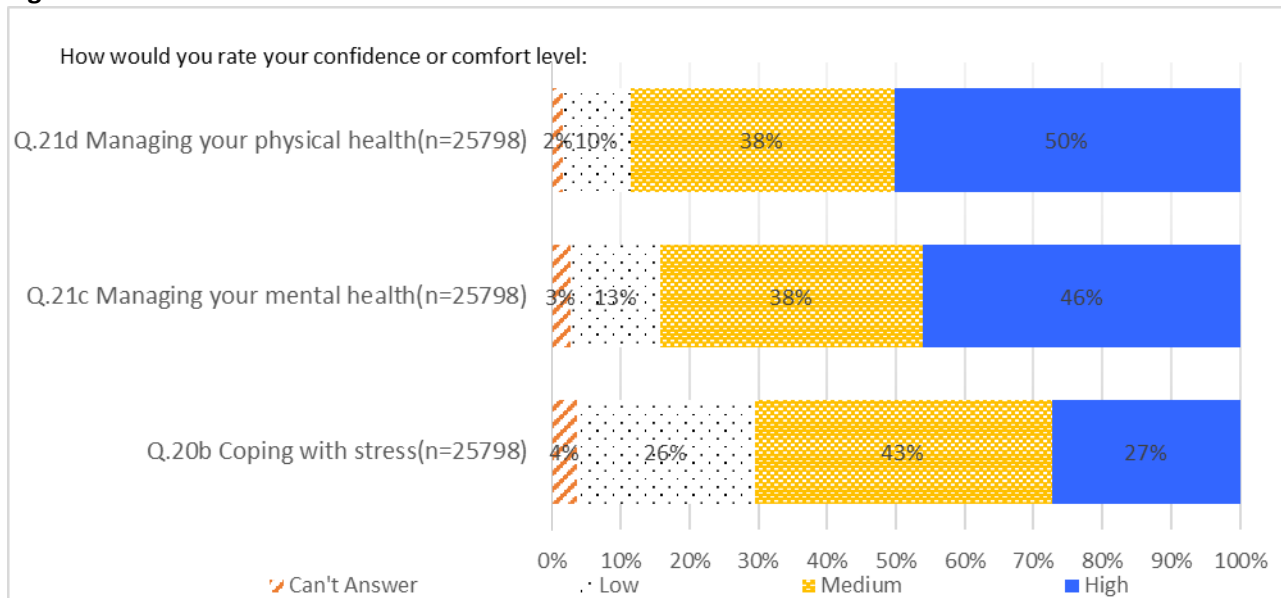
Healthy – Staff

Figure 52. Healthy – Staff

Q.16c EPSB values employee health and wellness.(n=5618) 4% 2% 10% | 53% | 31%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Don't Know Strongly Disagree = Disagree Agree ■ Strongly Agree
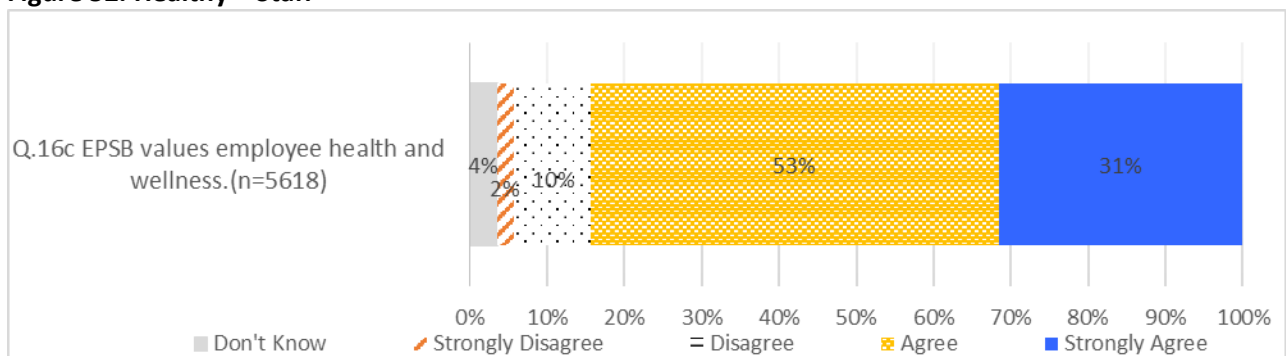
Leadership & Citizenship

Leadership & Citizenship – Grades 3-6

Figure 53. Leadership & Citizenship – Grades 3-6
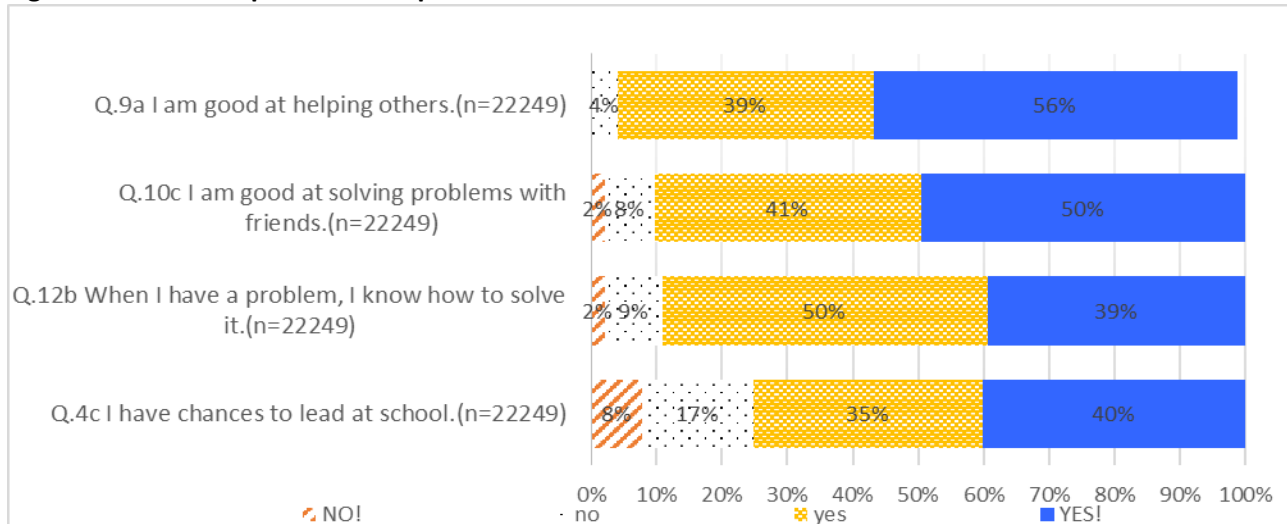
Leadership & Citizenship – Grades 7-12
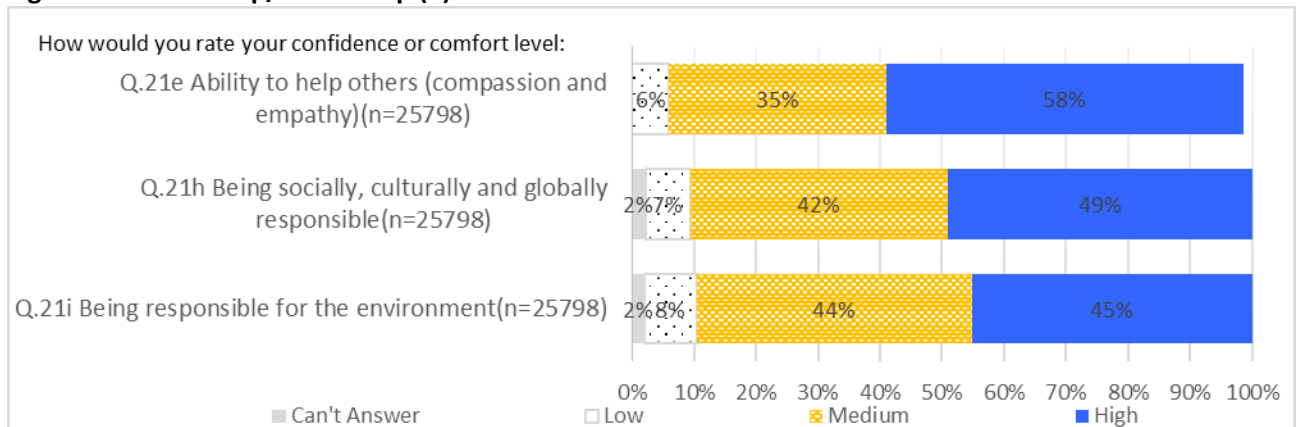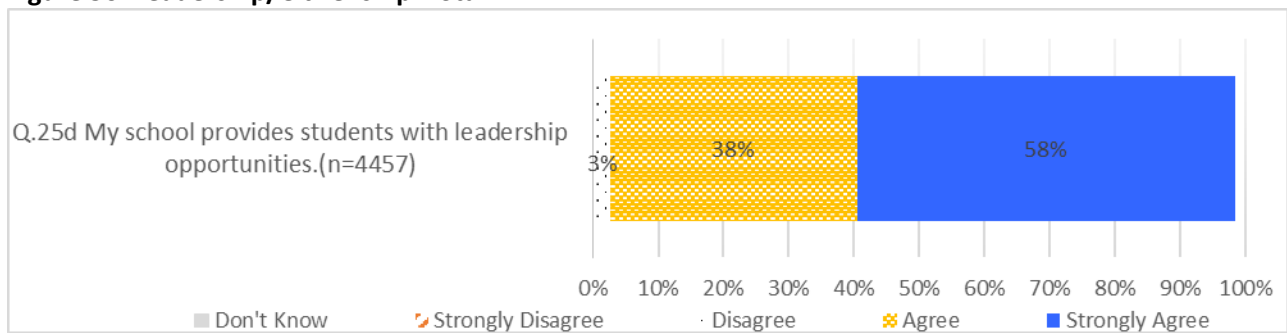
Figure 54. Leadership/Citizenship (1) – Grades 7-12
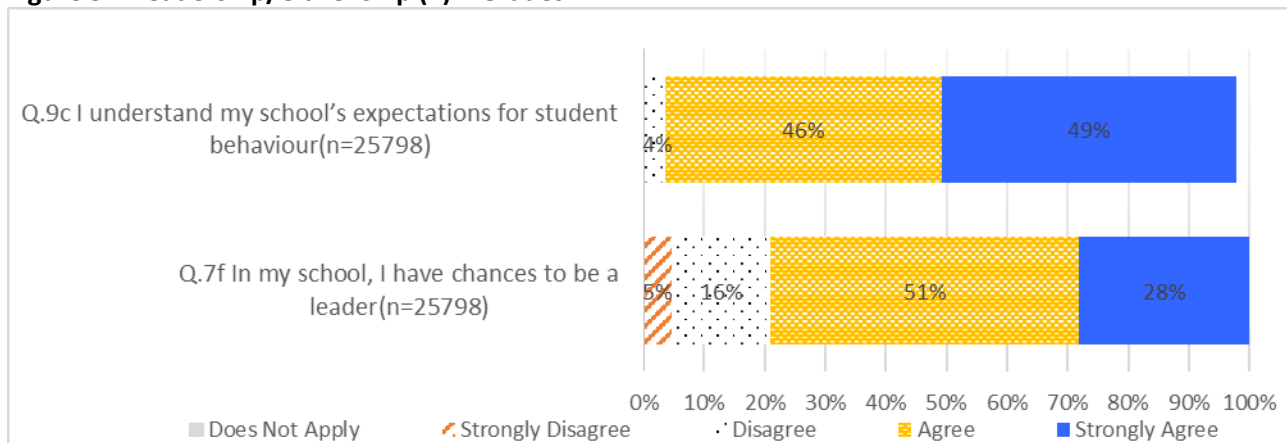
Figure 55. Leadership/Citizenship (2) – Grades 7-12

How would you rate your confidence or comfort level:

Q.21e Ability to help others (compassion and empathy)(n=25798): 6% Low, 35% Medium, 58% High

Q.21h Being socially, culturally and globally responsible(n=25798): 2% Can't Answer, 7% Low, 42% Medium, 49% High

Q.21i Being responsible for the environment(n=25798): 2% Can't Answer, 8% Low, 44% Medium, 45% High

Legend: Can't Answer, Low, Medium, High

Leadership & Citizenship – Staff

Figure 56. Leadership/Citizenship – Staff

Q.25d My school provides students with leadership opportunities.(n=4457): 3% Disagree, 38% Agree, 58% Strongly Agree

Legend: Don't Know, Strongly Disagree, Disagree, Agree, Strongly Agree

Note: Q.25d was asked of Teaching and Learning Staff only.

Leadership & Citizenship – Parents

Figure 57. Leadership/Citizenship – Parents
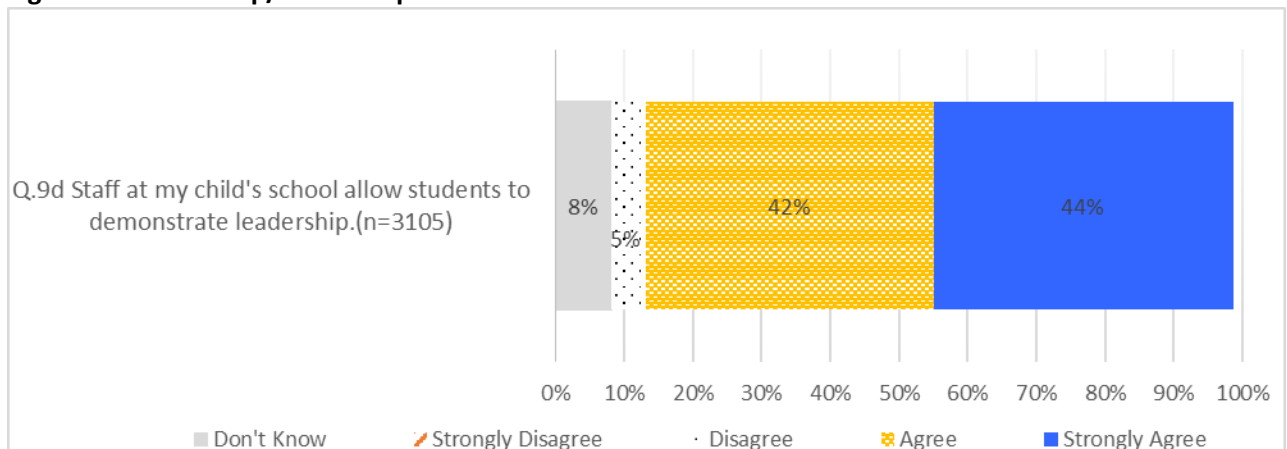
Q.9d Staff at my child's school allow students to demonstrate leadership.(n=3105): 8% Don't Know, 5% Disagree, 42% Agree, 44% Strongly Agree

Legend: Don't Know, Strongly Disagree, Disagree, Agree, Strongly Agree
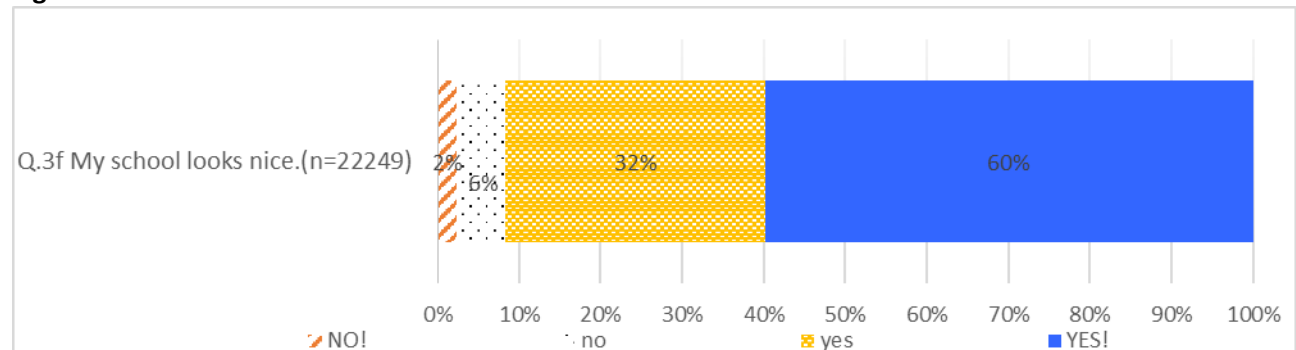
Goal Two: Quality Infrastructure for All

Outcome: Students and staff benefit from high quality learning and working environments that facilitate quality program delivery through effective planning, managing and investing in district infrastructure.
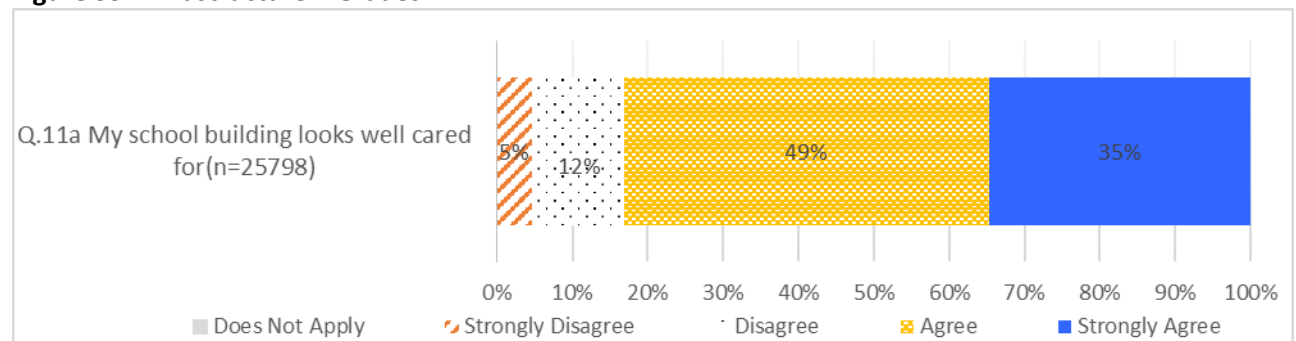
Infrastructure

Infrastructure – Grades 3-6
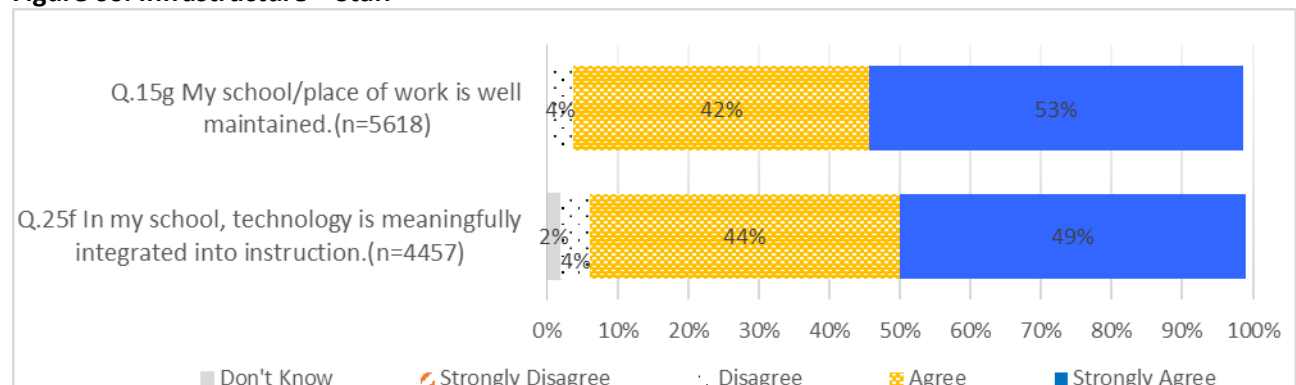
Figure 58. Infrastructure – Grades 3-6

Infrastructure – Grades 7-12

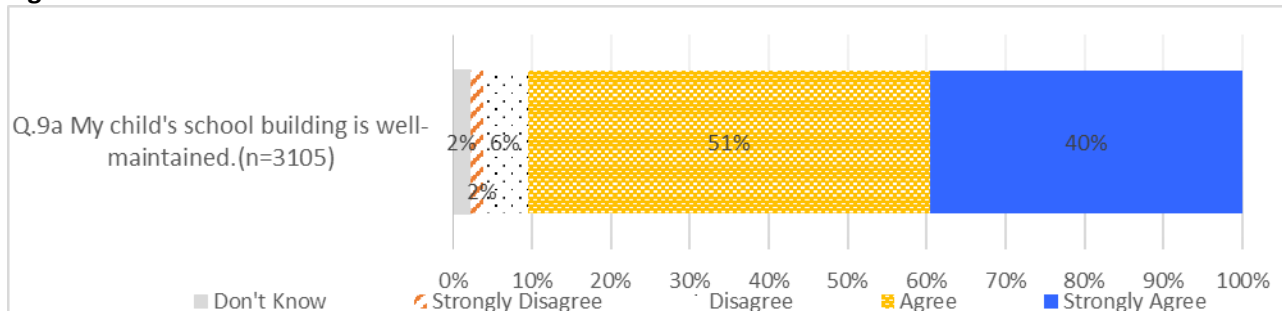**Figure 59. Infrastructure – Grades 7-12**

Infrastructure – Staff

Figure 60. Infrastructure – Staff
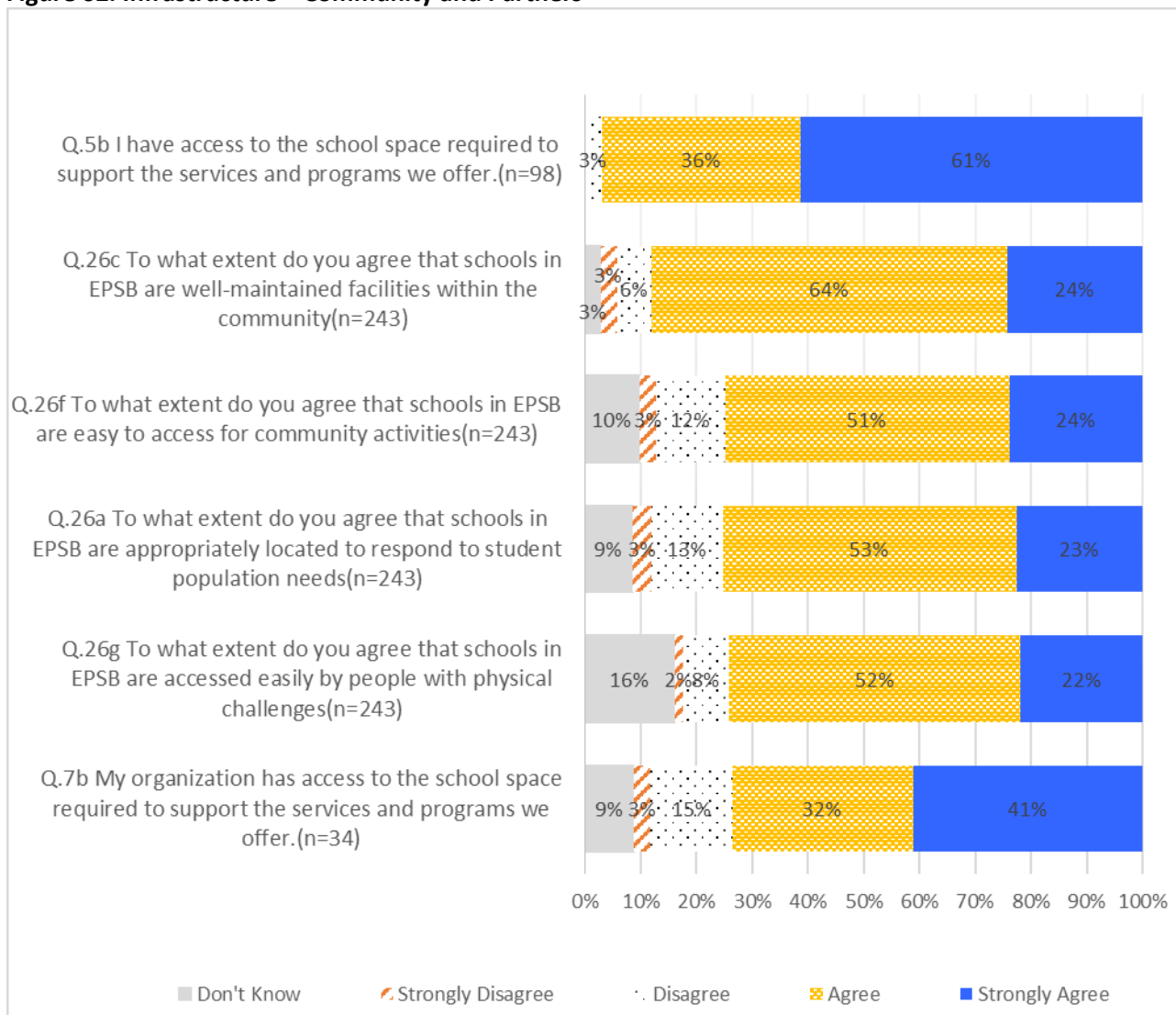

Note: Q.25f was asked of Teaching and Learning Staff only.

Infrastructure – Parents

Figure 61. Infrastructure – Parents

Infrastructure – Community and Partners

Figure 62. Infrastructure – Community and Partners

Note: Q.5b was asked of Community Partners only.

Note 2: Q.7b was asked of CEOs/Leaders of partner organizations.

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

Outcome: Throughout their careers, all staff are provided opportunities to enhance their professional capacity and leadership within a culture of collaboration.

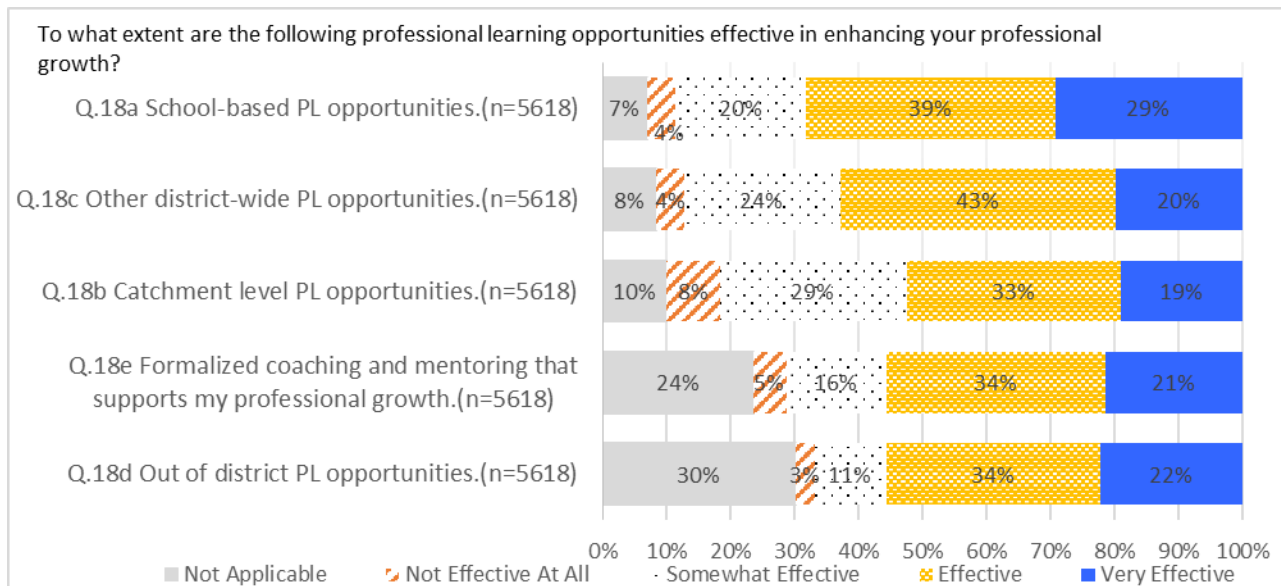**Professional Development and Growth**

Professional Development and Growth – Staff

Figure 63. Professional Development and Growth – Staff
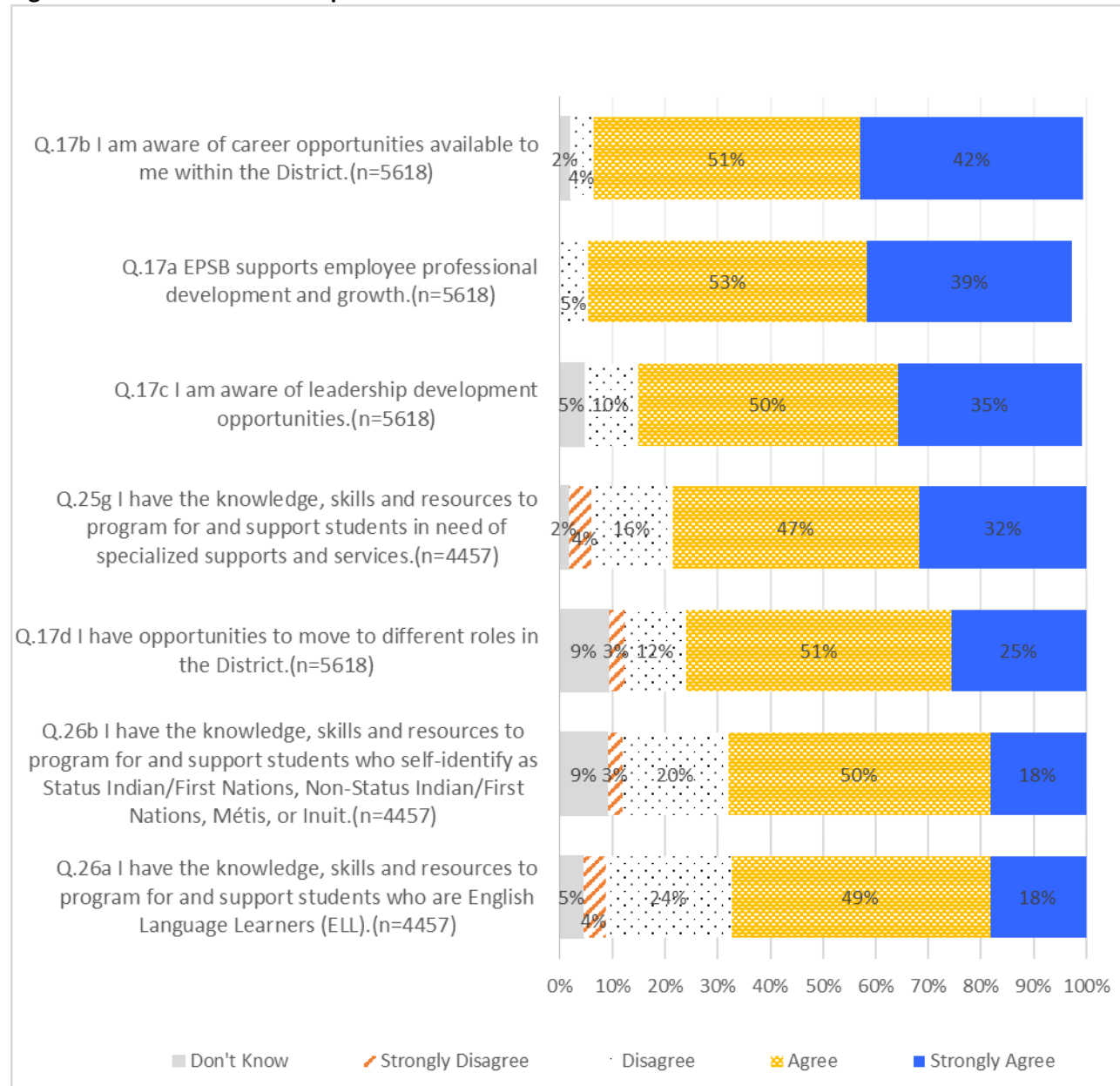
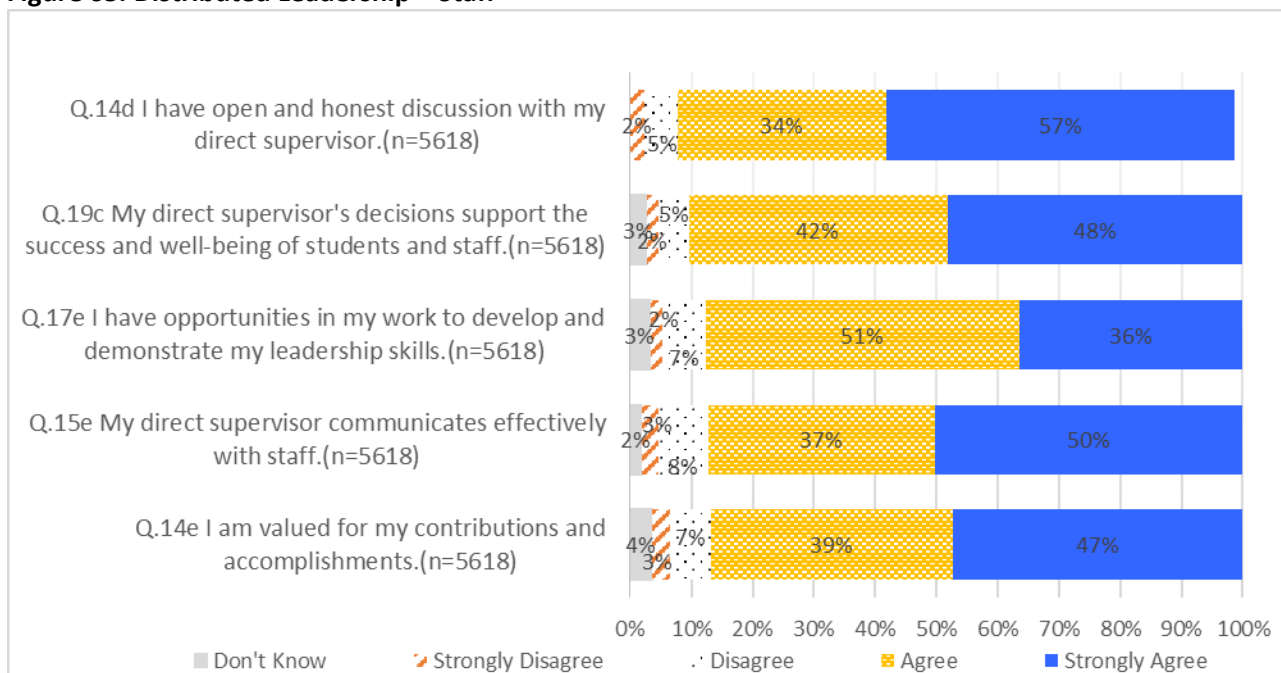Note: Q.25g, 26a and Q.26b were asked of Teaching and Learning Staff only

Figure 64. Effectiveness of Professional Learning Opportunities in Enhancing Professional Growth - Staff

To what extent are the following professional learning opportunities effective in enhancing your professional growth?

Q.18a School-based PL opportunities.(n=5618) — Not Applicable 7%, Not Effective At All 4%, Somewhat Effective 20%, Effective 39%, Very Effective 29%

Q.18c Other district-wide PL opportunities.(n=5618) — 8%, 4%, 24%, 43%, 20%

Q.18b Catchment level PL opportunities.(n=5618) — 10%, 8%, 29%, 33%, 19%

Q.18e Formalized coaching and mentoring that supports my professional growth.(n=5618) — 24%, 5%, 16%, 34%, 21%

Q.18d Out of district PL opportunities.(n=5618) — 30%, 3%, 11%, 34%, 22%

Legend: ■ Not Applicable ▨ Not Effective At All ⋯ Somewhat Effective ▨ Effective ■ Very Effective

Distributed Leadership

Distributed Leadership – Staff

Figure 65. Distributed Leadership – Staff

Q.14d I have open and honest discussion with my direct supervisor.(n=5618) — 2%, 5%, Agree 34%, Strongly Agree 57%

Q.19c My direct supervisor's decisions support the success and well-being of students and staff.(n=5618) — 3%, 2%, 5%, 42%, 48%

Q.17e I have opportunities in my work to develop and demonstrate my leadership skills.(n=5618) — 3%, 2%, 7%, 51%, 36%

Q.15e My direct supervisor communicates effectively with staff.(n=5618) — 2%, 3%, 8%, 37%, 50%

Q.14e I am valued for my contributions and accomplishments.(n=5618) — 4%, 3%, 7%, 39%, 47%

Legend: ■ Don't Know ▨ Strongly Disagree ⋯ Disagree ▨ Agree ■ Strongly Agree
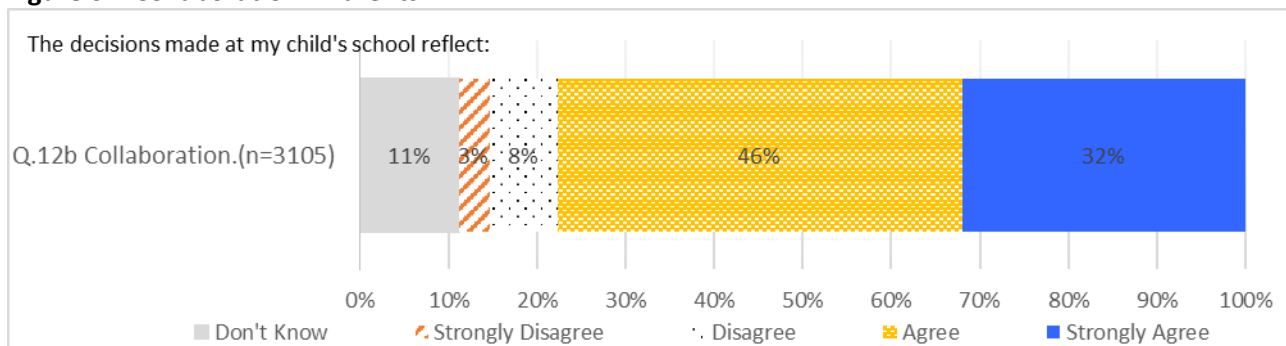
Collaboration

Collaboration - Staff

Figure 66. Collaboration – Staff
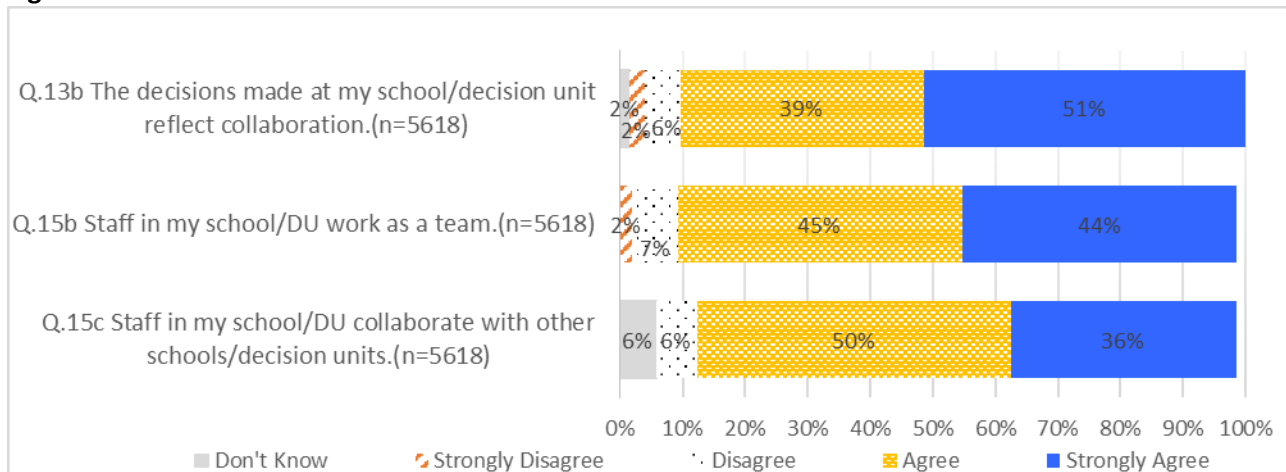
Collaboration – Parents
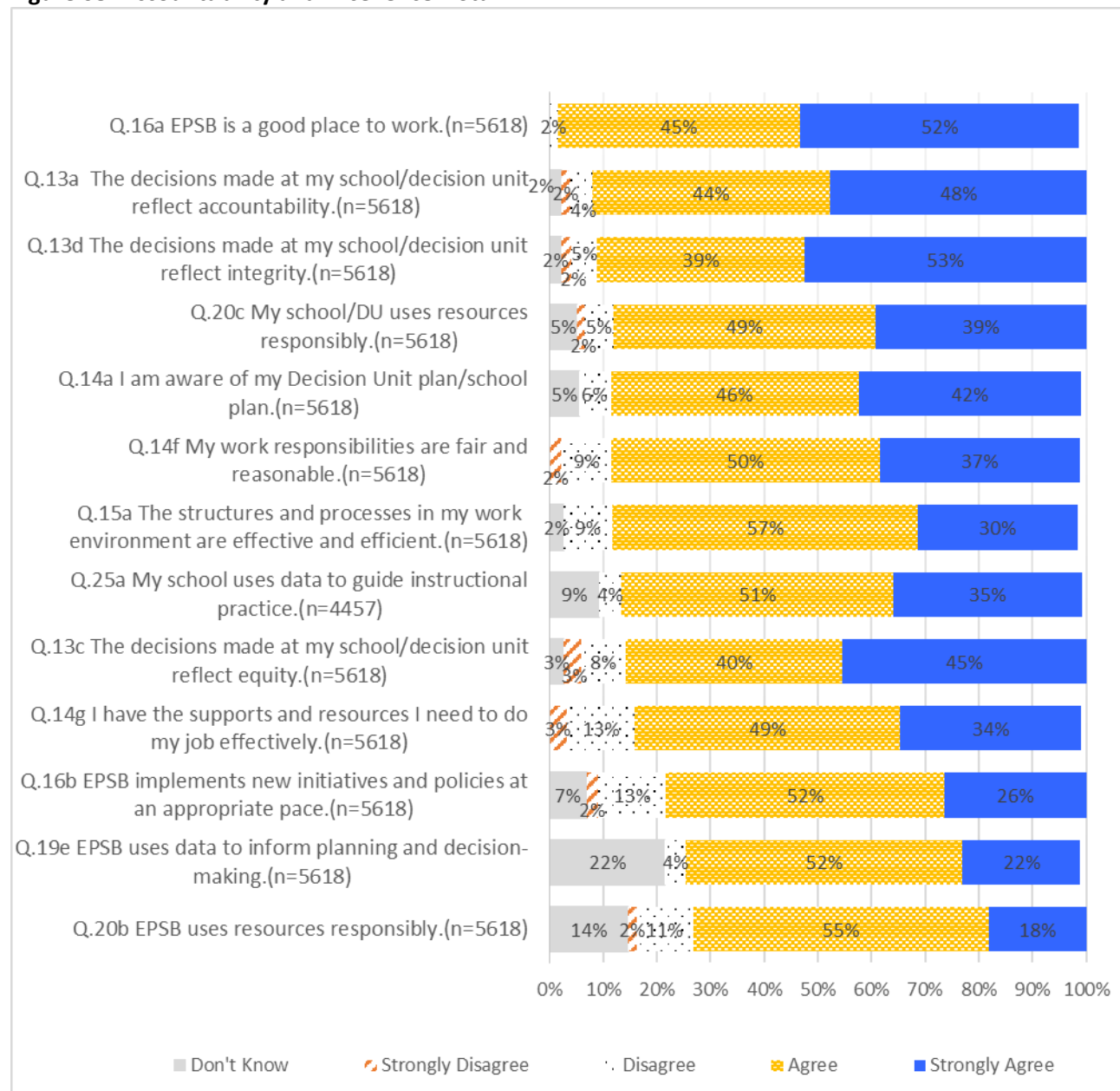
Figure 67. Collaboration – Parents

Goal Four: A Culture of Excellence and Accountability

Outcome: The District is grounded in effective, efficient, equitable and evidence-based practices.

Accountability and Excellence

Accountability and Excellence – Staff

Figure 68. Accountability and Excellence – Staff

Note: Q.25a was asked of Teaching and Learning Staff only

Accountability and Excellence – Parents

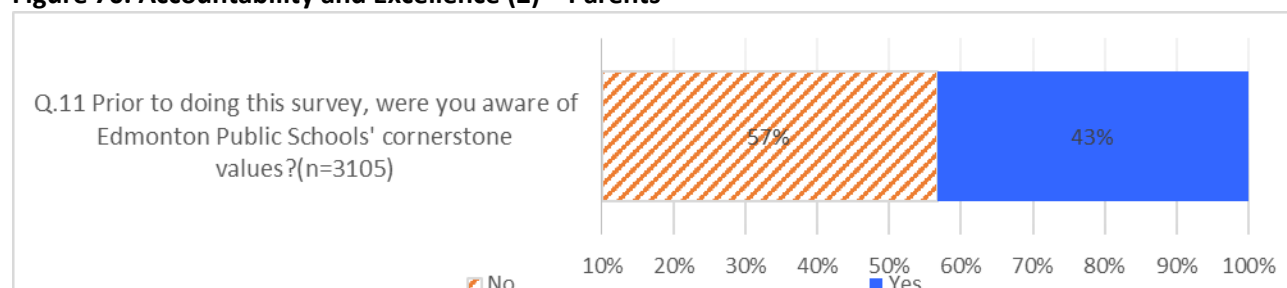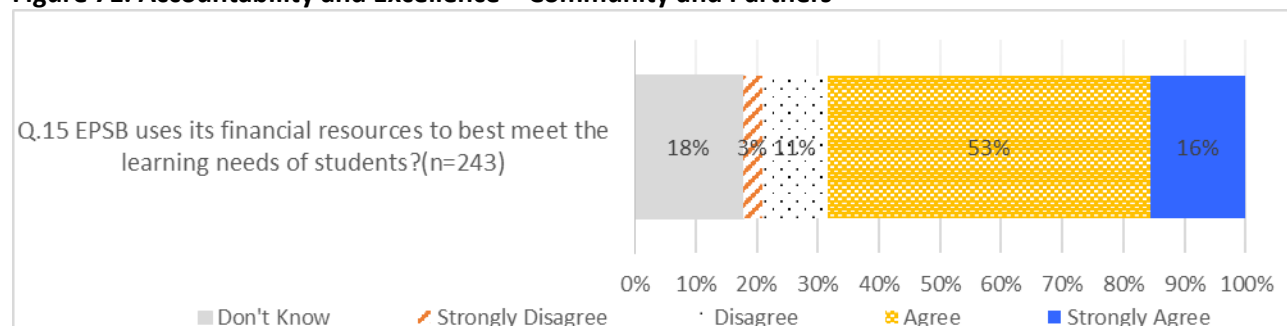**Figure 69. Accountability and Excellence (1) - Parents**
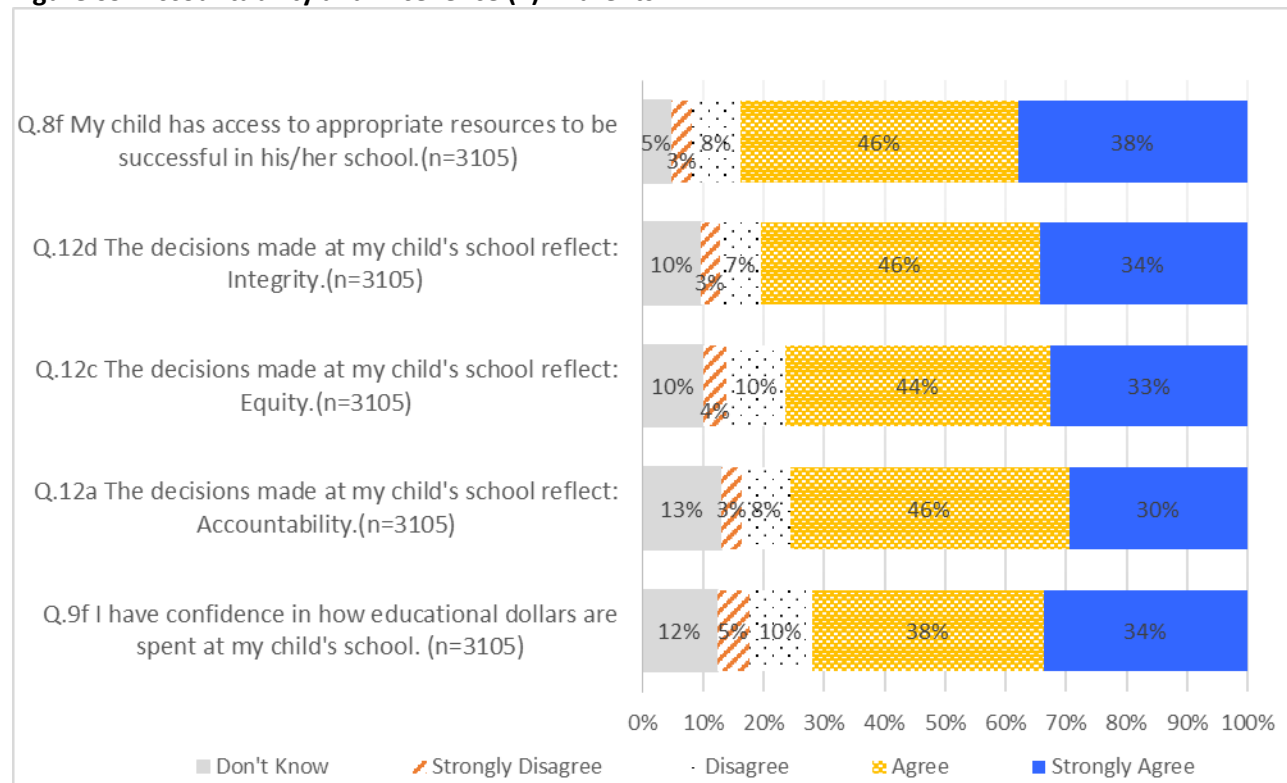
Figure 70. Accountability and Excellence (2) – Parents

Accountability and Excellence – Community and Partners

Figure 71. Accountability and Excellence – Community and Partners

Priority 3: Enhance public education through communication, engagement and partnerships.
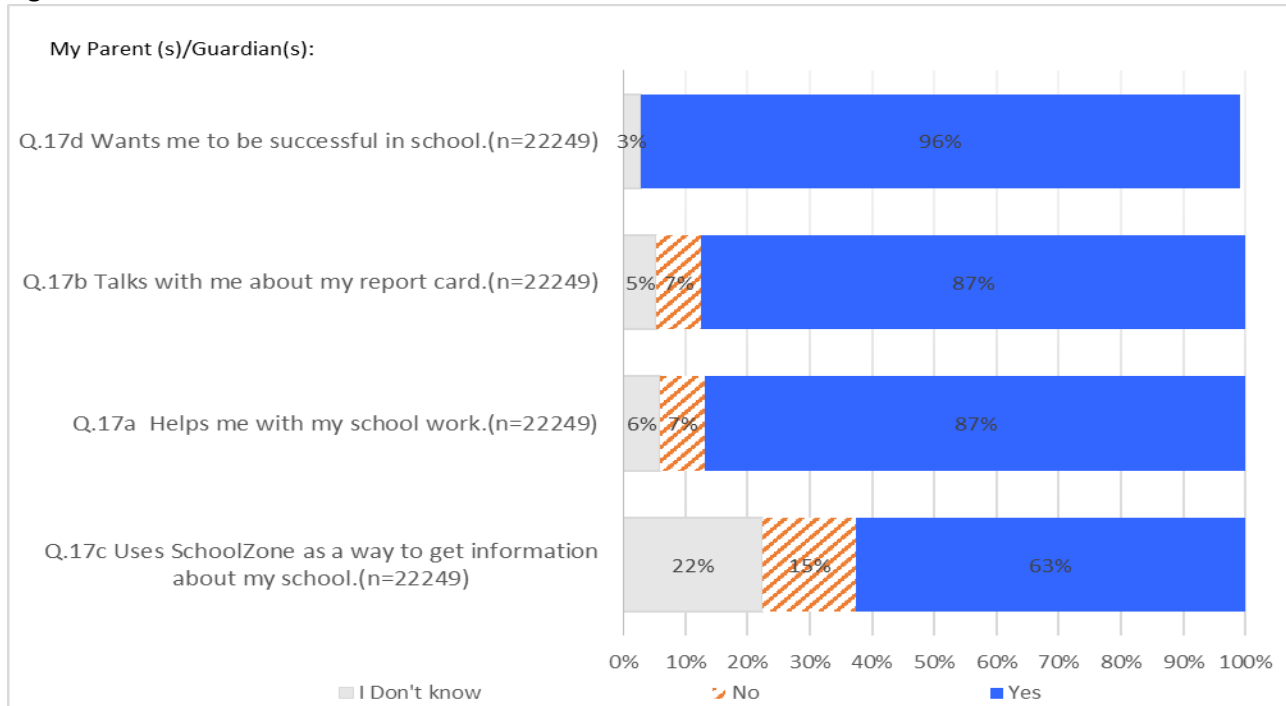
Goal One: Parents as Partners
Outcome: Parents are provided opportunities to be involved in their child's education.

Parental Involvement
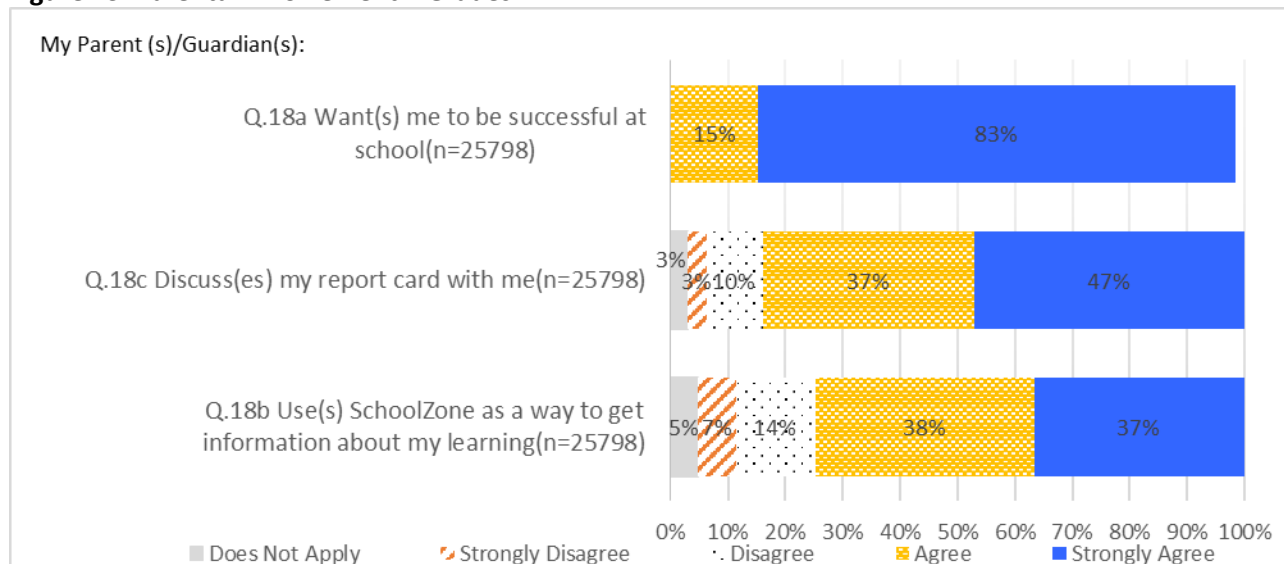
Parental Involvement – Grades 3-6

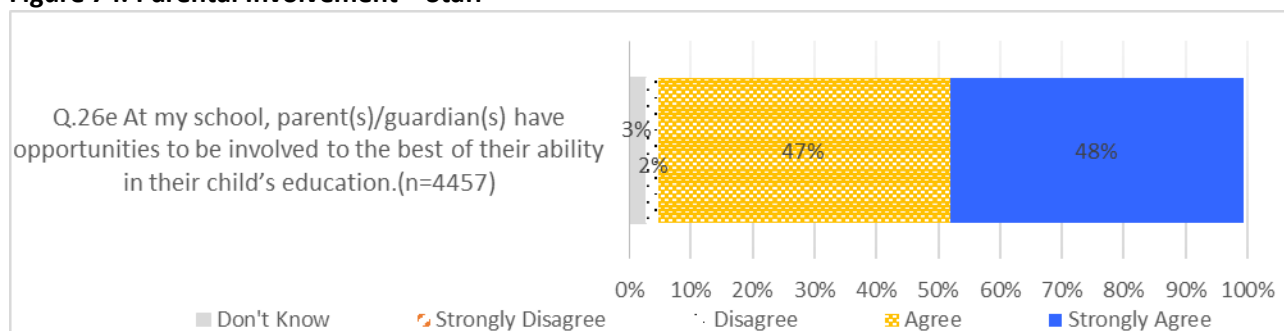**Figure 72. Parents as Partners – Grades 3-6**

Parental Involvement – Grades 7-12

Figure 73. Parental Involvement – Grades 7-12

Parental Involvement – Staff

Figure 74. Parental Involvement – Staff

Note: Q.26e was asked of Teaching and Learning Staff only.

Parental Involvement – Parents

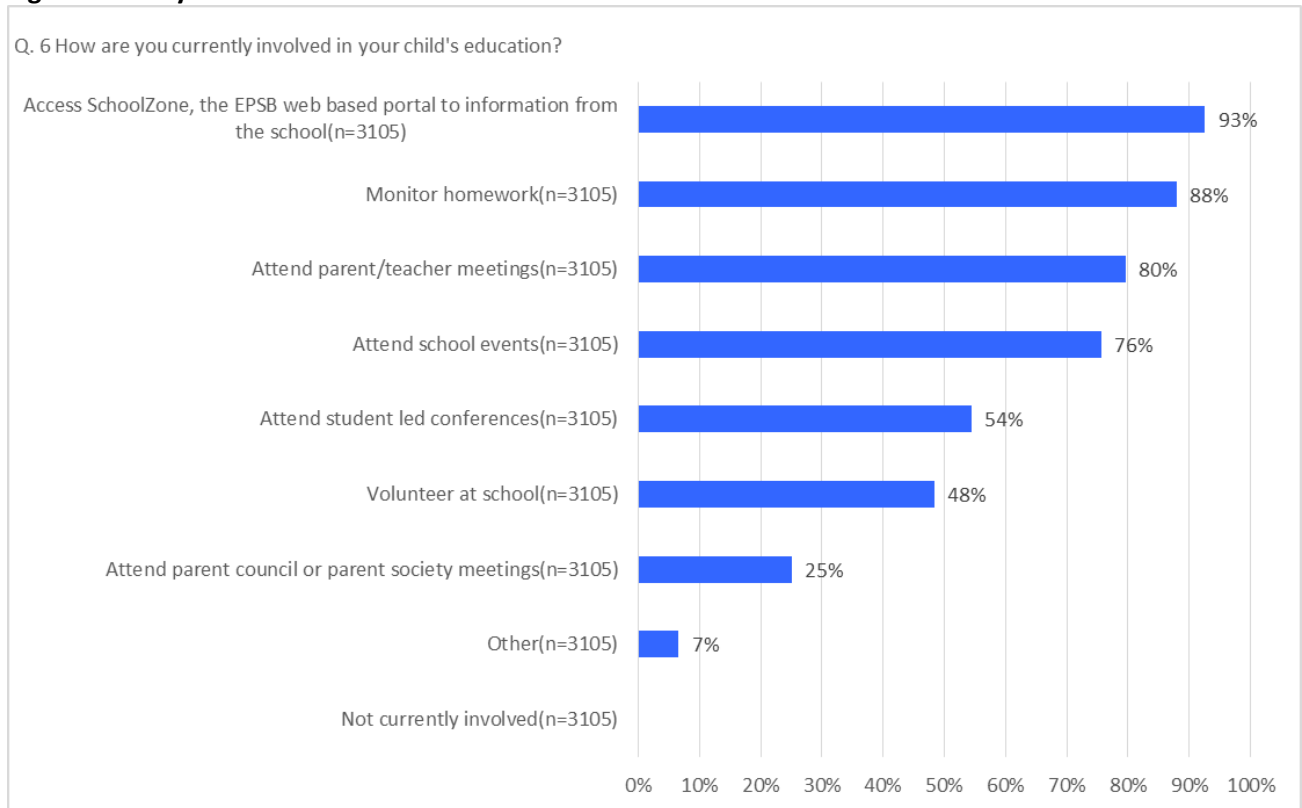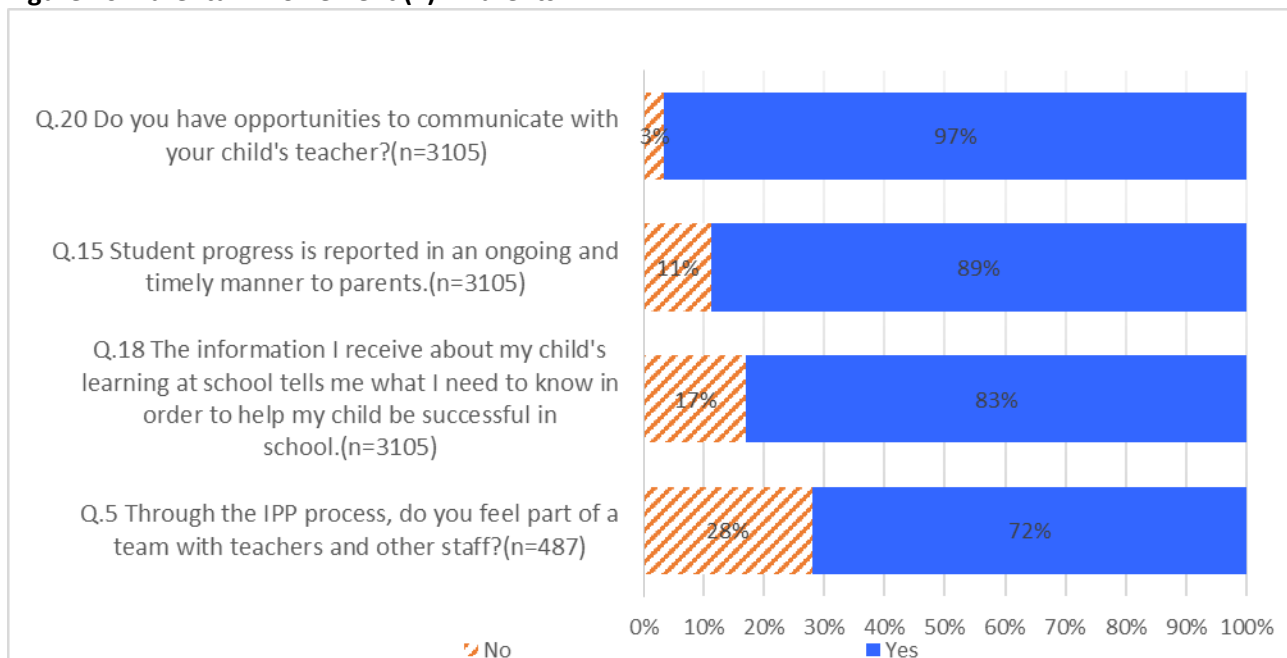**Figure 75. Ways Involved with Child's Education – Parents**

Q. 6 How are you currently involved in your child's education?

Way Involved	Percentage
Access SchoolZone, the EPSB web based portal to information from the school(n=3105)	93%
Monitor homework(n=3105)	88%
Attend parent/teacher meetings(n=3105)	80%
Attend school events(n=3105)	76%
Attend student led conferences(n=3105)	54%
Volunteer at school(n=3105)	48%
Attend parent council or parent society meetings(n=3105)	25%
Other(n=3105)	7%
Not currently involved(n=3105)	

Figure 76. Parental Involvement (1) – Parents

Question	No	Yes
Q.20 Do you have opportunities to communicate with your child's teacher?(n=3105)	3%	97%
Q.15 Student progress is reported in an ongoing and timely manner to parents.(n=3105)	11%	89%
Q.18 The information I receive about my child's learning at school tells me what I need to know in order to help my child be successful in school.(n=3105)	17%	83%
Q.5 Through the IPP process, do you feel part of a team with teachers and other staff?(n=487)	28%	72%

Note: Q.5 was asked of parents who indicated their child(ren) had an Individualized Program Plan (IPP).

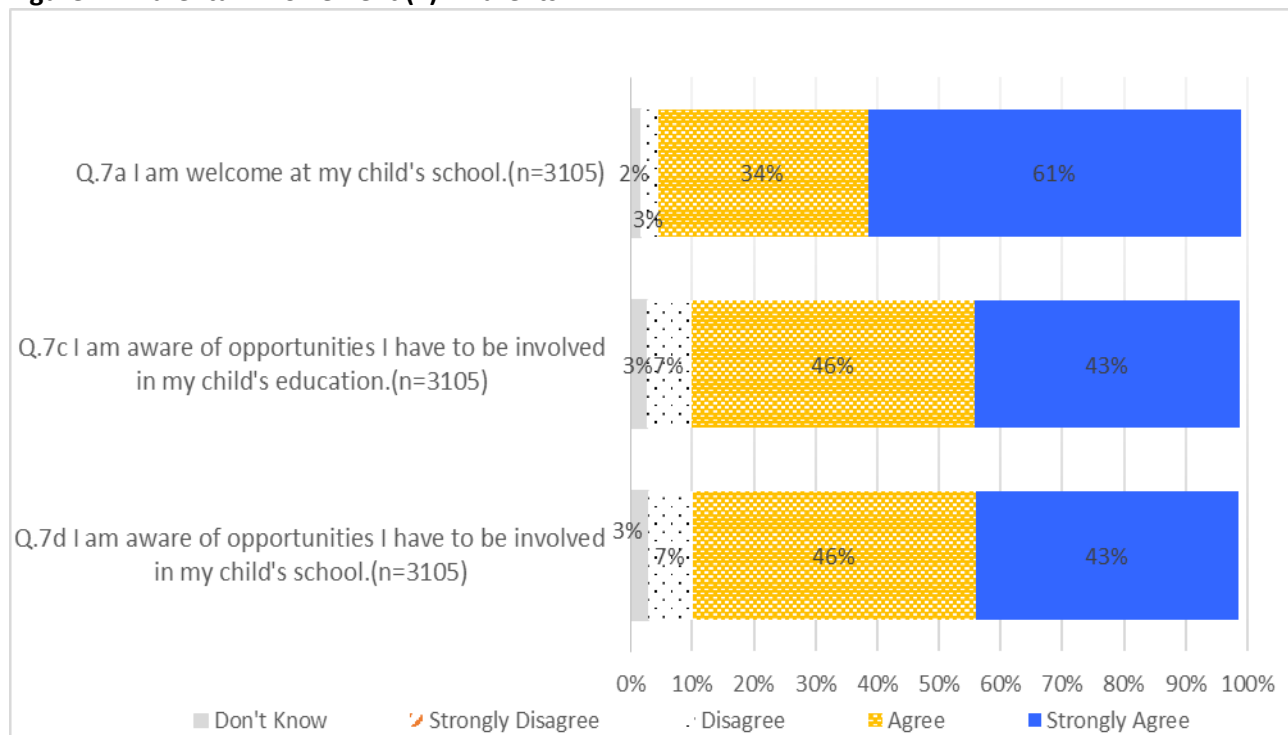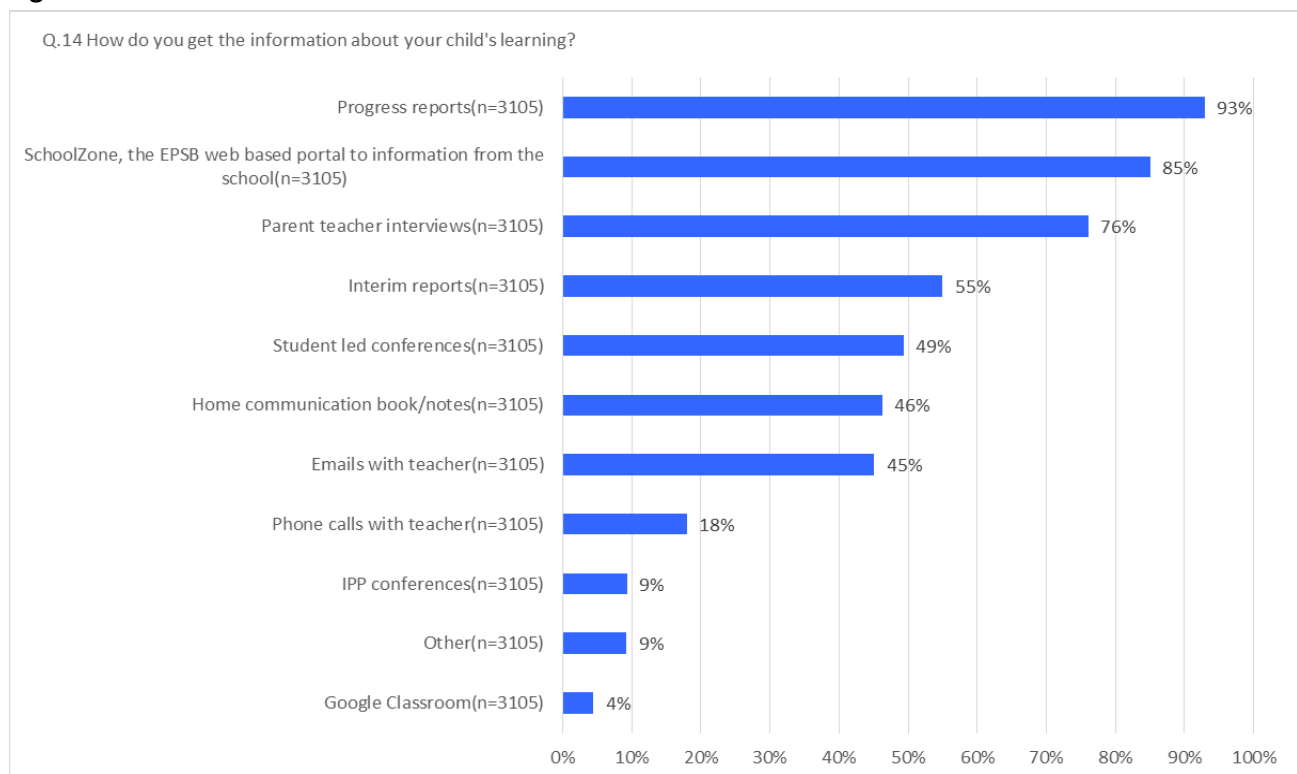**Figure 77. Parental Involvement (2) – Parents**

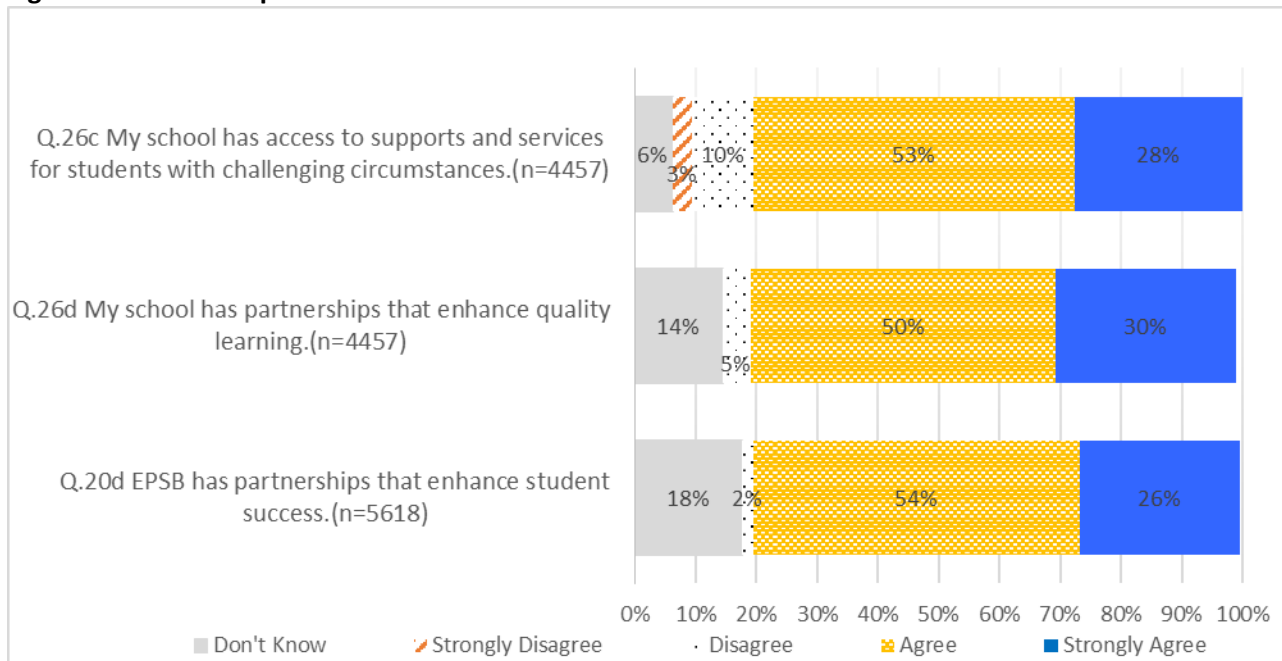**Figure 78. Method Informed about Child – Parents**

Goal Two: Supports for the Whole Child
Outcome: Community partnerships are established to provide supports and services to foster growth and success of students and families.
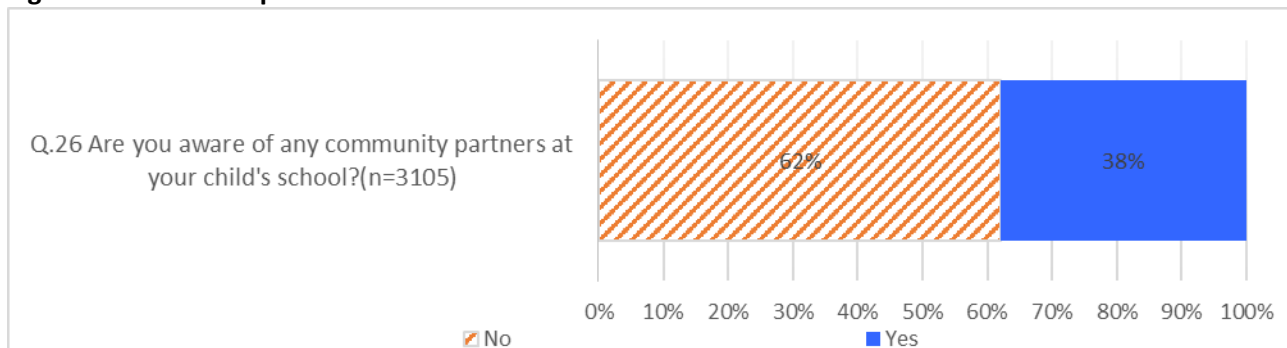
Partnership

Partnership – Staff

Figure 79. Partnership – Staff

Note: Q.26c and 26d were asked of Teaching and Learning Staff only.

Partnership – Parents

Figure 80. Partnership – Parents
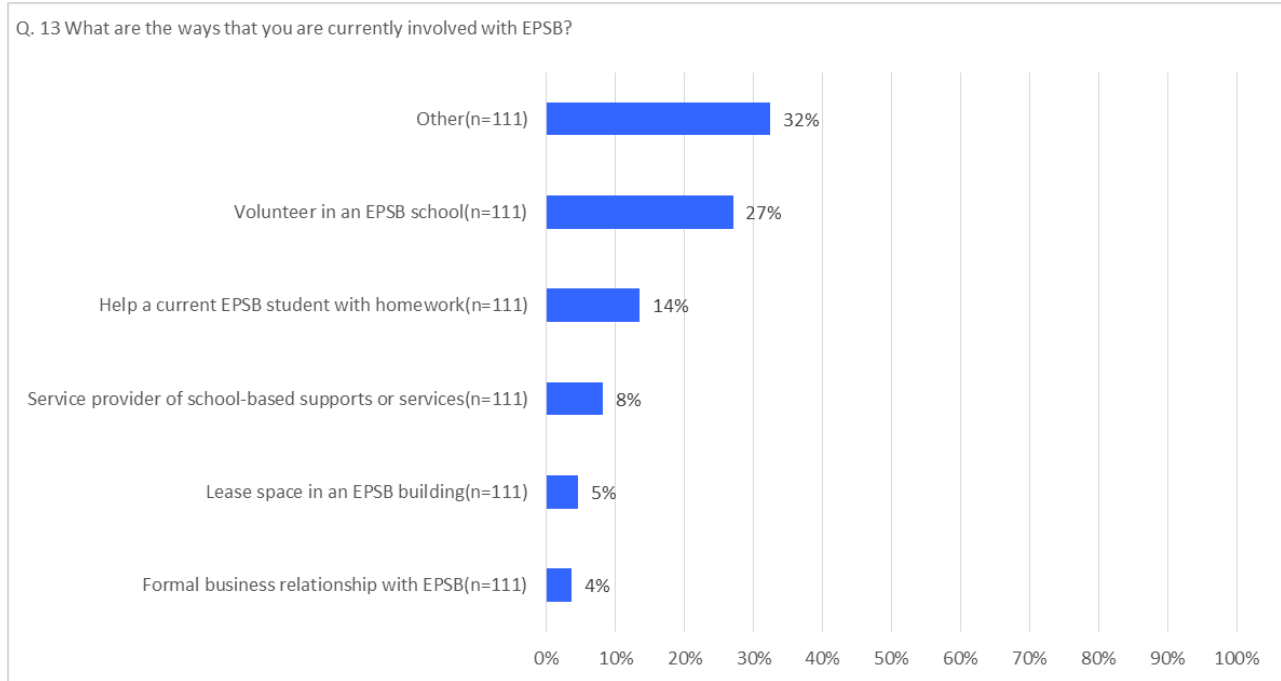
Partnership – Community and Partners

Figure 81. Partnerships – Community and Partners
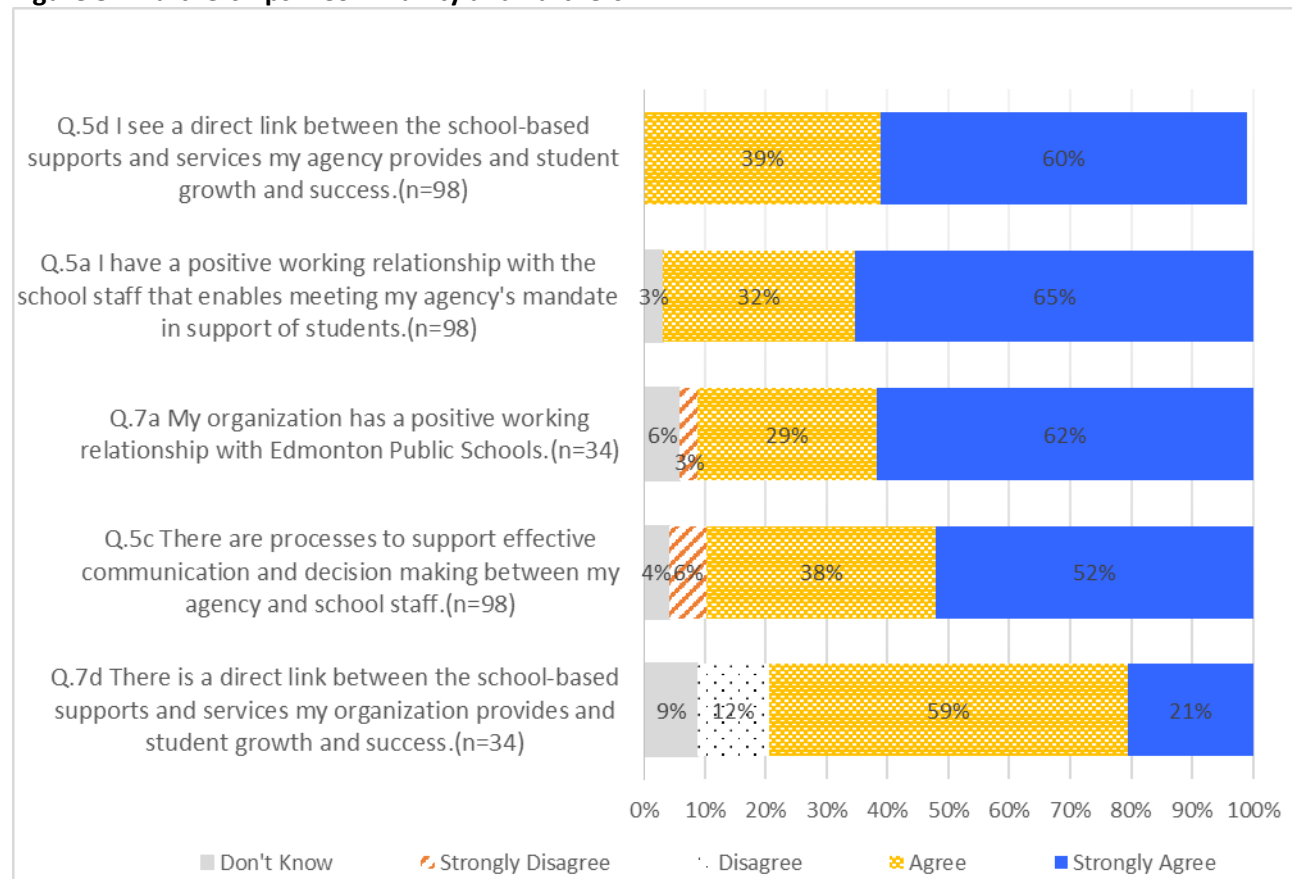
Note: Q.5a, Q.5c and Q.5d were asked of Community Partners only.
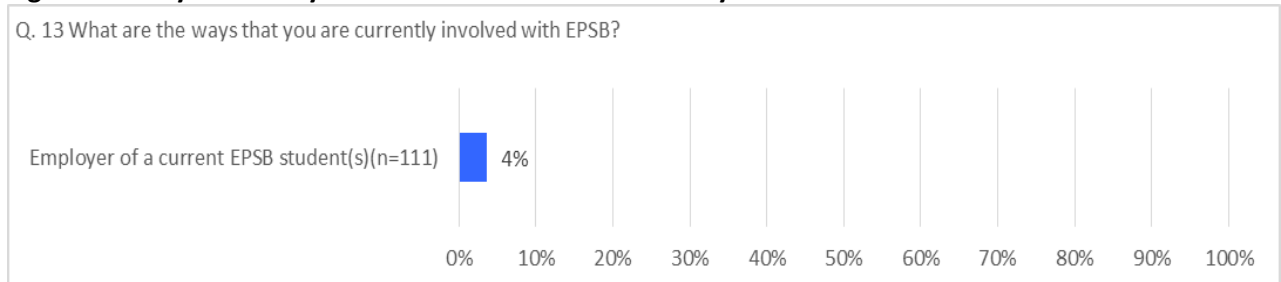Q.7a, and Q.7d were asked of CEOs/Leaders of partner organizations only.

Figure 82. Ways Currently Involved with EPSB Schools – Community and Partners

Q. 13 What are the ways that you are currently involved with EPSB?

Other(n=111) — 32%

Volunteer in an EPSB school(n=111) — 27%

Help a current EPSB student with homework(n=111) — 14%

Service provider of school-based supports or services(n=111) — 8%

Lease space in an EPSB building(n=111) — 5%

Formal business relationship with EPSB(n=111) — 4%

Note: This question was asked of Community Members only
Note 2: This question is also found under Priority 3, Goal 3

Figure 83. Ways Currently Involved with EPSB – Community and Partners

Q. 13 What are the ways that you are currently involved with EPSB?

Employer of a current EPSB student(s)(n=111) — 4%

Note: This question was asked of Community Members only
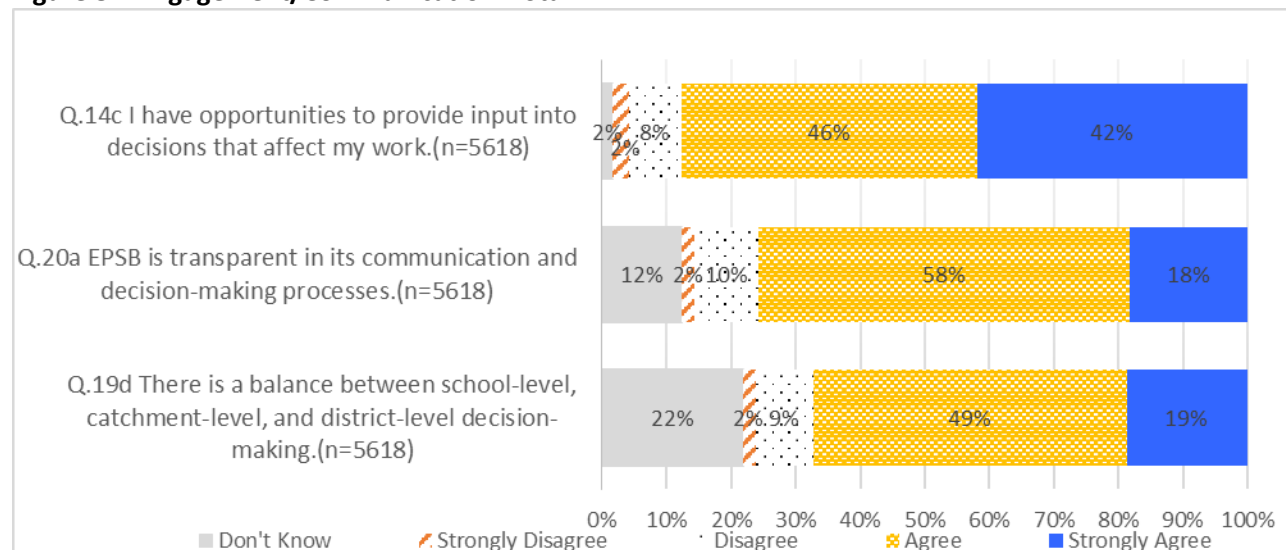Note 2: This question is also found under Priority 3, Goal 3

Goal Three: Engaged and Effective Governance

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

Engagement/Communication

Engagement/Communication – Staff

Figure 84. Engagement/Communication – Staff

Engagement/Communication – Parents

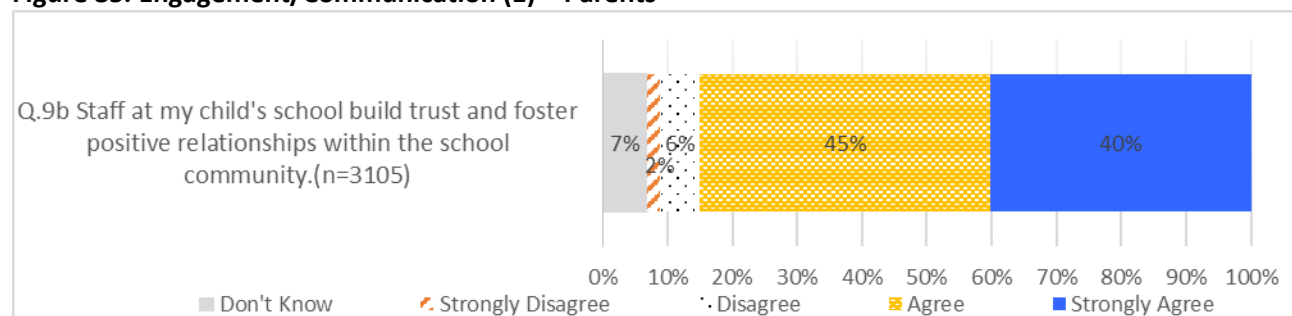**Figure 85. Engagement/Communication (1) – Parents**
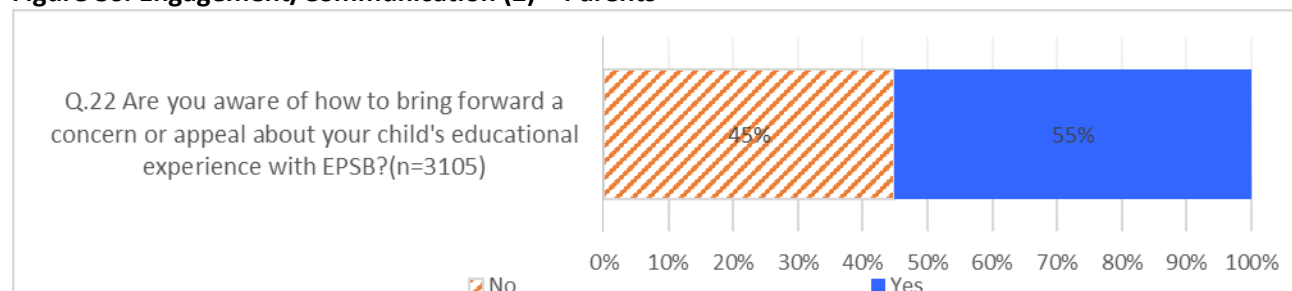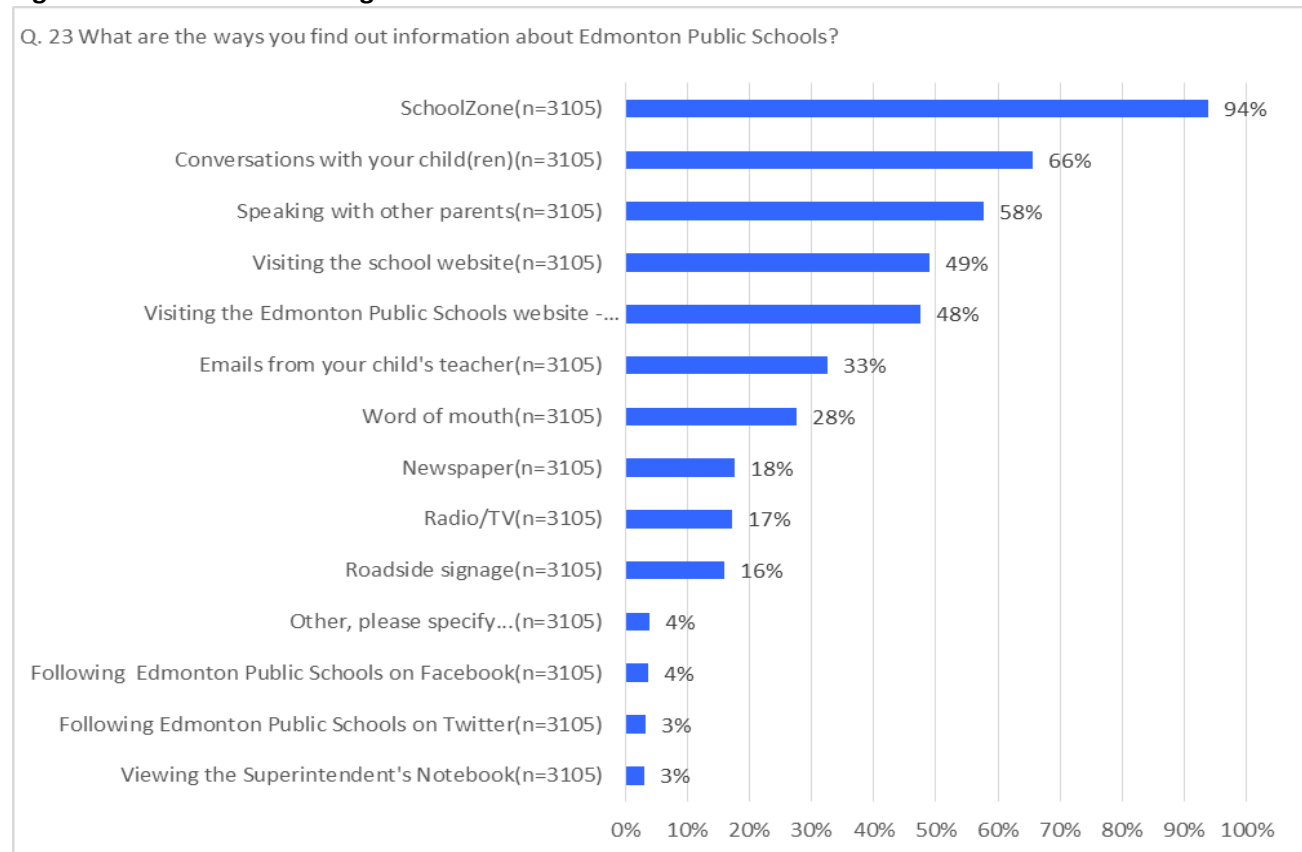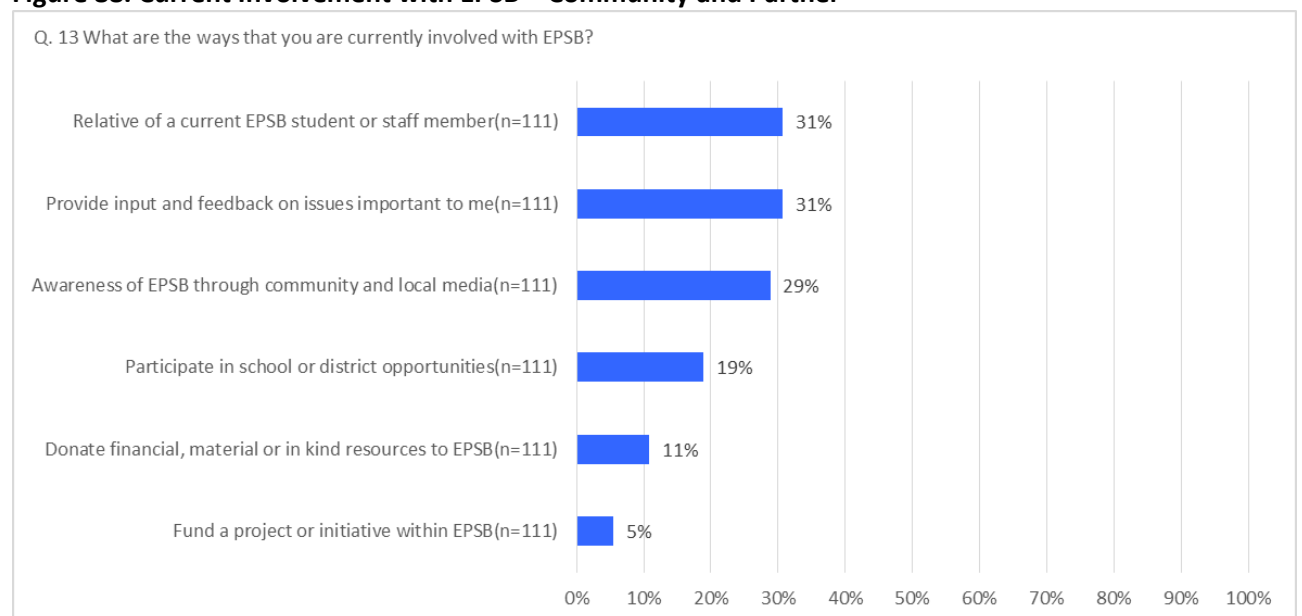

Figure 86. Engagement/Communication (2) – Parents

Figure 87. Method for Finding Information about Edmonton Public Schools – Parents

Q. 23 What are the ways you find out information about Edmonton Public Schools?

Method	%
SchoolZone(n=3105)	94%
Conversations with your child(ren)(n=3105)	66%
Speaking with other parents(n=3105)	58%
Visiting the school website(n=3105)	49%
Visiting the Edmonton Public Schools website -...	48%
Emails from your child's teacher(n=3105)	33%
Word of mouth(n=3105)	28%
Newspaper(n=3105)	18%
Radio/TV(n=3105)	17%
Roadside signage(n=3105)	16%
Other, please specify...(n=3105)	4%
Following Edmonton Public Schools on Facebook(n=3105)	4%
Following Edmonton Public Schools on Twitter(n=3105)	3%
Viewing the Superintendent's Notebook(n=3105)	3%

Engagement/Communication – Community and Partners

Figure 88. Current Involvement with EPSB – Community and Partner

Q. 13 What are the ways that you are currently involved with EPSB?

	%
Relative of a current EPSB student or staff member(n=111)	31%
Provide input and feedback on issues important to me(n=111)	31%
Awareness of EPSB through community and local media(n=111)	29%
Participate in school or district opportunities(n=111)	19%
Donate financial, material or in kind resources to EPSB(n=111)	11%
Fund a project or initiative within EPSB(n=111)	5%

Note: This question was asked of Community Members only.

Note 2: This question is also found under Priority 3, Goal 2

Figure 89. Engagement/Communications (1) – Community and Partners

To what extent do you agree that schools in EPSB are:

	Don't Know	Strongly Disagree	Disagree	Agree	Strongly Agree
Q.26h Perceived positively by the neighbourhood.(n=243)	11%		5%	55%	28%
Q.26i Actively connected to the neighbourhood.(n=243)	12%	3%	16%	49%	19%
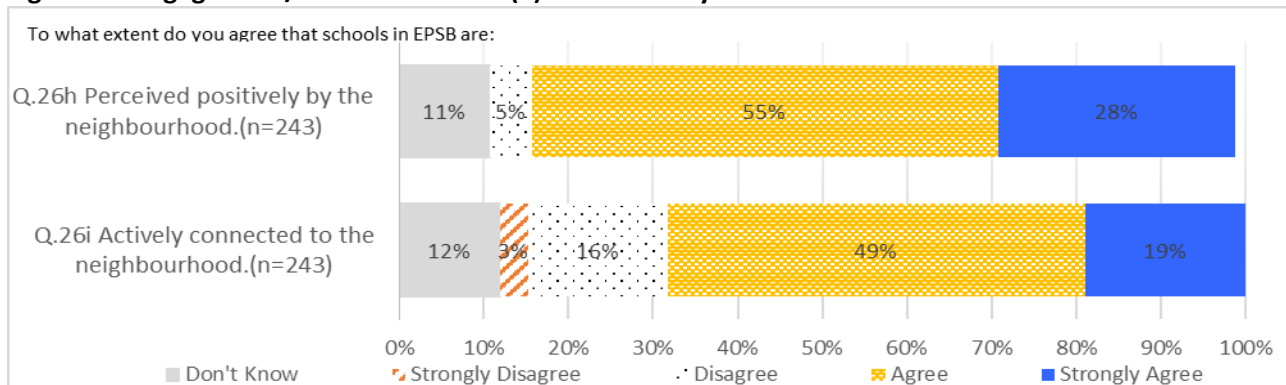
Figure 91. Engagement/Communications (2) – Community and Partners

	Don't know	No	Yes
Q.28 Are you aware of ways you can contact EPSB to provide feedback?(n=111)		42%	58%
Q.29 In your opinion, does EPSB value feedback from parents, students, or the broader community?(n=243)	33%	14%	53%
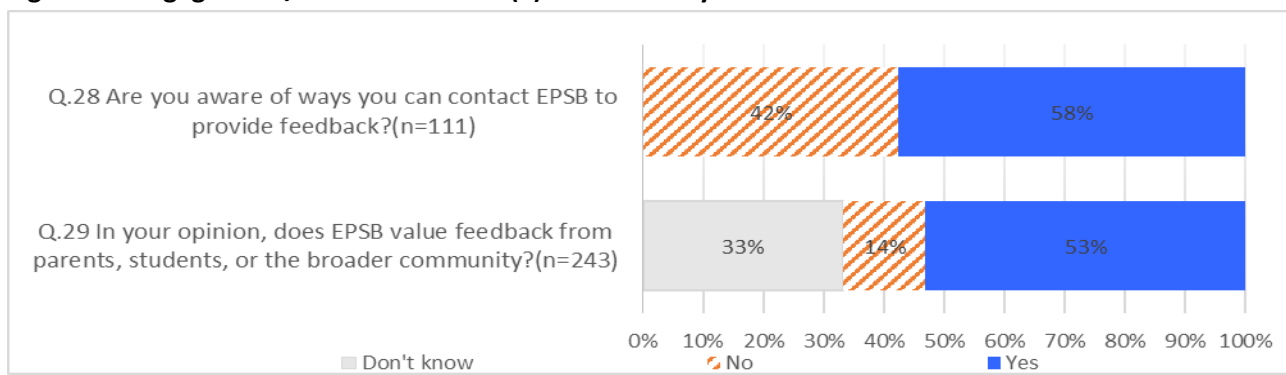
Note: Q.28 was asked of Community Members only.

Figure 90. Method for Finding Information about Edmonton Public Schools – Community and Partners

Q. 27 What are the ways you find out information about Edmonton Public Schools?

Method	Percentage
Visiting the EPSB website - www.epsb.ca(n=243)	65%
Conversations with current EPSB staff, students or their families(n=243)	64%
Visiting an EPSB school's website(n=243)	55%
Word of mouth(n=243)	47%
Newspaper(n=243)	25%
Roadside signage(n=243)	21%
Radio/TV(n=243)	21%
Other(n=243)	12%
Following EPSB on Facebook(n=243)	7%
Following EPSB on Twitter(n=243)	5%
Viewing the Superintendent's Notebook(n=243)	5%
None of the above(n=243)	2%

District Governance

District Governance –Staff

Figure 92. District Plan – Staff
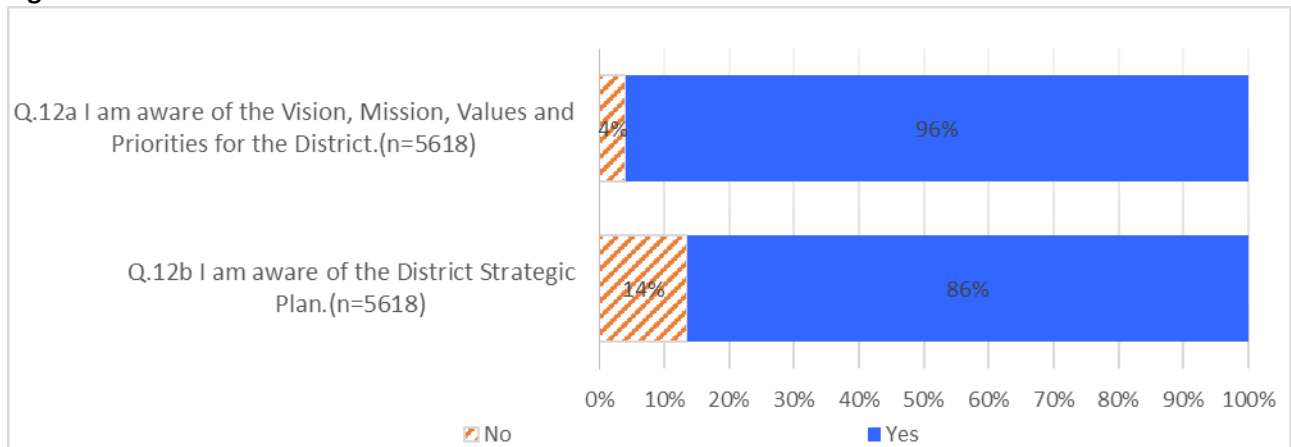
Figure 93. District Governance – Staff
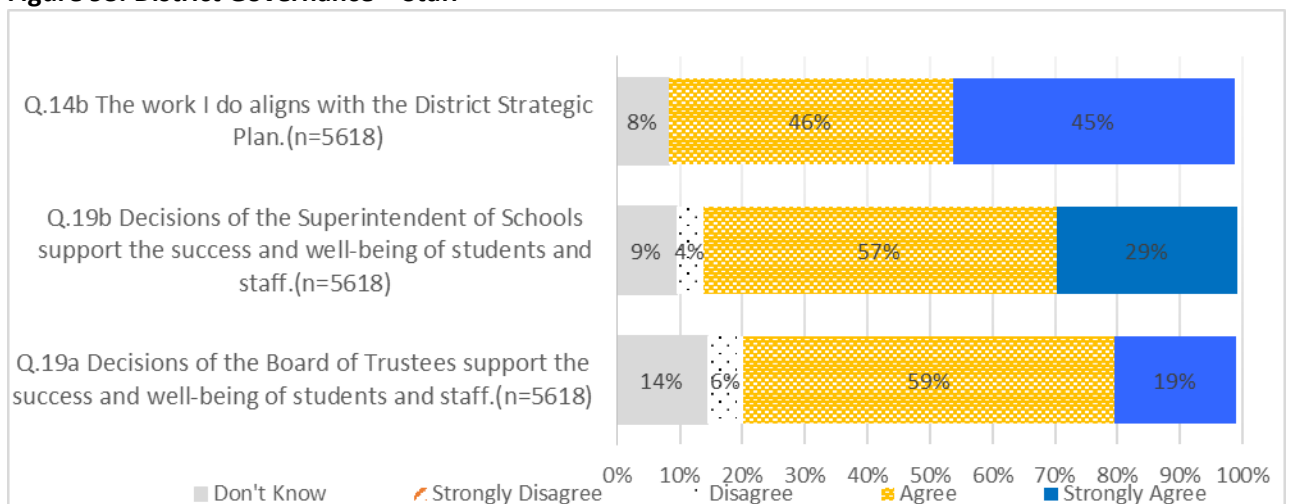
District Governance –Parents
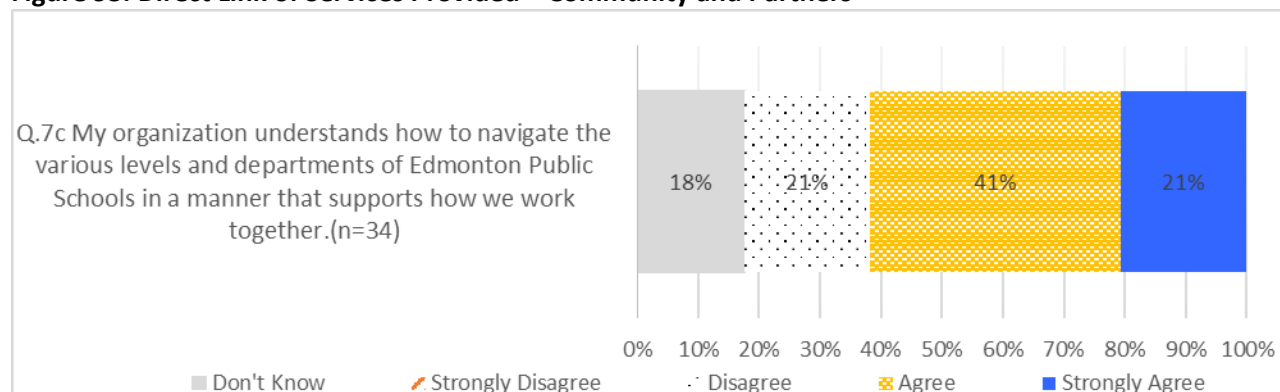
Figure 94. District Governance – Parents
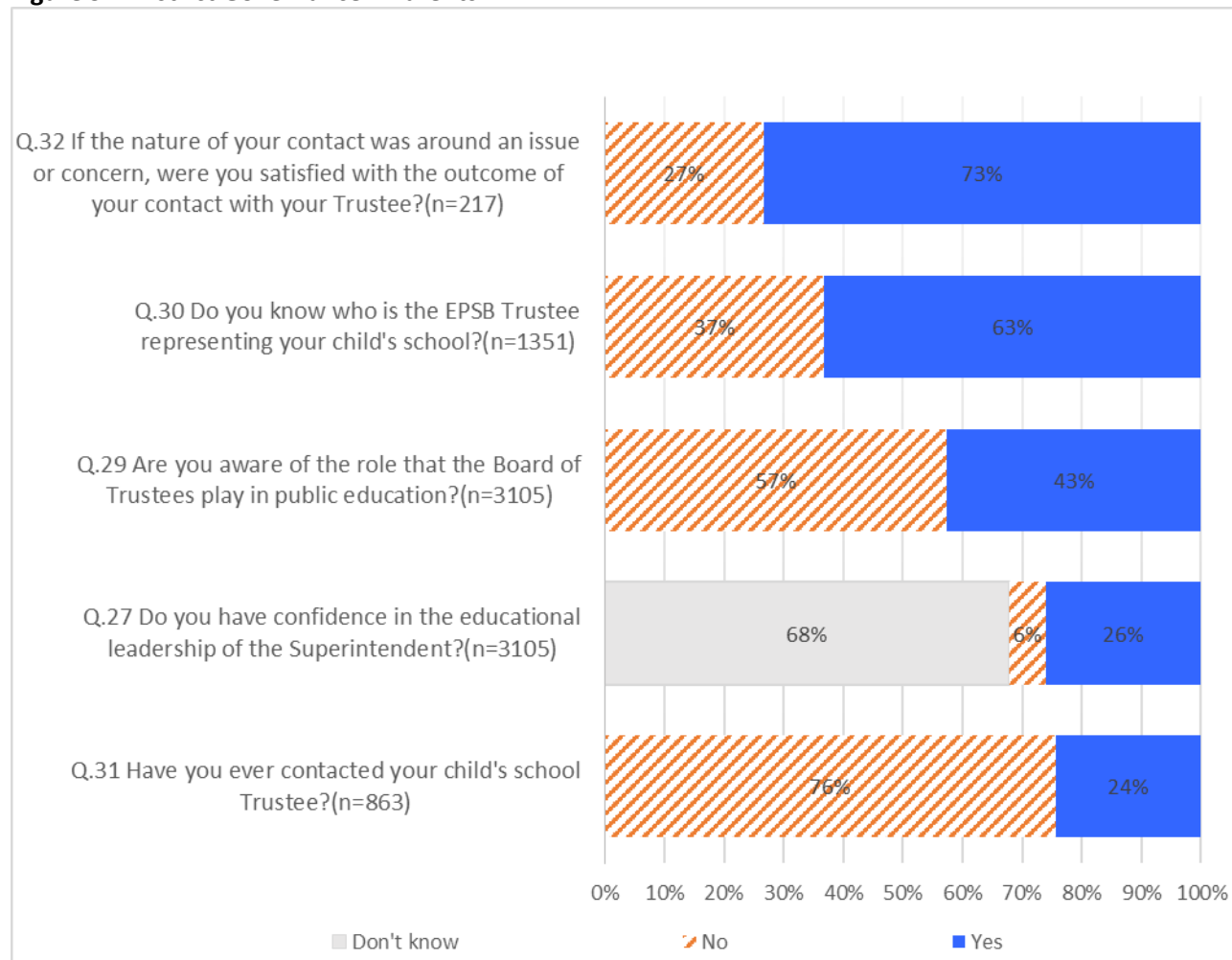
Note: Q.30 reflects positive responses to Q.29
Note 2: Q.31 reflects positive responses to Q.30
Note 3: Q.32 reflects positive responses to Q.31

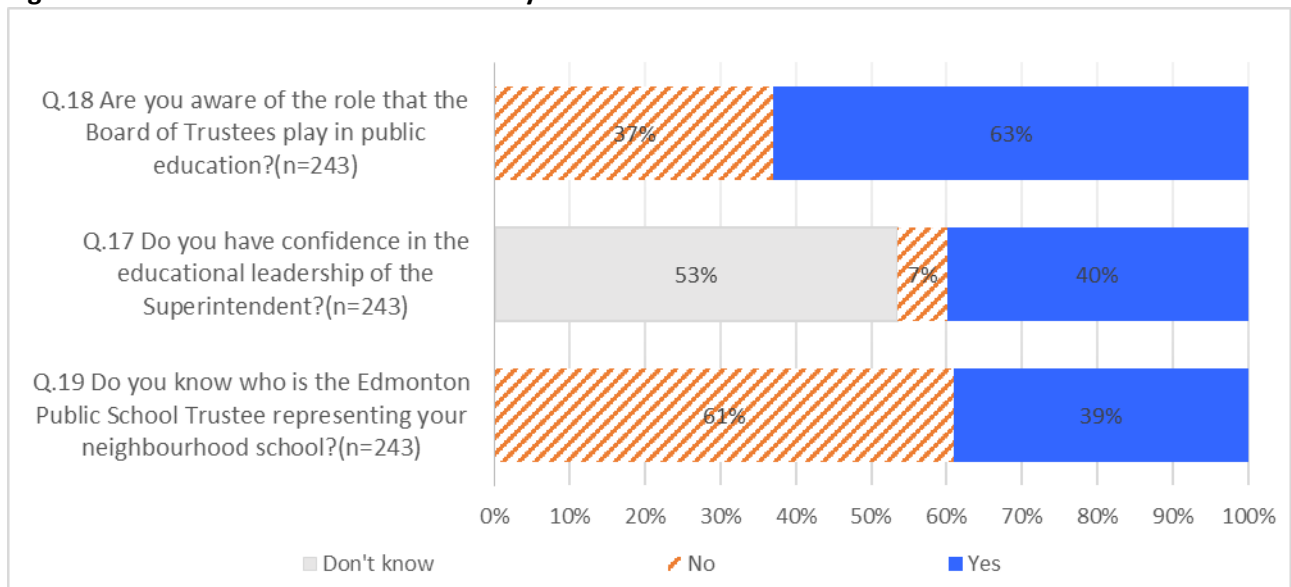**District Governance –Community and Partners**

Figure 95. Direct Link of Services Provided – Community and Partners

Q.7c was asked of CEOs/Leaders of partner organizations only.

Figure 96.District Governance – Community and Partners

2015 District Feedback Survey: High Level Summary

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

Goal One: An excellent start to learning

Outcome: More children enter Grade One reaching emotional, social, intellectual, and physical developmental milestones.

The early years are an important developmental time in children's lives. Children are growing, discovering the world around them, and forming the skills they need to support their growth and lifelong learning. The District Feedback Survey had 309 parents responding to early learning questions. The results indicated parents with children in kindergarten programs knew what their child needs to do to be successful in kindergarten (over 90 per cent), 99 per cent of parents also agreed play is important for child development, while 90 per cent felt their child will be ready for learning in Grade 1.

Goal Two: Success for every student

Outcome: More students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy.

High quality education is foundational for students to achieve the desired learning outcomes of a K-12 education and reach their full potential. The District Feedback Survey asked questions about literacy and numeracy, particularly in the areas of:

- students' perceptions , practices, and confidence, around reading and numeracy;
- parents' perceptions of their child(ren)'s reading;
- students' commitment to learning;
- instructional supports.

Students indicated a high level of comfort and confidence in their reading skills, but less confidence and comfort with writing and math/working with numbers. This result is reflected in parents' responses. A large majority of parents agreed or strongly agreed they saw growth in their child's ability to read, write and do math. However, there was slightly higher agreement for reading compared to writing and math. In the area of commitment to one's learning, a high percentage of students indicated a high level of motivation in learning and doing well in school.

A large majority of students indicated they are supported in their learning through: access to support and assistance from school staff; teacher feedback that supports learning, meaningful and interesting learning experiences; and a supportive learning environment that encourages asking questions.

A high percentage (90 per cent) of Edmonton Public Schools' community and partner respondents indicated the District provides quality education to its students. Furthermore, 94 per cent of parents reported their child's school values and supports learning while 90 per cent reported they receive information about their child's learning at school. Eighty-three per cent of parents indicated staff at their child's school are aware of their child's strengths and their goals as learners.

Goal Three: Success Beyond Schooling

Outcome: More students complete high school and are connected to career pathways that support their transition to post-secondary studies or the world of work.

The District provides opportunities for students to develop the foundational knowledge, competencies, and attitudes that will enable them to successfully participate in post-secondary, the world of work, and to lead a dignified and fulfilled life. The District Feedback Survey gauged stakeholder perceptions in the area of whether students are acquiring essential skills for success beyond schooling, and if students are being prepared for transitions and career planning.

Success beyond schooling encompasses both post-secondary education and entering directly into the world of work. Critical to both these paths are behaviours and attitudes that are foundational to work ethic, achievement, and a life-long commitment to learning and curiosity. Students were asked about their level of confidence with skills and dispositions identified as essential for success in life beyond schooling. Students in Grades 3-6 agreed they had the ability to work with others (97 per cent) and to work on their own (93 per cent). On the other hand, a smaller percentage of students expressed confidence in speaking in front of others (73 per cent). This mirrored the results of students in Grades 7-12, with public speaking identified as the lowest (63 per cent), followed by coping with failure or loss (66 per cent), and stepping outside of their comfort zone to learn (81 per cent). Students in Grades 7-12 rated their confidence level highest in using technology (94 per cent), working on their own (95 per cent), working with their hands (89 per cent), learning new skills and information (95 per cent), and creativity and innovation (92 per cent). Beyond literacy and numeracy, staff, parents and community identified that critical thinking, problem solving, and decision making, by perseverance and not giving up, and coping with stress as the top areas needing more emphasis for students.

Students (Grade 7-12), staff, and parents agreed schools prepare students for successful transition to the next grade or level of education (students 88 per cent; staff 90 per cent; parents 88 per cent). The percentage of staff that agreed students are provided career planning assistance in their school (78 per cent) and that the District prepares students for a successful transition to postsecondary or the world of work (71 per cent) was somewhat lower. On the other hand, a higher percentage of students believed they knew about possible career and work opportunities through their learning experiences (85 per cent), and were aware of supports available to learn about different career options (85 per cent).

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

Goal One: A Focus on Well-being and Student Citizenship

Outcome: Our learning and working environments are welcoming, inclusive, safe and healthy.

The District supports student growth and development academically, socially, and emotionally. Personal wellness will support children and youth both as students and as members of the local and global communities. The District Feedback Survey gathered stakeholder perspective on whether learning and working environments are welcoming, inclusive, safe, and healthy. Respondents indicated District schools are welcoming, inclusive and safe learning and working environments.

Students, parents and staff agreed that their child's school is welcoming and supportive of diversity. According to the District Feedback Survey, 89 per cent per cent of students in Grades 3-6 and 82 per cent of students in Grades 7-12 felt they belong in school, 89 per cent of parents indicated that their child feels included in school, and 82 per cent of community respondents indicated District schools are welcoming to people in the neighbourhood. When asked if school respects the diversity of people, 93 per cent per cent of students in Grades 3-6 and 89 per cent per cent of students in Grades 7-12 indicated they agreed. Similarly, 95 per cent of staff indicated their school or decision unit respects and values the diversity of people, and 88 per cent of community respondents indicate the District is respectful of all culture. Additionally, most student respondents reported that their teachers care about them (93 per cent of Grades 3-6 students) and that they feel supported and respected at school (85 per cent of Grades 7-12 students).

All four respondent groups (students, parents, staff and community) characterized their school environments as safe. A high percentage of students reported they feel safe in their classrooms (95 per cent of Grades 3-6 students, 95 per cent of Grades 7-12 students), in other parts of the school building (92 per cent of Grades 3-6 students, 90 per cent of Grades 7-12 students) and slightly less safe outside of the school building (89 per cent of Grades 3-

6 students, 85 per cent of Grades 7-12 students). As well, 90 per cent of parent respondents indicated staff at their child's school provide a safe and caring learning environment, and 87 per cent of community respondents perceived District schools are safe places.

While students report an overall feeling of safety in their school, a closer analysis of District Feedback Survey data has indicated there is still work to do in the area of student safety and well-being; 54 per cent of students in Grades 3-6 have indicated in the 2014-2015 school year they saw another student being bullied at school. Additionally, 50 per cent of students in Grades 7-12 reported that they have observed or witnessed threatening or harmful behaviour towards another student.

The District Feedback Survey results indicated students are learning about living and being healthy; 91 per cent of students in Grades 3-6 and 84 per cent of students in Grades 7-12 indicated they learned about (or are encouraged to make) healthy choices. Similarly, 91 per cent of students in Grades 3-6 indicated they exercise daily compared to 81 per cent of students in Grades 7-12.

Goal Two: Quality Infrastructure for All

Outcome: Students and staff benefit from high quality learning and working environments that facilitate quality program delivery through effective planning, managing and investing in district infrastructure.

The District believes quality infrastructure is the foundation for high quality teaching and learning. The District Feedback Survey asked stakeholders perceptions about schools, and, in particular, asked community partners about access to school space to deliver programs and services.

The majority of stakeholders agreed schools look nice, are well cared for, or well-maintained (92 per cent of Grades 3-6 students, 84 per cent of Grades 7-12 students, 95 per cent of staff, and 91 per cent of parents). Furthermore, community partners who deliver programs and services in schools indicate they have the space they need to support the programs and services they offer (97 per cent). However, fewer community members and partners indicated that schools were easy to access for community activities (75 per cent) and that they are appropriately located to respond to student population needs (76 per cent).

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

Outcome: Throughout their careers, all staff are provided opportunities to enhance their professional capacity and leadership within a culture of collaboration.

High quality teaching and leadership are at the heart of student success. The District promotes collaboration, provides opportunities for shared leadership, and values professional learning for all staff. The District Feedback Survey included questions about professional development and growth, distributed leadership, and collaboration. Overall, staff survey results indicated the District provides high quality learning and working environments with a multitude of opportunities for staff to enhance their professional capacity and leadership within a culture of collaboration.

Staff agreed the District supports employee professional development and growth (92 per cent) and are aware of career opportunities available to them within the District (93 per cent). Survey results indicated 88 per cent of staff felt school-based professional learning opportunities were effective, 81 per cent of staff felt catchment level professional learning was effective, and 87 per cent of staff felt other District-wide professional learning opportunities were effective, and 67 per cent of staff felt out-of-District professional learning was effective. Survey results indicated 71 per cent of staff felt formalized coaching and mentoring supported their professional growth.

Based on survey results, staff agreed they have the knowledge, skills and resources to program for and support all students. However, a fewer percentage indicated confidence in supporting students who self-identify as Status Indian/First Nations, Non-Status Indian/First Nations, Métis, or Inuit (68 per cent) and in supporting English Language Learners (67 per cent).

Survey results indicated 86 per cent of staff felt valued for their contributions and accomplishments and 87 per cent of staff felt they have opportunities in their work to develop and demonstrate leadership skills. Furthermore, 91 per cent of staff indicated they have open and honest discussions with their direct supervisors and 87 per cent of staff indicated that their supervisors communicate effectively.

The District Feedback Survey included questions about collaboration. The majority of staff (90 per cent) indicated decisions made at their school/decision unit reflect collaboration and staff felt they work as a team (89 per cent). As well, 78 per cent of parents indicated decisions made at their child's school reflect collaboration.

Goal Four: A Culture of Excellence and Accountability

Outcome: The District is grounded in effective, efficient, equitable and evidence-based practices.

To achieve its vision of transforming the learners of today into the leaders of tomorrow, the District has established an operational foundation that functions from the perspectives of continuous improvement, evidence-based decision-making, striving for efficiencies, public accountability and transparency, and placing student success at the centre of District actions.

A high percentage of District staff indicated decisions made at their school/decision level reflect the four cornerstone values of accountability (92 per cent), collaboration (90 per cent), equity (85 per cent), and integrity (92 per cent). Parent responses also indicated decisions made at their child's school reflect accountability (76 per cent), collaboration (78 per cent), equity (77 per cent), and integrity (80 per cent). While these are slightly lower responses than staff, 57 per cent of parents were not aware of the District's cornerstone values prior to taking the survey.

When responding to the District Feedback Survey, 72 per cent of parents indicated their confidence in how educational dollars are spent at their child's school. Less community respondents (69 per cent) indicated the District uses financial resources to best meet the learning needs of students with 18 per cent indicating they did not know. Finally, 73 per cent of staff indicated they believe the District uses resources responsibly.

Staff indicated they believe Edmonton Public Schools is a good place to work (97 per cent), their work responsibilities are fair and reasonable (87 per cent), there are structures and processes in their workplace that support an effective and efficient culture (87 per cent), and they have the resources to do their job (83 per cent). Additionally, supporting a culture of evidence-based decision-making 74 per cent of staff indicated the District uses data to inform planning and decision-making, and 86 per cent of school staff agreed their school uses data to guide instructional practice.

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

Goal One: Parents as Partners

Outcome: Parents are provided opportunities to be involved in their child's education.

A child's first "teacher" in life is their parents and a lot of life learning has happened long before a child's first day of school. Kindergarten to Grade 1 is the start of formalized educational programming and the K-12 journey towards school completion. Edmonton Public Schools values the role of parents and strives to find ways to work together that promote the success and well-being of their children. The District Feedback Survey included questions that measured parental involvement, including the ways parents are involved in their child's education to the ways parents receive information about their child's learning.

There are many ways parents can be actively involved in their child's schooling and this will vary across the District. The first step to support a positive school-parent partnership is to ensure that all families are welcomed and respected as members of the school community. Over 90 per cent of parents who responded to the survey felt welcomed at their child's school.

All respondent groups indicated parental involvement in their child's education is valued. Students in indicated their parents want them to be successful(96 per cent of Grades 3-6 students; 98 per cent of Grades 7-12 students), discuss their report card with them (87 per cent of Grades 3-6 students; 84 per cent of Grades 7-12 students), help them with their school work (87 per cent of Grades 3-6 students), and use SchoolZone to get information (63 per cent of Grades 3-6 students; 75 per cent of Grades 7-12 students). Furthermore, parents are aware of opportunities to be involved in their child's education (89 per cent). As well, staff indicated parents have an opportunity to be involved in their child's education (95 per cent).

Various opportunities are provided for parents to be involved in their child's education. Those most frequently identified ways parents are involved include: accessing information from the school through the internal web-based portal (SchoolZone) or the school's website; monitoring of homework; or attending parent/teacher meetings. Almost half of the parents indicated they volunteer in school, and 25 per cent indicated they attended school council meetings. However, only 72 per cent of parents involved in the Individualized Program Plan (IPP) process indicated they felt they were part of a team with teachers and other staff in the development of their child's IPP.

Communication between the home and school is critical to maintaining a positive working relationship between school staff and parents. Survey responses indicated parents are

very satisfied with communication from their child's school. Progress reports, the District's internal SchoolZone portal and parent-teacher interviews were among the top three ways parents identified as methods of getting information about their child's learning. The school's timely reporting of student progress was also an area of strength that parents indicated. Parents conveyed positive responses regarding communication with their child's teachers and their school. Ninety-seven per cent of parents indicated that they have opportunities to communicate with their child's teacher, with 83 per cent of the parent responses indicating that the information they receive about their child's learning at school allows them to help their child be successful at school.

These results indicate that school and District communication with parents is valued and that SchoolZone is being used as a tool to support parental involvement and communication.

Goal Two: Supports for the Whole Child

Outcome: Community partnerships are established to provide supports and services to foster growth and success of students and families.

The diversity and complexity of need across our student body requires expertise, knowledge, and skills beyond that of professional educators. In order for all students to engage in the classroom no matter what their background, capabilities, or circumstances, the District works closely with community stakeholders who share a joint commitment to the success and well-being of children and youth. The District Feedback Survey asked questions about perceptions of partnerships and ways partners are involved with Edmonton Public Schools.

In the District Feedback Survey, 80 per cent of District staff agreed Edmonton Public Schools has partnerships that enhance student success, and 80 per cent of staff agreed their school has partnerships that enhance quality learning. Furthermore, 80 per cent of staff agreed their school has access to supports and services for students with challenging circumstances. On the other hand, only 38 per cent of parents who responded to the survey indicated they were aware of community partnerships in their child's school. That said, the opportunity exists for the District to find ways to develop awareness of the involvement of community partners in schools.

Partnerships thrive when there is a shared common purpose and vision between the partnering organizations; community agency staff reported they see a direct link between school-based supports and services their agency provides and student growth and success (99 per cent).

When asked about their working relationship with school staff, a significant number of community members and partners indicated a positive working relationship with schools

that enabled meeting their agency's mandate in support of students (97 per cent) and positive working relationships with the District as a whole (91 per cent). Community members and partners also indicated strong agreement that there are processes to support effective communication and decision-making between agencies and school staff (90 per cent).

When asked to select the ways they are currently involved with schools and the District, the top three responses from community members and partners indicate that they provide input and feedback on issues important to them, and that they are aware of Edmonton Public Schools through community and local media, as well as due to their relationship to a current District student or staff member.

Goal 3: Engaged and Effective Governance

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

The District strives for a transparent and trustworthy relationship between itself and all educational stakeholders, and is committed to walking alongside these stakeholders and expanding the pathways and opportunities to communicate and engage by using processes that are inclusive, transparent, and responsive. The District Feedback Survey included questions about governance, and engagement and communication.

The majority of staff are aware of the District's Vision, Mission, Values and Priorities (96 per cent), the District Strategic Plan (86 per cent), and how the work they do aligns with the District Strategic Plan (91 per cent). Furthermore, 88 per cent of staff indicated they have opportunities to provide input into decisions that affect their work. When asked if the District is transparent about its communication and decision-making processes, 76 per cent of staff agreed, with 12 per cent unable to answer.

Parents who answered the survey believe staff at their child's school build trust and foster positive relationships with the school community (85 per cent). Community members who answered the survey indicated they believed EPSB is perceived positively by the neighbourhood (83 per cent). However, when asked if they agreed District schools were actively connected to the community, only 68 per cent of community members and partners agreed.

Parents indicate the top five ways they find out more information about Edmonton Public Schools are SchoolZone (94 per cent), conversations with their child(ren) (66 per cent), speaking with other parents (58 per cent), visiting school websites (49 per cent), and visiting the EPS website (48 per cent). Community members who responded to the survey indicated the top ways they find out information about Edmonton Public Schools includes visiting EPS website (65 per cent), conversations with current EPSB staff, students or their

families (64 per cent), visiting a school website (55 per cent), and reading the newspaper (25 per cent).