

DATE: November 28, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Edmonton Public Schools' Combined Three-Year Education Plan (2017-2020) and Annual Education Results Report (2016-2017)

ORIGINATOR: Nancy Petersen, Managing Director, Strategic District Supports

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REFERENCE: [Policy and Requirements for School Board Planning and Results Reporting, April 2017 \(Alberta Education\)](#), Policy and Requirements for School Board Planning and Results Reporting: Assurance Model Pilot, May 2017 (Alberta Education), [2017 District Feedback Survey: District Report](#), Accountability Pillar Results for Annual Education Results Report, October 2017 (Alberta Education)

ISSUE

Alberta Education requires school jurisdictions to submit a Three-Year Education Plan (3YEP) and Annual Education Results Report (AERR) by November 30.

BACKGROUND

School jurisdictions are required to annually report on their results and prepare three-year education plans. The 3YEP/AERR is legislatively required as per the *School Act*, RSA 2000, Section 78, *Fiscal Planning and Transparency Act*, Section 10, Alberta Regulation 113/2007, *School Act*, *School Councils Regulation*, Alberta Regulation 120/2008, *Government Organization Act*, *Education Grants Regulation*, Sections 2 and 7.

In 2015, the District joined Alberta Education's Assurance Pilot Project, which enables the District to be flexible in its planning and reporting. The Assurance Pilot Project has three components: accountability requirements, system priorities, strategic engagement. As a participant on Alberta Education's Assurance Pilot Project, the District reports on the Board of Trustees' Vision, Mission, Values, District Priorities and Strategic Plan, which was developed through a consultation process with stakeholders, and also reflects the provincial educational priorities.

The 3YEP/AERR serves as one of the annual planning, reporting and monitoring tools the District uses to advance its strategic direction. Catchments, schools and central units also plan and report using an annual cycle. The results review process provides schools and central decision units the opportunity to share what they have achieved and their plans going forward. Each fall, catchment schools participate in a catchment results review where their collective work is reported and next steps are shared. As an extension to the 3YEP/AERR, each year the District presents Strategic Plan Update reports that provide more detail and analysis about what the District is doing related to key areas of the Strategic Plan. The use of District resources is informed and monitored through the annual budget planning process, which includes oversight to the allocation and use of surplus and Equity Funds. The District Feedback Survey serves as one source of data to help us understand how we are doing and our progress towards the goals and outcomes of the Strategic Plan.



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

Changes to the 3YEP/AERR

The District has made changes to this year's 3YEP/AERR to strengthen accountability and to improve ease of reading the report. The specific changes include:

1. To highlight the work of our schools a new section *Voices from Schools* has been added to demonstrate what schools are doing to support the District Strategic Plan in the areas of early years, literacy, numeracy, First Nations, Métis and Inuit students and student mental health and well-being.
2. To demonstrate the District's commitment to work towards eliminating the systemic education and achievement gap between First Nations, Métis and Inuit students and all other students in the District, a section has been created to specifically highlight our efforts in this area. This section has been placed between Priorities 1 and 2.

3. A written description of our results achieved has been removed from beneath each data chart; feedback indicated that the reader can simply read the chart and a written description does not enhance understanding of the document.
4. The sections entitled *What we accomplished in 2016-2017* and *What we plan to do* for each Priority Goal are formatted in bullets, instead of paragraphs, to support ease of reading.
5. Selected results from the 2017 District Feedback Survey that align to the District's Strategic Plan have been included as an appendix to the document. Within the document the relevant District Feedback Survey questions are summarized and serve to inform the *What our results tell us* section for each Priority Goal area.

RELATED FACTS

- Each year the District submits a Three-Year Education Plan (3YEP) and Annual Education Results Report (AERR) to Alberta Education.
- The 3YEP/AERR serves as one of the planning, reporting and monitoring tools the District uses to advance its strategic direction and demonstrate accountability.
- Throughout the year, Strategic Plan Update reports will provide more detail and analysis about what the District is doing related to key areas of the Strategic Plan.

RECOMMENDATION

That the Edmonton Public Schools' Combined Three-Year Education Plan (2017-2018 to 2019-2020) and the Annual Education Results Report (2016-2017) be approved.

CONSIDERATIONS and ANALYSIS

- The Combined 3YEP/AERR is required by Alberta Education and is to be submitted by November 30, 2017.

NEXT STEPS

- Feedback from the Board of Trustees will be included into the Combined 3YEP/AERR from the November 28, 2017 Board Meeting.
- The final combined 3YEP/AERR and two-page AERR Summary will be posted on the District website by November 30, 2017.
- The final combined 3YEP/AERR and two-page AERR Summary will be submitted to Alberta Education by November 30, 2017.
- Strategic Plan Update reports will begin in December 2017 and continue throughout the year.

ATTACHMENTS and APPENDICES

- ATTACHMENT I Combined Three-Year Education Plan (2017-2020) and Annual Education Results Report (2016-2017)
- ATTACHMENT II Two-page Annual Education Results Report Summary

SEC/sec



THREE-YEAR EDUCATION PLAN (3YEP) 2017-2020

ANNUAL EDUCATION RESULTS REPORT (AERR) 2016-2017 School Year

3020 Edmonton Public School District No.7
Submitted to Alberta Education
November 30, 2017

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Message from the Board Chair and Superintendent of Schools

At Edmonton Public Schools, we strive to deliver an education system that provides our students with learning experiences that enrich their lives, readies them for flexible careers in a diversified economy and prepares them for life by giving them the skills and tools they need to be positive contributors within the community. Foundational to our efforts are the District's Vision, Mission, Priorities and Strategic Plan. Our actions are informed by our Cornerstone Values of accountability, collaboration, equity and integrity.

Each year, we take a look back at what we've accomplished and look ahead to what challenges we face in the coming year. These results represent the efforts and commitment of our staff as they walk alongside our students on their journey from early learning to high school completion. This opportunity to report on our results focuses on both our academic achievement results and the work we do in support of the whole child. These results are presented to the Board of Trustees, to the Government of Alberta and to the public.

We are proud to see more of our students finishing high school. We are encouraged that our five-year high school completion rate is at an all-time high of 80.6 per cent and that over half of our First Nations, Métis and Inuit students crossed the finish line to graduate in 2016-2017. These numbers are important because it means more of our students than ever have the tools they need to build lives that bring them dignity and fulfillment. We are working to build upon current successes to see an even greater number of our students achieve high school completion in the coming years.

Our District is committed to the goal of success for every student. We work towards the attainment of this goal with the acknowledgment and recognition that our classrooms are more complex than ever before. In the 2016-2017 school year more than 12 per cent of our students required specialized supports, an increasing number of students struggled with their mental health and well-being, 24.6 per cent of our students were identified as English Language Learners and 8.8 per cent of our students self-identified as First Nations, Métis and Inuit. Across District classrooms teachers work hard to know and understand every child in their classroom, as they strive to meet each child at their individual place of learning readiness.

To respond to the complex and diverse learning needs of our students, the District offers a range of programming opportunities and instructional settings. For some students, this means joining us before Kindergarten to help build their learning confidence and developmental skills in preparation for school. For other students, this means ensuring they have specialized supports in place to help them in their learning. This also means students may participate in a wide variety of programs offered across the city such as bilingual language programs, art focused programs, programs that offer alternative approaches to learning and educational programs that take place within institutional settings.

Ensuring high quality teaching and learning spaces plays an important role towards student success. In 2016-2017 the District added three schools and continued construction on 11 new schools opening in 2017-2018. In addition to these new schools, we met with communities in mature neighbourhoods to talk with them about their wants and needs for school space. While progress in this area is encouraging, we know that with our increasing enrollment trends and aging infrastructure there is still work to be done. Our need for new high school space is a priority.

As the District enters into the Board of Trustees' new four year term, we do so with intention and excitement as we strive towards the day that every child we serve is as successful as possible on their educational journey. This is a responsibility and aspiration we take very seriously. We will build upon the successes of the past four years by continuing to be a District of continuous improvement, using evidence as the foundation to our actions and engaging directly with our stakeholders to hear about what is important to them.

Our new Board is energized and as a District, we are ready to work hard on continuing our efforts in service to children, youth and families across the Edmonton community.



Michelle Draper
Board Chair



Darrel Robertson
Superintendent of Schools



Introduction

Edmonton Public Schools' Annual Education Results Report (AERR) presents the District's accomplishments and results for the 2016-2017 school year. The Three-Year Education Plan (3YEP) provides an overview of what the District plans to do to advance its priorities, as well as those of the province, between 2017-2018 and 2019-2020. Foundational to the 3YEP/AERR are the District's Vision, Mission, Values, Priorities and District Strategic Plan, which are brought to life through the shared leadership and responsibility of the Board of Trustees and District administration.

The District is part of Alberta Education's Assurance Model Pilot, which focuses on three priority areas: system priorities, accountability and strategic engagement. In the 2016-2017 school year, the District introduced Strategic Plan Update reports which provided additional information and analysis on what the District has done to advance its Strategic Plan and enhance our accountability. The District also delivered a revised District Feedback Survey in spring 2017 to seek feedback from stakeholders (students, parents, staff, community) on the District's strategic direction. The information from the survey was shared with the Board of Trustees, schools and central decision units. The survey results are used to form analysis within the 3YEP/AERR and to inform conversations at multiple levels of the organization. As a District with a core value of collaboration, the District continually seeks opportunities to engage with its stakeholders.

The 3YEP/AERR continues to be one avenue of communicating District results and plans to our stakeholders. School and central decision units report on their individual progress through the annual Results Review Process. This process provides Trustees, staff and parents with an opportunity to engage in a dialogue around the previous year's work and implications for future work. Catchment school groupings collaborate to develop yearly plans and communicate their results at annual Catchment Results Review presentations.

Foundational to District reporting is a growing culture of evidence-based decision-making, where data is used to reflect on what has been accomplished and to help inform future opportunities.

Timelines and Communication

In the spirit of accountability and transparency, this 3YEP/AERR, the two page AERR Summary of Accomplishments document and a supporting introductory video are posted on the District's website at epsb.ca/ourdistrict/results/aerr. Upon approval from the Board of Trustees, the AERR is submitted to Alberta Education.

The Class Size Averages reports by school for all subjects and core subjects were posted on the District website at epsb.ca/schools/goingtoschool/academics/classsizes.

Accountability Statement

Edmonton Public School's Annual Education Results Report for the 2016–2017 school year and its Education Plan for the three years beginning September 1, 2017 were prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Planning and Transparency Act*. This document was developed in the context of the provincial government's business and fiscal plans.

To the best of its abilities, the Board has used the results reported in the document to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined AERR for the 2016–2017 school year and the 3YEP for 2017–2020 on November 28, 2017.



Michelle Draper
Board Chair



Who We Are

Board of Trustees

Edmonton Public Schools is responsible for the education of nearly 99,000 students. Nine elected Trustees create the policies that set the standards and expectations for administration, and ensure students receive the best education possible in Edmonton's 213 public schools. Learn more about the Board of Trustees at: epsb.ca/ourdistrict/board.



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

District Leadership

The District Support Team is led by the Superintendent, who provides advice and support to the Board, ensures the District fulfills the goals and outcomes established in the Strategic Plan, and that the District meets expectations set out in Board policy.

Ultimately, the Superintendent's mandate is to make sure every student can be successful. This work is a collective responsibility shared among all District staff, as well as parents and community members who, together, strive to improve student achievement results.

The District Support Team provides leadership and support in this work and comprises:

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

District Overview



125 Elementary

39 Elementary/Junior High

5 Elementary/Junior/Senior High

27 Junior High

3 Junior/Senior High

14 Senior High



Learn more about:

Schools: epsb.ca/schools/findaschool/list

Programs we offer: epsb.ca/programs

Departments and services: epsb.ca/ourdistrict/departments

How We Do Our Work

Edmonton Public Schools is a values-driven organization.

This means everything we do is guided by our Cornerstone Values: **accountability, collaboration, equity and integrity.**

These values guide us every day. They help us make decisions that keep students at the core of what we do. Whether we are teachers or support staff, consultants or administrators, maintenance or custodial staff, we all work to achieve our shared vision of “transforming the learners of today into the leaders of tomorrow.”

Accountability

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

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

Collaboration

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

Collaboration happens in many ways within the District. For example, teachers work across schools to plan and share strategies that support quality teaching and learning. Staff from central services work across the organization in the development and implementation of projects.

We also engage with students, parents and community partners to inform key decisions. An example of this collaborative approach was the work to establish attendance boundaries for

the 11 new schools that opened this past fall. Voices from key stakeholders - parents, students, community members and staff - helped to determine the boundaries for each school.

Equity

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

Some of our students, classes or schools face unique and complex challenges that make learning harder. To provide extra support the District has an Equity Fund. This fund enables us to strategically place additional resources where they are most needed. Priority for use of these funds is given to projects impacting student achievement and well-being such as literacy, numeracy and mental health.

Integrity

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

In addition it means sharing our successes, our resources, our knowledge and our learning. All of which is motivated by the intention and purpose of student success.

Our approach to decision-making

Edmonton Public Schools is known for ground-breaking approaches in education, including site-based decision-making. This concept was first introduced in 1976 as a pilot project in seven schools. At that time, it was limited to site-based budgeting. By 1980 site-based budgeting had expanded to include all of our schools.

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

To support schools working together in support of a child's Kindergarten to Grade 12 school experience, the District established a catchment structure. Catchments are groups of schools - elementary, junior high and high schools - that work together in support of the students they serve.

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

Another key factor to the success of our students is our District's approach to leadership. We believe in servant leadership and understand the importance of creating the conditions that allow anyone to be a leader regardless of their title or position. Our Cornerstone Values of accountability, collaboration, equity and integrity provide the common foundation upon which our leaders act and make decisions.

Engagement

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

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



Foundational Statements



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.

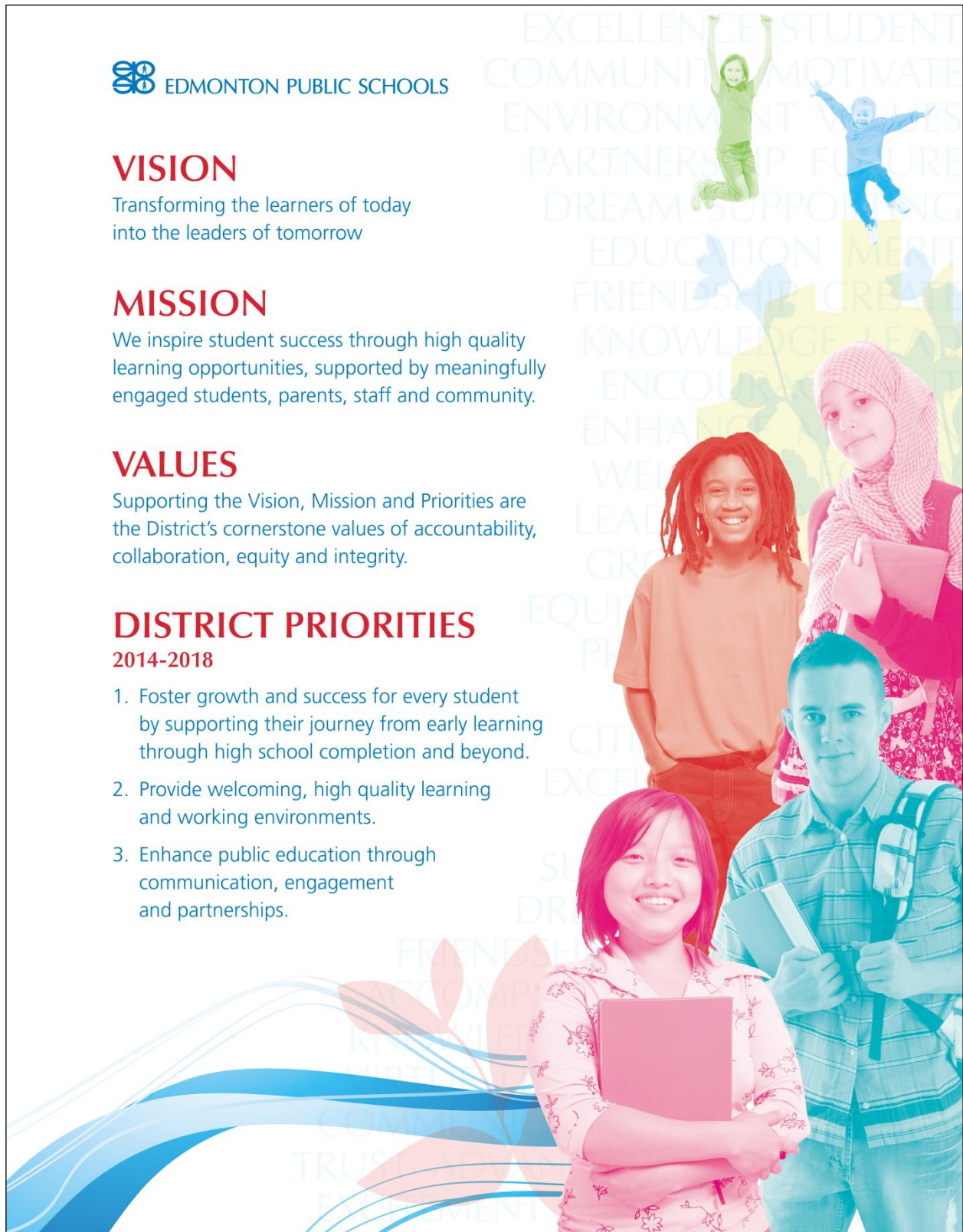
VALUES

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

DISTRICT PRIORITIES

2014-2018

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.



Our Strategic Goals

The District has identified strategic goals for each of the three priorities that respond to students' needs and community expectations, while also laying a strong foundation for ongoing educational and organizational success.

Priority 1	Priority 2	Priority 3
<p>Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.</p> <p>Goal One An Excellent Start to Learning <i>Outcome:</i> More children enter Grade One reaching emotional, social, intellectual and physical developmental milestones.</p> <p>Goal Two Success for Every Student <i>Outcome:</i> More students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy.</p> <p>Goal Three Success Beyond Schooling <i>Outcome:</i> More students complete high school and are connected to career pathways that support their transition to post-secondary studies or the world of work.</p>	<p>Provide welcoming, high quality learning and working environments.</p> <p>Goal One A Focus on Well-being and Student Citizenship <i>Outcome:</i> Our learning and working environments are welcoming, inclusive, safe and healthy.</p> <p>Goal Two Quality Infrastructure for All <i>Outcome:</i> 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.</p> <p>Goal Three Building Capacity through a Culture of Collaboration and Distributed Leadership <i>Outcome:</i> Throughout their careers, all staff are provided opportunities to enhance their professional capacity and leadership within a culture of collaboration.</p> <p>Goal Four A Culture of Excellence and Accountability <i>Outcome:</i> The District is grounded in effective, efficient, equitable and evidence-based practices.</p>	<p>Enhance public education through communication, engagement and partnerships.</p> <p>Goal One Parents as Partners <i>Outcome:</i> Parents are provided opportunities to be involved in their child's education.</p> <p>Goal Two Supports for the Whole Child <i>Outcome:</i> Community partnerships are established to provide supports and services to foster growth and success of students and families.</p> <p>Goal Three Engaged and Effective Governance <i>Outcome:</i> The District is committed to ongoing communication, participation and engagement that enhances public education.</p>

Trends and Issues

Demographics in Edmonton

Edmonton is a growing and diverse city, welcoming people from other parts of the province, country and world. In 2016, Census Canada reported more than 900,000 people living in Edmonton, an increase of over 100,000 since 2011 (Census Profile, 2016 Census). Much of the population is young, with almost 18 per cent between the ages of 0 and 14 (Ibid). Within Edmonton's growing population, there is also an increasing diversity of culture and language, with over 30 per cent of the population identified as having a first language other than English or French (Ibid). These shifts in the City's demographic makeup mirror the student enrolment growth we are experiencing within the District.

The City's growing population has resulted in an expansion of the suburbs. At the same time, there is a declining population of young people living in the mature inner core. This changing demographic of the overall school aged population requires the District to work diligently on the management of its infrastructure portfolio. This work includes advocating for and constructing new schools, as well as working with communities around the most effective use of school space in mature areas. The District is continually monitoring student growth across the City and anticipates high schools will soon be at capacity and overflowing. The District's infrastructure efforts are done in collaboration with parents, communities, the Government of Alberta and the City of Edmonton.

The Educational Landscape in Alberta

The complexity of changing demographics is just one of many factors that influence the direction of education. Another significant factor that influences the work of the District is the oversight and expectations established by Alberta Education. The District works to offer an education system that provides our students with learning experiences that are intended to ready them for life. We seek to provide education that is responsive and flexible, preparing students for careers in a diversified economy and for jobs that may not yet exist. The strategic use of technology is, and will remain, an essential skill for students, along with the critical thinking skills required to evaluate information and create new knowledge.

The District strives to be responsive to direction from Alberta Education, whether it is creating a consistent approach and communication around the implementation of Bill 1 *Act to Reduce School Fees*, preparing teachers and principals for changes to the new *Teachers Quality Standard and Principal Quality Practice Standard*, or ensuring the District's practices align with legislation such as the *School Act*. With a District of over 200 schools and almost 100,000 students, continuing to be responsive to provincial direction requires a coordinated, collaborative response from the District's central decision units and schools. This response must be done through the lens of fiscal responsibility and the careful allocation of the District's resources.

Alberta Education's ongoing work to ensure provincial curriculum is relevant, meaningful and engaging for all students has far-reaching impact for the District. As such, the District is working to prepare teachers and schools for the roll-out of new curriculum that is anticipated to begin in 2018. Successful curriculum implementation will require us to be strategic and intentional in our approach, with a focus on building teacher confidence and capacity related to the delivery of the new curriculum.

A New Board of Trustees

The recent Municipal election resulted in the establishment of a new Board of Trustees. In 2018 the Board will reflect on the work of the past four years, engage with our students, parents, staff and community and look at our results. With the outcomes of this exercise in mind, the Board will confirm the Vision, Mission and District Priorities that will guide the next four years of our work in support of student success.

Increasingly Complex Classrooms

The increasing diversity of our city and overall student population is reflected across District classrooms. The chart below shows a multi-year comparison of District enrolment, and the growth in the number of our students who are English Language Learners, students who self-identify as First Nation, Métis or Inuit and students in need of specialized supports and services.

<i>Students</i>	<i>Sept. 2013</i>	<i>Sept. 2016</i>	<i>% increase</i>
<i>English Language Learners</i>	<i>18,411</i>	<i>23,503</i>	<i>27.7</i>
<i>First Nations, Metis, and Inuit (self-declared)</i>	<i>7,591</i>	<i>8,375</i>	<i>10.3</i>
<i>Requiring specialized services</i>	<i>11,035</i>	<i>11,953</i>	<i>8.3</i>
<i>Total Student Enrolment</i>	<i>86,427</i>	<i>95,632</i>	<i>10.7</i>

Teachers see this increasing complexity in their classrooms every day and work to meet the individual learning needs of every child. This involves understanding the social, emotional, cultural and learning needs of each student. Teachers have also expressed their concern and challenges as they work with an increasing number of students who require support for mental health and well-being.

Staff Capacity

As we anticipate the approval of the draft *Teachers Quality Standard and Principal Quality Practice Standard* and new curriculum for several subject areas and grade levels from Alberta Education, we are working to provide our teachers, school leaders and central staff with the skills and knowledge to implement and support the intention of these new elements with confidence. While preparing for these anticipated initiatives that will shift pedagogical practice, we have the ongoing responsibility of ensuring teacher efficacy in meeting the daily educational needs of their students.

Our District has a large number of leaders new to the principalship; with 55 per cent of our 216 school leaders being within their first five years in the role. This is both an opportunity and a responsibility. We know that young leaders bring new perspectives and fresh energy to the work of the principalship. We also know that the District has a responsibility to ensure these leaders are supported and successful in this challenging role. The work we do in support of the principalship is a reflection of the efforts we make to recruit and retain quality staff across the organization.

In conclusion, the District operates in a complex environment, influenced by global, provincial and educational trends. It is essential that we are aware of these trends and the potential impact they may have on our work, and that we are nimble and responsive as we strive to deliver quality teaching and learning experiences for all students.



Voices from Schools

What are schools doing to support the District Strategic Plan?

The District has 213 schools organized into 13 collaborative catchment groupings. Achieving the priorities, goals and outcomes in the District Strategic Plan requires focused efforts at all levels of Edmonton Public Schools. As such, catchments and schools develop plans that align with the District's priorities and report annually on their progress. The following are some highlights of what District schools are doing in the areas of early learning, literacy, numeracy, success beyond school and mental health. The highlights are not comprehensive, but provide examples of work being done in District schools in support of our strategic direction and ultimately, student success.

Early Years

- **Language Literacy Project:** Using EYE-TA data, schools were identified who had a high number of children at-risk for literacy difficulties. The pilot focused on building teacher capacity in the area of literacy support. Thirty-one teachers from across 10 schools participated in the program. Over three professional development days, consultants worked to build capacity in the areas of phonological awareness, oral language, reciprocal teaching and vocabulary development. This work also resulted in the development of resources that can be used and shared across the District.

Going forward the project will be expanded to include additional schools and work will be done to support the broader sharing of the resources developed in year one of the project.

- **Math Interactive Learning Experience (MILE) research study:** MILE was implemented in partnership with the University of Alberta and focused on strategies to improve math skill development for children with developmental difficulties. Learnings from this study indicated challenges around the time required to properly engage and train teachers to implement the strategies with their students. However, the study also demonstrated positive math skill development and retention for the students who fully participated in this work.

Going forward the District will reflect upon the findings to inform the building of teacher capacity in the area of numeracy instruction, including work to determine which MILE numeracy teaching strategies are best implemented universally in the classroom and those that are most effective when used as targeted supports.

Literacy

Catchment reports indicate that strategic work is happening across all District schools in support of literacy learning. The following is a high level overview of what this work looks like:

- Evidence-based instructional approaches: Schools are using a variety of evidence-based practices to support reading and writing instruction. These include, but are not limited to: Lucy Calkin's Reading and Writing Workshops, Foundations of Literacy, Empower Reading Program and Guided Reading. Principals work with their school community to determine what approach or literacy focused instructional strategies are best suited to meet the literacy learning needs of their students.
- Professional Growth: Schools across the District are investing in building teacher efficacy and expertise in the area of literacy instruction. This is happening in a variety of ways, including, but not limited to:
 - Ongoing, job embedded staff development opportunities.
 - A committed literacy coach to mentor staff and build a shared professional approach to literacy instruction within the school community.
 - The provision of additional release time to support collaboration, the examination of student literacy data and one on one student assessments.
- Assessment of students' reading levels: Teachers use a variety of tools, such as the Fountas and Pinnell, to assess the reading levels of their students. Many of these tools are individual assessments and are used to inform programming, intervention supports and monitor for growth and progress.
- Focus on literacy learning for English Language Learners (ELL): In response to the demographic make-up of their student population, several District schools have a deliberate focus on the literacy learning needs of their ELL students. Strategies implemented include:
 - Having appropriate print resources to support ELL students in their literacy learning.
 - Professional development for teachers around literacy interventions for ELL students.
 - A focus on vocabulary development across subject areas.
 - Working with community partners to provide after school programming that enhances or enriches literacy skills development.
- Literacy interventions: There are a range of evidence-based intervention strategies being used across District schools to support students who are not yet reading at grade level. The intervention work included, but is not limited to:
 - Levelled Literacy Intervention.
 - Pull-out support, such as Reading Recovery.
 - Push-in support by having a second teacher in the classroom to support literacy instruction.
 - Staff professional development focused on literacy intervention strategies.
 - Having the appropriate print materials to support reading intervention practices.
 - Having a formal structure in place for ongoing tracking or monitoring of student literacy growth.
 - Strategic use of Equity Funds to support literacy intervention efforts.

- Importance of transitions: Several schools have focused on the importance of communication and collaboration between teachers or schools when students transition from one learning environment to another. With this in mind many District schools were deliberate in their efforts to document and share information around student literacy development including most recent assessment results, programming accommodations and interventions.

Going forward District schools will build upon the foundational skills that have been built with the intention to refine and deepen understanding, particularly in the areas of intervention strategies, building school wide literacy communities of practice and literacy programming for ELL students.

Numeracy

Catchment reports demonstrate that numeracy is an emerging priority area across District schools. The following is a high level overview of what this work looks like:

- Evidence-based instructional approaches: As schools work to be more deliberate in their efforts to approach numeracy instruction they are looking at evidence-based approaches; this work includes, but is not limited to Guided Numeracy and Guided Math, Power of Ten and Numeracy Foundations. They are also exploring how resources such as Mathletics can support numeracy instruction in the classroom.
- Professional Growth: Schools across the participating catchments are investing in building teacher efficacy and expertise in the area of numeracy instruction. This is happening in a variety of ways, including, but not limited to:
 - Professional development in evidence-based approaches to the teaching of numeracy, such as Guided Numeracy/Math, Power of Ten and Numeracy Foundations.
 - The establishment of numeracy collaboration groups across the catchment to support teachers in their development of shared approaches to numeracy instruction.
 - Targeted professional learning in the area of math interventions.
- MIPI data: Teachers are working together to better understand how best to use MIPI data to inform interventions that will result in student learning growth in the area numeracy.

Going forward District schools will build upon the foundation that has been established and work on deepening intervention strategies. Some schools intend to support numeracy instruction with a designated numeracy lead teacher to collaborate with, coach and mentor teachers across the school community in the development of a shared approach to numeracy best practices and interventions.

Success Beyond School: Career Pathways

- **myBlueprint:** The career and education planner, myBlueprint pilot, was originally planned to include 56 schools, but by the end of June the pilot had been expanded to include approximately 120 schools. Students participating in the pilot had the opportunity to explore who they are and the many options that are available to them when they move beyond high school.
- **Campus EPSB:** The Campus EPSB pilot involved students from three different high schools, and provided them with the opportunity to engage in specialized programming not offered at their attendance high school. The three programs available to students were steel construction, performing arts and computer science. Fifty-seven students participated in the pilot program and 100% successfully completed, earning credits towards graduation.
- **Summer Camps:** Multiple summer opportunities were available for students in July and August, 2017. These summer learning opportunities reflected students' interest in a range of careers and potential pathways. Opportunities included Construction 101, Carpentry and Electrical, Sport and Recreation, Business of Music, Career Camp, Environmental Science and Kings' Business. These camps were held at several high schools and were available to students across the District.

Going forward The Central Career Pathways team will continue to support teachers, schools and administrators in the planning and delivery of career pathways-related programming and will provide resources and professional learning to help teachers embed these concepts into everyday teaching and learning. Career Pathways will support students through access to experiential learning opportunities that promote awareness, build understanding and increase readiness.

First Nations, Metis and Inuit Students

Closing the Achievement Gap: Work is happening across all District schools in support of the success of our First Nations, Métis and Inuit students. The following is a high level overview of what this work looks like:

- **Equity Funds:** Several schools reported using Equity Projects to enhance their efforts to support First Nations, Métis and Inuit student success. These projects across District schools included:
 - Funding a First Nations, Métis and Inuit Liaison worker to engage with students and families towards the goal of school success.
 - Purchasing of First Nations, Métis and Inuit resources, such as Edukits.
 - Supporting collaborative capacity building work between First Nations, Métis and Inuit lead teachers from across catchment schools.
 - Engaging with Elders, Knowledge Keepers and Cultural Advisors to build cultural understanding and awareness relevant to school success.
- **Engaging Families:** Many schools made deliberate efforts to engage and build positive relationships with the families of their First Nations, Métis and Inuit students. This was done through having liaison workers to help build positive relationships between home and school, hosting special days or events at the school that included parents and building cultural connections between the school and families.

Going forward all District leaders will receive the OECD's *Promising Practices in Supporting Success for Indigenous Students* report to help inform their next steps in supporting First Nations, Métis and Inuit education. Some catchment schools identified literacy interventions specific to their First Nations, Métis and Inuit students as a priority area for this year's work.

Student Mental Health and Well-Being

All schools work to support students who are struggling with issues or concerns related to their mental health and well-being. Often schools are first to see the signs or symptoms of mental health concerns. Mental health can also pose as a significant challenge or barrier to a student being able to thrive both in life and in their learning. The following is a high level overview of how schools across the District are building understanding and capacity to respond to student mental health concerns and how they are developing the capacity to be responsive to students on their journey to positive mental health and well-being:

- Building staff awareness and capacity in the area of mental health.
 - District schools identified a lead teacher to support the building of school wide capacity and to serve as a key contact with the District's Comprehensive School Health team.
 - Schools participated in a range of mental health related professional growth activities intended to increase awareness and knowledge to help inform how the school can recognize and respond to students exhibiting potential signs or symptoms of mental health concerns.
 - Many schools worked with their Inclusive Learning team and/or staff from Comprehensive School Health to look at how the school can support students with mental health concerns through a Mental Health Pyramid of Intervention.
 - Schools are building understanding and capacity in the areas of trauma informed practice, the emerging brain science, resiliency and self-regulation.
- Wraparound supports and services: Many catchments or schools are reaching out to community agencies to bring front line mental health supports, such as mental health therapists and success coaches, directly into the school community.

Going forward several catchments will continue to work with community partners to bring additional wrap-around supports focused on mental health directly into the school community. Additionally there is a continued focus in several catchments around developing or enhancing staff knowledge and awareness in the area of mental health.

2017 Accountability Pillar Overall Summary

Combined Accountability Pillar Overall Summary

Measure Category	Measure	Edmonton School District No. 7				Alberta			Measure Evaluation			Targets for Issue or Concern		
		Current Result	Target 2017	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	2018	2019	2020
Safe and Caring Schools	Safe and Caring	89.8	n/a	89.5	89.4	89.5	89.5	89.3	Very High	Improved	Excellent	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	83.3	n/a	83.0	82.8	81.9	81.9	81.5	Very High	Improved	Excellent	n/a	n/a	n/a
	Education Quality	91.1	n/a	90.8	90.6	90.1	90.1	89.6	Very High	Improved Significantly	Excellent	n/a	n/a	n/a
	Drop Out Rate	2.7	n/a	3.0	3.1	3.0	3.2	3.3	Very High	Improved Significantly	Excellent	n/a	n/a	n/a
	High School Completion Rate (3 yr)	75.4	n/a	72.3	71.7	77.9	76.5	76.1	High	Improved Significantly	Good	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	75.6	n/a	77.4	76.8	73.4	73.6	73.2	Intermediate	Declined Significantly	Issue	76.0	76.4	77.0
	PAT: Excellence	24.3	n/a	25.1	24.1	19.5	19.4	18.8	High	Maintained	Good	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	82.4	n/a	81.9	81.4	83.0	82.7	83.1	Intermediate	Improved Significantly	Good	n/a	n/a	n/a
	Diploma: Excellence	25.7	n/a	23.9	23.3	22.2	21.2	21.5	Very High	Improved Significantly	Excellent	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	60.7	n/a	60.1	59.5	54.9	54.6	53.1	High	Improved	Good	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	61.1	n/a	59.3	59.3	62.3	60.8	60.8	n/a	Improved Significantly	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	61.5	n/a	61.1	61.2	57.9	59.4	59.3	High	Maintained	Good	n/a	n/a	n/a
	Work Preparation	82.9	n/a	84.0	83.3	82.7	82.6	81.9	High	Maintained	Good	n/a	n/a	n/a
	Citizenship	84.9	n/a	84.9	84.6	83.7	83.9	83.6	Very High	Improved	Excellent	n/a	n/a	n/a
Parental Involvement	Parental Involvement	79.6	n/a	78.9	79.1	81.2	80.9	80.7	High	Maintained	Good	n/a	n/a	n/a
Continuous Improvement	School Improvement	81.8	n/a	80.9	79.7	81.4	81.2	80.2	Very High	Improved Significantly	Excellent	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

Combined Accountability Pillar FNMI Summary

Measure Category	Measure	Current Result	Edmonton School District No. 7 (FNMI)			Alberta (FNMI)			Measure Evaluation			Targets for Issue or Concern		
			Target 2017	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	2018	2019	2020
Safe and Caring Schools	Safe and Caring	n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	6.8	8.0	8.5	7.7	5.8	6.1	6.7	Intermediate	Improved	Good	n/a	n/a	n/a
	High School Completion Rate (3 yr)	45.6	38.8	38.3	36.1	53.6	50.2	47.8	Very Low	Improved Significantly	Acceptable	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	49.2	55.4	55.0	53.2	51.7	52.4	52.1	Very Low	Declined	Concern	51.2	53.1	55.0
	PAT: Excellence	6.4	8.1	7.4	7.5	6.7	6.3	6.3	Very Low	Declined	Concern	6.7	7.0	7.3
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	76.4	n/a	77.6	75.3	77.1	76.1	76.3	Low	Maintained	Issue	77.0	77.5	78.0
	Diploma: Excellence	11.2	9.8	10.5	10.3	10.7	10.2	10.2	Low	Maintained	Issue	11.5	11.8	12.1
	Diploma Exam Participation Rate (4+ Exams)	20.5	20.8	20.3	19.1	21.8	20.7	20.3	Very Low	Maintained	Concern	20.9	21.3	21.7
	Rutherford Scholarship Eligibility Rate	31.8	n/a	32.7	32.7	34.2	31.9	31.9	n/a	Maintained	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	23.9	26.8	26.3	26.0	31.8	33.5	33.3	Very Low	Maintained	Concern	24.5	26.0	27.0
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
- Due to the change from previous data source systems to Provincial Approach to Student Information (PAS), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
- Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.

How to Read this Report

This section of the report provides an overview of the District's accomplishments and plans, organized by the District's Strategic Plan priority areas. For each area, we've included the following information:

- **Why this outcome is important:** an explanation of the outcome and why the District focuses on this outcome.
- **Key Performance Indicators:** a select list of indicators used to monitor the District's progress for each outcome.
- **What did we hear in the 2017 District Feedback Survey:** a high level summary of what the District heard from its stakeholders. The survey questions profiled in this report are those that align with the District's goals and outcomes. Appendix A includes detailed results for these questions, and a link to the full 2017 District Feedback Survey report.
- **What our results tell us:** a high level summary of what our indicators and survey results demonstrate.
- **What we accomplished in 2016-2017:** a high level summary of what the District accomplished for the priority strategies identified in the District's 2016-2019 Three-Year Education Plan (3YEP), as well as certain additional strategies we implemented that were not identified in the 2016-2019 3YEP.
- **What we plan to do:** a summary of both new and continuing key strategies we will implement in support of the priority area.

Two additional sections are presented this year. The first section titled, *Voices from Schools*, to demonstrates what schools are doing to support the District Strategic Plan in the areas of early learning, literacy, numeracy, success beyond school and mental health and well-being of students and for our First Nations, Métis and Inuit students.

The second section summarizes results for our First Nations, Métis and Inuit students. This section has been structured to resemble, as closely as possible, the priority sections in the document and has been included immediately following Priority 1.

Key Performance Indicators

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

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

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


*A detailed explanation of the evaluation is found in Appendix B: Accountability Pillar Evaluation Reference.

*Notes for the Accountability Pillar will be referenced under the Pillar to assist with understanding and interpretation of the data. Additional notes are in Appendix C.

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PRIORITY 1

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

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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 1 reaching emotional, social, intellectual, and physical development milestones.

Why this outcome is important:

Research provides evidence that the early years are an important time in children's lives where they are forming the skills they need to support their growth and lifelong learning. As a result, the District provides the Early Childhood Services Program to enable more children to attain emotional, social, intellectual and physical developmental milestones before they enter Grade 1.

Key Performance Indicators

Early Years Evaluation - Teacher Assessment and District Indicators	Results (in percentages)				
	2013	2014	2015	2016	2017
Early Years Evaluation – Teacher Assessment Percentage of children entering (pre) and leaving (post)* District Kindergarten programs that meet developmental milestones.	61	63	62 (fall) 81 (spring) (19 per cent improvement)	61 (fall) 81 (spring) (20 per cent improvement)	62 (fall) 82 (spring) (20 per cent improvement)
• Awareness of Self and Environment.	78	82	80 (fall) 92 (spring) (12 per cent improvement)	80 (fall) 92 (spring) (12 per cent improvement)	80 (fall) 92 (spring) (12 per cent improvement)
• Social Skills and Approaches to Learning.	75	76	75 (fall) 89 (spring) (14 per cent improvement)	77 (fall) 89 (spring) (12 per cent improvement)	77 (fall) 89 (spring) (12 per cent improvement)
• Cognitive Skills.	62	64	64 (fall) 90 (spring) (34 per cent improvement)	62 (fall) 89 (spring) (27 per cent improvement)	62 (fall) 89 (spring) (27 per cent improvement)
• Language and Communication.	73	77	75 (fall) 88 (spring) (13 per cent improvement)	75 (fall) 88 (spring) (13 per cent improvement)	76 (fall) 89 (spring) (13 per cent improvement)
• Physical Development. o Fine Motor.	69	70	70 (fall) 93 (spring) (23 per cent improvement)	70 (fall) 92 (spring) (22 per cent improvement)	69 (fall) 92 (spring) (23 per cent improvement)
o Gross Motor.	78	79	77 (fall) 93 (spring) (16 per cent improvement)	76 (fall) 92 (spring) (16 per cent improvement)	79 (fall) 93 (spring) (14 per cent improvement)
Total number of students enrolled in an Early Childhood Services Program (Kindergarten, Pre-Kindergarten)	7,558	7,895	8,107	8,519	8,776

Notes:

- EYE-TA post assessments began in the 2014-2015 school year.
- Improvement for EYE-TA is based on spring-results compared to fall-results.

Priority 1:

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

What did we hear in the 2017 District Feedback Survey:

Eighty-eight per cent of Pre-Kindergarten/Kindergarten parents indicated they felt their child will be ready for learning in Grade 1. Both parents (89 per cent) and staff (98 per cent) indicated they know what children must do to be successful in Kindergarten and Grade 1. Close to 90 per cent of teaching and learning staff indicated they had access to supports and resources that help Pre-Kindergarten/Kindergarten children reach each developmental milestone in preparation for Grade 1.

What our results tell us:

- By using the EYE-TA fall results to inform programming and the use of District resources, we are able to strategically apply supports and program for children in their Kindergarten year who may be at risk of not meeting developmental milestones in readiness for Grade 1. This strategic use of District resources aligns with a greater number of children being developmentally ready for Grade 1 based on a combination of fall and spring EYE-TA results. Over the past three years, more than 80 per cent of children leaving District Kindergarten programs were meeting developmental milestones across all six of the domains measured by the EYE-TA.
- Our detailed analysis of EYE-TA results shows there is opportunity to further explore how best to support children in their development in the following three areas:
 - Social skills and approaches to learning.
 - Cognitive skills.
 - Language and communication.
- Additionally, we strive to continue to have an increasing percentage of children who meet developmental milestones as they enter Grade 1.

Priority 1:

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

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> Built on our learning from the Early Years pilot and Phase 1 of the Early Years Programs Expansion strategy. As part of Phase 2, the District expanded Pre-Kindergarten programming in south and west areas of the city, with 16 additional schools offering a Pre-Kindergarten program. This expansion has enabled the District to increase the number of children who receive Pre-Kindergarten programming from 1,284 in 2016-2017 to over 1,650 children in the fall of 2017-2018. 	<ul style="list-style-type: none"> In 2017-2018, the District will focus on Phase 3 of the Pre-Kindergarten program expansion. Phase 3 will include: <ul style="list-style-type: none"> Ongoing examination of demographic data related to early childhood and local school needs to help inform future program placements. Expansion to communities in north Edmonton. Examination of existing and new ways to best communicate with families of English language learners and First Nations, Métis and Inuit children. Continuation of our partnership with Alberta Health Services to support assessments and resources for Pre-Kindergarten aged children with developmental delays.
<ul style="list-style-type: none"> Continued to use the EYE-TA data to inform supports for children and to identify opportunities to explore areas of early childhood programming. 	<ul style="list-style-type: none"> EYE-TA: Continue to explore how data from the EYE-TA can be used to support decisions around programming and the use of District resources, with the goal of increasing the percentage of District Kindergarten children who are meeting all six developmental milestones prior to Grade 1.
<ul style="list-style-type: none"> Offered a variety of opportunities to build staff and family capacity in the area of Early Years. These included: <ul style="list-style-type: none"> An online resource - Early Childhood Pathways. Hosted an Early Years-focused Summer Institute. Offered Hanen's Centre Learning Language and Loving It (LLLI) Certification program, which provides practical strategies to help children build language and social skills; 90 Educational Assistants (EA) and 11 Speech Language Assistants (SLA) were trained. 	<ul style="list-style-type: none"> Continue to support staff and family capacity building in the area of Early Years through the following strategies: <ul style="list-style-type: none"> Provide a leadership development session focused on early childhood development. Continue to train permanent Kindergarten Educational Assistants in Hanen's Centre Learning Language and Loving It (LLLI) Certification program. The long-term goal is for all permanent Kindergarten educational assistants to be trained in a certificate program. Work with Career Pathways team to inform how Career Pathways Early Years can build parent capacity to better understand early childhood developmental milestones.

Priority 1:

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

Goal Two: Success for Every Student

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

Why this outcome is important:

Educators have long known that literacy is fundamental to successful learning and living. Developing strong literacy skills in students is essential for them to reach their full potential in school, the workplace and to experience a better quality of life in future years. As well, confidence and competence in numeracy provides the foundations for lifelong learning. In all aspects of daily life, we rely on mathematical data, projections, inferences and systematic thinking. That is why numeracy and literacy are fundamental.

Key Performance Indicators

District Indicators	Results (in percentages)				
	2013	2014	2015	2016	2017
Percentage of students in Grades 1-9 demonstrating at or above grade level in writing.	n/a	82.4	79.2	79.3*	74.6
Percentage of students in Grades 1-6 demonstrating at or above grade level in reading.	n/a	n/a	n/a	74.8	73.3
Percentage of students who may need interventions based on the District's Math Intervention Programming Initiative (MIPI) Note: The MIPI was implemented in the 2014-2015 school year for Grades 2- 9, and was expanded to include Grade 10 students in 2015-2016.	n/a	n/a	28.0	24.5	30.0

Notes:

- *HLAT for 2015-2016 includes 149 Fort McMurray students; 21 students had results, and 128 were marked as exempt.

Alberta Education Accountability Pillar	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
STUDENT LEARNING OUTCOMES								
Overall percentage of students in Grade 6 and 9 who achieved the acceptable standard and the standard of excellence on Provincial Achievement Tests (overall cohort results).	77.2 (n= 11,689)	76.5 (n= 11,909)	76.4 (n= 12,526)	77.4 (n= 12,653)	75.6 (n= 12,985)	Intermediate	Declined Significantly	Issue
	23.9 (n= 11,689)	23.5 (n= 11,909)	23.8 (n= 12,526)	25.1 (n= 12,653)	24.3 (n= 12,985)	High	Maintained	Good
Overall percentage of students who achieved the acceptable standard and the standard of excellence on diploma examinations (overall results).	80.9 (n= 11,744)	81.1 (n= 12,025)	81.2 (n= 11,789)	81.9 (n= 12,042)	82.4 (n= 11,800)	Intermediate	Improved Significantly	Good
	22.6 (n= 11,744)	22.5 (n= 12,025)	23.5 (n= 11,789)	23.9 (n= 12,042)	25.7 (n= 11,800)	Very High	Improved Significantly	Excellent

Priority 1:

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

Alberta Education Accountability Pillar	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
LITERACY								
Overall percentage of students in Grade 6 who achieved the acceptable standard and the standard of excellence in Language Arts on Provincial Achievement Tests (overall cohort results).	84.4 (n= 5,624)	84.1 (n= 5,952)	83.8 (n= 6,324)	85.4 (n= 6,390)	83.3 (n= 6,604)	Intermediate	Declined	Issue
	18.8 (n= 5,624)	19.6 (n= 5,952)	22.5 (n= 6,324)	23.7 (n= 6,390)	21.0 (n= 6,604)	High	Declined	Acceptable
Overall percentage of students in Grade 9 who achieved the acceptable standard and the standard of excellence in Language Arts on Provincial Achievement Tests (overall cohort results).	79.4 (n= 5,819)	77.8 (n= 5,735)	78.1 (n= 5,979)	78.7 (n= 5,993)	77.9 (n= 6,160)	Intermediate	Maintained	Acceptable
	18.7 (n= 5,819)	18.4 (n= 5,735)	16.8 (n= 5,979)	18.9 (n= 5,993)	17.6 (n= 6,160)	High	Maintained	Good
Overall percentage of students who achieved the acceptable standard on English 30-1 diploma examinations (overall results).	81.2 (n= 5,098)	82.0 (n= 5,029)	80.1 (n= 5,072)	81.8 (n= 5,248)	81.9 (n= 5,113)	Low	Maintained	Issue
Overall percentage of students who achieved the acceptable standard on English 30-2 diploma examinations (overall results).	81.9 (n= 2,173)	83.0 (n= 2,393)	80.4 (n= 2,394)	82.2 (n= 2,463)	83.1 (n= 2,390)	Low	Improved	Acceptable
Overall percentage of students who achieved the standard of excellence on English 30-1 diploma examinations (overall results).	11.0 (n= 5,098)	11.2 (n= 5,029)	10.1 (n= 5,072)	10.2 (n= 5,248)	11.6 (n= 5,113)	High	Improved	Good
Overall percentage of students who achieved the standard of excellence on English 30-2 diploma examinations (overall results).	7.9 (n= 2,173)	8.7 (n= 2,393)	7.0 (n= 2,394)	7.6 (n= 2,463)	7.9 (n= 2,390)	Low	Maintained	Issue
NUMERACY								
Overall percentage of students in Grade 6 who achieved the acceptable standard and the standard of excellence in Math on Provincial Achievement Tests (overall cohort results).	76.9 (n= 5,607)	77.4 (n= 5,943)	76.2 (n= 6,316)	75.6 (n= 6,385)	70.8 (n= 6,598)	Intermediate	Declined Significantly	Issue
	21.0 (n= 5,607)	20.5 (n= 5,943)	18.2 (n= 6,316)	17.9 (n= 6,385)	16.1 (n= 6,598)	Intermediate	Declined Significantly	Issue
Overall percentage of students in Grade 9 who achieved the acceptable standard and the standard of excellence in Math on Provincial Achievement Tests (overall cohort results).	71.3 (n= 5,796)	70.8 (n= 5,707)	70.2 (n= 5,959)	73.0 (n= 5,954)	70.3 (n= 6,117)	Intermediate	Declined	Issue
	25.5 (n= 5,796)	24.2 (n= 5,707)	23.9 (n= 5,959)	24.6 (n= 5,954)	26.7 (n= 6,117)	Very High	Improved Significantly	Excellent
Overall percentage of students who achieved the acceptable standard on Math 30-1 diploma examinations (overall results).	78.4 (n= 4,381)	74.0 (n= 4,325)	76.1 (n= 4,187)	72.2 (n= 4,119)	73.8 (n= 4,023)	n/a	n/a	n/a
Overall percentage of students who achieved the acceptable standard on Math 30-2 diploma examinations (overall results).	70.8 (n= 1,941)	71.3 (n= 2,139)	76.0 (n= 2,279)	79.1 (n= 2,396)	77.4 (n= 2,255)	n/a	n/a	n/a

Priority 1:

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

Alberta Education Accountability Pillar	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Overall percentage of students who achieved the standard of excellence on Math 30-1 diploma examinations (overall results).	33.3 (n= 4,381)	29.0 (n= 4,325)	33.1 (n= 4,187)	28.6 (n= 4,119)	32.6 (n= 4,023)	n/a	n/a	n/a
Overall percentage of students who achieved the standard of excellence on Math 30-2 diploma examinations (overall results).	10.6 (n= 1,941)	15.1 (n= 2,139)	18.3 (n= 2,279)	21.2 (n= 2,396)	20.3 (n= 2,255)	n/a	n/a	n/a
INSTRUCTIONAL SUPPORTS								
Percentage of students in Grades 4-12 reporting they get help with reading and writing when they need it.	87 (n= 20,103)	n/a	87 (n= 20,528)	86 (n= 20,034)	87 (n= 21,233)			
Percentage of parents satisfied with special support their child has received at school.	84 (n= 815)	86 (n= 829)	86 (n= 739)	83 (n= 769)	86 (n= 820)			

Notes:

- Aggregated PAT results are based upon a weighted average of per cent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Aggregated Diploma results are a weighted average of per cent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the Our SCHOOL/TTFM (Tell Them From Me) survey in 2014.
- Percentage of students in Grades 4-12 reporting they get help with reading and writing when they need it results were derived from Accountability Pillar data.

What did we hear in the 2017 District Feedback Survey:

More than 93 per cent of students indicated learning is important to them and 92 per cent of parents and guardians perceived their child enjoys learning. Students indicated school helped them improve in mathematics (Grades 3 and 5 = 94 per cent; Grades 8 and 11 = 80 per cent), write for different purposes (Grades 3 and 5 = 95 per cent; Grades 8 and 11 = 78 per cent) and understand information they read (Grades 3 and 5 = 95 per cent; Grades 8 and 11 = 87 per cent).

Teachers are confident in their ability to engage students in meaningful learning experiences across the curriculum (99 per cent). More teachers indicated they had the knowledge and skills to program for/support students in need of specialized supports and services (82 per cent) compared to students who are English Language Learners (73 per cent) or First Nation, Métis or Inuit (72 per cent).

What our results tell us:

- From our District Feedback Survey, the importance of learning amongst all stakeholders - students, parents and staff - is confirmed.
- Our results tell a story of growth and areas of complexity. Both local achievement indicators and provincial results demonstrate the strength for our students and areas of growth where we can be doing better.

Priority 1:

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

- As a District, we have focused on building teacher efficacy in the areas of literacy, numeracy and meeting the diverse and complex learning needs of all students across District classrooms. Our most recent diploma results are encouraging, as we see an increasing number of students successfully completing high school. Our provincial achievement test results and teacher voice from the District Feedback Survey confirm the importance of continuing to develop our capacity in the key area of literacy. This information also tells us that we need to further develop our capacity in the area of numeracy and strategically provide support that enhances teacher practice to meet the complex learning needs of all students.

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> Implemented Year 2 of the District-wide Focus on Reading: <ul style="list-style-type: none"> Engaged with school leaders to build upon their capacity as instructional leaders in the area of reading and to inform the direction of this work. Developed a variety of resources that support teacher competency in relation to building the life skill of reading within all students. Supported schools in their work around reading intervention. Continued to support teachers to report reading at, above or below grade level; this work extended to provide junior high teachers with the option to participate in this District level reporting. 	<ul style="list-style-type: none"> In Year 3, the District-wide Focus on Reading will build upon previous years' work and include: <ul style="list-style-type: none"> A focus on supporting schools in the identification of students who require intervention and working with schools around their capacity to provide both formal and informal interventions. Support junior high schools in their work to report reading at, above or below grade level for all Grade 7 students.
<ul style="list-style-type: none"> Provided professional learning for Kindergarten to Grade 12 teachers with a focus on research-based literacy approaches to further develop teacher expertise in the area of literacy instruction: <ul style="list-style-type: none"> Supported 170 teachers in the area of literacy intervention. Provided High School Literacy Intervention training. Engaged 3,333 teachers and leaders in a variety of literacy learning opportunities. Revised the Foundations of Literacy K-9 inservice series into an online learning module. 	<ul style="list-style-type: none"> Continue to provide a variety of professional development opportunities for Kindergarten to Grade 12 teachers in the area of research-based literacy practice, including the development of digital professional learning resources for staff.

Priority 1:

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What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> ○ Created a draft handbook to support junior high teachers in the development of reading skills for their students across all content areas of the curriculum. ○ Developed a literacy application intended for parents and guardians to support literacy and numeracy learning outside of the classroom. ○ Established a Community of Practice for lead teachers in support of English Language Learners. 	
<ul style="list-style-type: none"> ● Initiated Year 1 of the Numeracy Guiding Document and Action Plan, and provided classroom support to teachers in the area of numeracy and mathematics learning: <ul style="list-style-type: none"> ○ Provided numeracy professional learning opportunities to 1,957 teachers and leaders from Kindergarten to Grade 12. ○ Developed a variety of resources to support numeracy instruction and an application intended for parents and guardians to support literacy and numeracy learning outside of the classroom. 	<ul style="list-style-type: none"> ● Complete Year 1 and initiate Year 2 of the Numeracy Guiding Document and Action Plan with a focus on providing: <ul style="list-style-type: none"> ○ Support to classroom teachers. ○ Awareness for teachers of research-based best practices related to numeracy and mathematics teaching and learning. ○ A range of professional learning supports and resources intended to build teacher capacity in numeracy instruction.
<ul style="list-style-type: none"> ● Pursued several activities that build on a culture of evidence-based decision-making to support student learning and student success. <ul style="list-style-type: none"> ○ Assessed Prior Level of Achievement reports to identify schools that perform better than predicted, based on previous Provincial Achievement Test results. ○ Utilized the Accountability Pillar data for Mathematics 30-1 and 30-2 to identify schools that demonstrated an improvement greater than provincial results. 	<ul style="list-style-type: none"> ● Will examine the findings related to the Prior Level of Achievement reports and Mathematics 30-1 and 30-2 Accountability Pillar data to determine if there are effective practices and strategies in the area of numeracy instruction that can be shared with schools across the District. ● Examine 2 years of MIPI data and the corresponding student achievement data in the area of numeracy to see if there is a correlation between MIPI results and overall student achievement in the area of numeracy.

Priority 1:

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

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> Continued to build our knowledge and capacity to use individual student performance data to inform both programming and intervention in support of student success. This work included use of the Math Intervention/Programming Instrument (MIPI) and a variety of tools to measure student literacy development. Collaborated with jurisdictions across the province to support the use of the MIPI as one tool to inform student numeracy programming and possible need for intervention. 	<ul style="list-style-type: none"> Continue to provide a range of supports that build staff capacity and promote an evidence-based District culture, including: <ul style="list-style-type: none"> Work with schools and catchments to help staff best understand student performance data as it pertains to programming for students. Offer professional development that builds the confidence and capacity of District staff to use data to support student growth and success. Continue to review and update the Math Intervention/Programming Instrument (MIPI) and Highest Level of Achievement Test (HLAT) tools. Collaborate with jurisdictions across the province to share best practices in numeracy assessment, instruction and intervention.
<ul style="list-style-type: none"> Continued to offer specialized supports and services to schools to ensure all students have access to meaningful and relevant learning experiences and appropriate instructional supports. <ul style="list-style-type: none"> Each school continued to have a school-linked team with District and Alberta Health Services staff who work through an inter-disciplinary collaborative approach. Each school determined priorities for service based on a Pyramid of Intervention. Services ranged from general classroom consultation to individualized supports or specialized assessments and capacity building opportunities for staff, families and community partners. Processed 13,779 individual student referrals. 	<ul style="list-style-type: none"> Continue to offer specialized supports and services to schools to ensure all children and students have access to meaningful and relevant learning experiences. The Pyramid of Intervention will continue to be the framework through which supports and services are provided.

Priority 1:

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What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> ○ As part of the collaborative service model, Inclusive Learning staff conducted classroom consultations, participated in school team meetings and supported teacher-parent conversations. ● In response to student enrolment growth, the opening of 11 new schools and a reshaping of the District's organizational structure, additional staff were hired and school-linked teams were realigned to best support all District students. 	
<ul style="list-style-type: none"> ● In anticipation of a new provincial curriculum, the District developed and began to implement year one activities of the Initial Draft Provincial Curriculum Implementation: District Readiness Plan 2017-2020. The document serves as a key plan to prepare District students, staff and stakeholders for the new provincial curriculum. 	<ul style="list-style-type: none"> ● Continue to implement the 2017 activities and initiate the 2018 activities of the Initial Draft Provincial Curriculum Implementation: District Readiness Plan 2017-2020 to prepare students, staff and stakeholders for the new provincial curriculum.
	<p>New Initiatives</p> <ul style="list-style-type: none"> ● The District will examine the <i>Assessment Tools in Mathematics Literature Review</i>, completed in collaboration with the University of Alberta, to inform next steps in numeracy instructional practices in the District. ● District staff will engage in a conversation to examine how staff from central can best serve schools in support of student success. This discussion will look at several areas including literacy, numeracy, complexity in the classroom and support to teachers. The feedback will help provide clarity to schools around how to access central supports and services and enhance central's capacity to support schools and students in a timely, efficient and effective manner.

Priority 1:

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

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.

Why this outcome is important:

Preparing students for their futures and equipping them to be productive contributors to society, whether as post-secondary students, members of the workplace or citizens in the community, is one of the priority outcomes of public education. Throughout K-12, students are provided opportunities that focus on the development of foundational knowledge, competencies and attitudes that will support them in being successful in school and enable them to transition into post-secondary and/or the world of work.

Key Performance Indicators

Alberta Education Accountability Pillar		Results (in percentages)						Evaluation		
		2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
HIGH SCHOOL COMPLETION										
Percentage of students who completed high school within three, four and five years of entering Grade 10.	3-yr	70.8 (n= 6,436)	70.2 (n= 6,472)	72.6 (n= 6,162)	72.3 (n= 6,199)	75.4 (n= 6,308)		High	Improved Significantly	Good
	4-yr	74.6 (n= 6,429)	75.2 (n= 6,468)	75.3 (n= 6,510)	77.6 (n= 6,204)	77.9 (n= 6,262)		n/a	n/a	n/a
	5-yr	76.7 (n= 6,494)	77.3 (n= 6,442)	77.9 (n= 6,475)	78.4 (n= 6,517)	80.6 (n= 6,215)		n/a	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship.		n/a	n/a	n/a	59.3 (n= 9,490)	61.1 (n= 9,635)		n/a	Improved Significantly	n/a
Annual dropout rate of students aged 14 to 18.		3.8 (n= 25,456)	3.2 (n= 25,245)	3.0 (n= 25,230)	3.0 (n= 25,457)	2.7 (n= 25,785)		Very High	Improved Significantly	Excellent
Percentage of students writing four or more diploma exams within three years of entering Grade 10.		61.0 (n= 6,436)	59.0 (n= 6,472)	59.2 (n= 6,162)	60.1 (n= 6,199)	60.7 (n= 6,308)		High	Improved	Good
ESSENTIAL SKILLS FOR SUCCESS BEYOND SCHOOLING										
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.			82.1 (n= 7,437)	82.3 (n= 7,055)	83.4 (n= 7,170)	84.0 (n= 7,440)	82.9 (n= 7,792)	High	Maintained	Good
Percentage of Grade 7 and 10 students reporting that they get the help they need planning for a career.			68 (n= 11,323)	n/a	67 (n= 11,561)	66 (n= 11,076)	69 (n= 11,507)	n/a	n/a	n/a
Percentage of parents and teachers satisfied their child or students demonstrate the knowledge, skills and attitudes necessary for			68.8 (n= 7,505)	69.1 (n= 7,142)	70.5 (n= 7,267)	70.8 (n= 7,546)	69.9 (n= 7,925)	n/a	n/a	n/a

Priority 1:

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

Alberta Education Accountability Pillar	Results (in percentages)						Evaluation		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
lifelong learning.									
TRANSITIONS/CAREER PLANNING									
Percentage of high school students who transition to post-secondary (including apprenticeship) within six years of entering Grade 10.	61.5 (n=6,642)	61.1 (n=6,491)	61.4 (n=6,444)	61.1 (n=6,471)	61.5 (n=6,513)		High	Maintained	Good

Notes:

- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the Our SCHOOL/TTFM (Tell Them From Me) survey in 2014.
- Percentage of Grade 7 and 10 students reporting that they get the help they need planning for a career results were derived from Accountability Pillar data

What did we hear in the 2017 District Feedback Survey:

The District Feedback Survey asked a number of questions related to the role of education in preparing students for their life beyond Grade 12. It must be noted that a number of survey participants responded “don’t know” within this subset of questions. With this in mind, approximately 70 per cent of students indicated they learned about career options at school and over 80 per cent of teaching and learning staff indicated students can access career planning assistance and resources. Of the survey respondents who did provide a response, more than 65 per cent of the Grades 8 and 11 students, parents and community members indicated that they perceive that the school or the District prepares students for transition to post-secondary; approximately 60 per cent perceived students are prepared to transition into the world of work. Teaching and learning staff had slightly higher responses, with 76 per cent indicating their school successfully prepares students to transition to the world of work. Parents and community indicated the most important skills for students to have when entering the workforce are reading, working with others, oral communication, writing and thinking.

What our results tell us:

- The District’s three, four, and five year completion rates are the highest they have ever been, with the drop-out rate continuing to decrease. More students remain engaged in their K-12 learning and successfully achieve high school completion.
- In their commitment to supporting students towards school completion, high schools have become increasingly creative, flexible and responsive to the individual learning journey of their students. This flexibility has been supported through District and provincial opportunities such as Career Pathways, high school redesign and dual credit.
- Both the Accountability Pillar and District Feedback Survey results confirm the role education plays in the preparation of youth for life beyond high school. Career Pathways is striving to contextualize this model into our District from Kindergarten through to Grade 12.

Priority 1:

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

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> Continued to implement Career Pathways to enable District students to think about, explore and plan what their life might look like beyond high school. This past year's work included: <ul style="list-style-type: none"> Provided resources and learning opportunities to build capacity of teachers related to Career Pathways, including hosting a District-wide Career Pathways Professional Learning day for over 800 participants. Created a curriculum resource and Career and Technology Foundations (CTF) Implementation Guide. Expanded the myBlueprint pilot to 57 schools, which provided students with an opportunity to explore their personal career interests. Increased opportunities for students to be involved in experiential learning through the Career Camp at the University of Alberta, hosting a Maker Day for junior high teachers, and supporting District schools participating in Skills Exploration Days by Skills Alberta. In partnership with industry, created an online student Workplace Safety course. Over 2,300 students completed a minimum of one safety module. 	<ul style="list-style-type: none"> Continue to implement Career Pathways to enable District students to think about, explore and plan what their life might look like beyond high school: <ul style="list-style-type: none"> Support a District-wide understanding and approach to Career Pathways, continue to deliberately foster a shared vision and common language for staff, students, parents and community stakeholders. Create learning opportunities for teachers that enhance their skills and knowledge in curricular areas and competencies related to career and life readiness. Expand the opportunity for the use of myBlueprint to all District schools. Support and increase opportunities for students to be involved in experiential learning that aligns to the five Career Pathways. Increase opportunities for students to obtain post-secondary credits, workplace experience or certification and post-secondary credentials. These opportunities are more feasible through the flexibility of dual credit, off-campus opportunities, locally developed courses and Campus EPSB. Parents and community stakeholders play a critical role in the implementation of this work.
<ul style="list-style-type: none"> The District took deliberate steps to develop opportunities that would engage students around various possibilities for their life beyond Grade 12. <ul style="list-style-type: none"> Career Pathways hired a Dual Credit Consultant to develop dual credit opportunities in post-secondary institutions in the Edmonton area. A dual credit Memorandum of Understanding was developed and signed with both Norquest College and King's College. 	<ul style="list-style-type: none"> Continue to explore dual credit opportunities with post-secondary institutions in the Edmonton area. The District will continue to support schools currently on High School Redesign and those schools working toward redesign. Opportunities for Campus EPSB expansion will be explored. This work will be informed by learnings from the pilot, the work of the Campus EPSB Steering Committee and the capturing of student voice around student interest across the five career pathways.

Priority 1:

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

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> ○ The District continued the work to support Alberta Education's High School Redesign. In 2016-2017, 12 District high schools participated in the initiative, an increase of two more high schools than in 2015-2016. ○ The District implemented Campus EPSB as a pilot across three high schools. The Campus EPSB pilot looked creatively at the use of District space across multiple locations and enabled students to participate in programming not available to them in their area high school. 	
<ul style="list-style-type: none"> ● Created threshold alerts in the District's Data Dashboard to monitor the five greatest predictors of students at-risk to dropping out of school indicators. This feature was intended to provide schools with the ability to proactively identify students at-risk of not completing high school. To support schools in the use of the Threshold Alert feature, information about the Threshold Alerts data was included in the Dashboard training with school principals and other District staff. 	
	<p>New Initiative</p> <ul style="list-style-type: none"> ● To support the ongoing development and implementation of Career Pathways, the central Career Pathways team will conduct an evaluation that looks at work accomplished and gathers feedback to inform the work going forward.

Priority 1:

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

Provincial and District Priority:

First Nations, Métis and Inuit (FNMI) Students are Successful.

The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.

Why focusing on First Nations, Métis and Inuit student success is important:

The District strives to support the success of every student on their K-12 educational journey. The achievement data reflecting the results of our self-identified First Nations, Métis or Inuit students demonstrates the importance of the work to be done in support of their success. The District is committed to closing the achievement gap and is taking focused, strategic steps towards this end. We know the success of our efforts is dependent upon our working closely with our students, their families, caregivers, Elders, knowledge keepers and members of the broader community. In 2016-2017, the District served 8,375 students who self-identified as First Nations, Métis or Inuit.

Key Performance Indicators

Priority 1, Goal 2: Success for Every Student								
Alberta Education Accountability Pillar	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
STUDENT LEARNING OUTCOMES								
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard and the standard of excellence on Provincial Achievement Tests (overall cohort results).	55.9 (n=1,080)	52.5 (n=1,083)	52.0 (n=1,102)	55.0 (n=1,088)	49.2 (n=1,150)	Very Low	Declined	Concern
	6.4 (n=1,080)	6.4 (n=1,083)	8.7 (n=1,102)	7.4 (n=1,088)	6.4 (n=1,150)	Very Low	Declined	Concern
Overall percentage of self-identified FNMI students who achieved the acceptable standard and the standard of excellence on diploma examinations (overall results).	73.0 (n=579)	74.0 (n=630)	74.2 (n=593)	77.6 (n=689)	76.4 (n=636)	Low	Maintained	Issue
	9.4 (n=579)	9.4 (n=630)	10.8 (n=593)	10.5 (n=689)	11.2 (n=636)	Low	Maintained	Issue

Notes:

- Aggregated PAT results are based upon a weighted average of per cent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Aggregated Diploma results are a weighted average of per cent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.

Priority 1:

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

Priority 1, Goal 3: Success Beyond Schooling										
Alberta Education Accountability Pillar		Results (in percentages)						Evaluation		
		2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
HIGH SCHOOL COMPLETION										
Percentage of self-identified FNMI students who completed high school within three, four and five years of entering Grade 10.	3-yr	31.7 (n= 538)	30.2 (n= 589)	39.8 (n= 572)	38.3 (n= 560)	45.6 (n= 587)		Very Low	Improved Significantly	Acceptable
	4-yr	36.8 (n= 498)	37.1 (n= 503)	37.0 (n= 541)	46.8 (n= 564)	43.3 (n= 557)		n/a	n/a	n/a
	5-yr	39.0 (n= 512)	42.5 (n= 473)	41.8 (n= 490)	43.3 (n= 536)	51.9 (n= 563)		n/a n/a n/a		
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.		n/a	n/a	n/a	32.7 (n= 877)	31.8 (n= 902)		n/a	Maintained	n/a
Annual dropout rate of self-identified FNMI students aged 14 to 18.		8.2 (n= 2,165)	8.4 (n= 2,231)	6.3 (n= 2,282)	8.5 (n= 2,409)	6.8 (n= 2,430)		Intermediate	Improved	Good
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.		19.2 (n= 538)	16.8 (n= 589)	20.2 (n= 572)	20.3 (n= 560)	20.5 (n= 587)		Very Low	Maintained	Concern
TRANSITIONS/CAREER PLANNING										
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.		25.3 (n= 399)	25.0 (n= 489)	26.6 (n= 468)	26.3 (n= 480)	23.9 (n= 529)		Very Low	Maintained	Concern

What the results tell us:

- High school completion remains an area of positive growth as we continue to realize improvement across the three, four, and five year completion rates. It is encouraging to see the significant gains being made; however, there remains much work to be done to bring the completion rates comparable to that of the Province.
- Related to high school completion rates is the data reflecting the number of students challenging the diploma exams and the annual dropout rate of students. Efforts to improve results in both these areas will carry forward to influence high school completion rates.
- Results from provincial achievement tests indicate the importance of the work to support improvement.

Priority 1:

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

What we accomplished in 2016-2017	What we plan to do
To address eliminating the systemic education achievement gap between First Nations, Métis and Inuit students and all other students, the District pursued the following initiatives:	In continued efforts to work towards eliminating the systemic education and achievement gap between First Nations, Métis and Inuit students and all other students the District will:
<ul style="list-style-type: none"> Continued to build District staff capacity and knowledge around First Nations, Métis and Inuit education, history, perspectives and experiences through the following: <ul style="list-style-type: none"> District schools identified a First Nations, Métis and Inuit lead teacher to help support the school's strategic efforts which included working with all teachers to help build their knowledge, awareness and understanding. Provided professional learning for lead teachers and administrators to build their awareness, knowledge and understanding around treaty and residential school history, cultural protocols and current provincial initiatives. Offered additional professional learning sessions for District staff such as the <i>Blanket Exercise</i>, <i>We Are All Treaty People: Treaty 6 Basics</i>, and <i>Reconciliation through Numeracy</i>. 	<ul style="list-style-type: none"> Each District school will continue to identify a First Nations, Métis and Inuit lead teacher to work directly within the school community in support of First Nations, Métis and Inuit education and to serve as a single point of contact between the school and the District's First Nations, Métis and Inuit Education unit. Continue to support First Nations, Métis and Inuit lead teachers and District administrators through professional learning sessions, with a strategic focus to increase readiness for curriculum development and Teacher/Principal Leadership Quality Standard implementation. Continue to build capacity, awareness and knowledge at the District level through the development of resources, and the planning and hosting of significant cultural events, as well as offering professional learning to District staff.
<ul style="list-style-type: none"> Conducted a preliminary literature review on evidence-based strategies proven to improve literacy and numeracy outcomes for First Nations, Métis and Inuit students from Pre-Kindergarten to high school. 	<ul style="list-style-type: none"> Share the findings from the literature review across the District to inform instructional practice for First Nations, Métis and Inuit students in the areas of literacy and numeracy.
<ul style="list-style-type: none"> Conducted a case study to support the success and achievement of First Nations, Métis and Inuit students by examining elements that factor into positive change. Ten District schools, including elementary, junior high and high schools, participated in the case study and a data profile was created for each school. 	<ul style="list-style-type: none"> Share results from the case study to examine elements that factored into positive change for First Nations, Métis and Inuit students. Explore how best to learn from these results to inform teaching and learning across District schools.

Priority 1:

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

What we accomplished in 2016-2017	What we plan to do
	<ul style="list-style-type: none"> Explore how phase two of the case study could expand to include additional schools or could take a deeper look at impactful practice within the current cohort of schools.
<ul style="list-style-type: none"> The First Nations, Métis and Inuit Education unit supported 145 District schools in the development of their First Nations, Métis and Inuit school plan. This work enabled schools to participate in a planning process that includes the identification of best practices and supports the sharing of resources, successes and areas of growth. 	<ul style="list-style-type: none"> To support alignment and a meaningful integration of the goals of the First Nations, Métis and Inuit School Plan with the overall work and focus of the school community, support was given to strategically align the school's work to develop a First Nations, Métis and Inuit School Plan as part of the fall budget planning process.
<ul style="list-style-type: none"> Expanded the partnerships with community and post-secondary institutes to provide First Nations, Métis and Inuit students with increased opportunities to participate in transition programs. These included: CALM 20: An Experiential Indigenous Journey, Frontier College, Norquest College, Oskayak Police Academy, Mêtawêtan Physical Education 10 Summer Program and Ever Active Schools Spring Break Boot Camp. 	<ul style="list-style-type: none"> Continue to work in partnership with community and post-secondary institutes to offer transition programming for First Nations, Métis and Inuit students. Student feedback will be used to inform programming and the exploration or development of new opportunities that engage students in alternate ways of continuing their learning journey, including offering one credit weekends for First Nations, Métis and Inuit high school students.
<ul style="list-style-type: none"> To promote awareness and respect for the history and culture of First Nations, Métis and Inuit, the Board of Trustees passed a motion to purchase the Treaty 6 and Métis flags for each District school and raise the flags at the Centre for Education. 	<ul style="list-style-type: none"> To represent the District's commitment to increase awareness and understanding of First Nations, Métis and Inuit history and culture and our continued commitment towards reconciliation, on behalf of all District schools and facilities, the Treaty 6 and Métis flags will be flown outdoors at the Centre for Education. Each District schools will receive their Treaty 6 and Métis flags along with a package of supporting materials including the history of each flag, cultural protocols and guidance to the respectful indoor displaying of these flags.

Priority 1:


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

What we accomplished in 2016-2017	What we plan to do
	<p>New Initiative</p> <ul style="list-style-type: none">• The District will use the OECD report, <i>Promising Practices in Supporting Success for Indigenous Students</i>, to help inform our next steps in continued efforts towards eliminating the systemic education and achievement gap between First Nations, Métis and Inuit students and all other students.

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PRIORITY 2

Provide welcoming, high quality learning
and working environments.

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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.

Why this outcome is important:

The District wants every student to grow, thrive and experience success throughout their learning journey. Consequently, the District supports student growth and development academically, socially and emotionally by ensuring they are learning in a welcoming, inclusive, safe and healthy school environment. This environment allows students to focus on their learning, prepares them for their future in post-secondary studies and/or the world of work and helps them gain a strong sense of citizenship and social responsibility.

Key Performance Indicators

Alberta Education Accountability Pillar	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
WELL BEING and SAFE								
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	89.3 (n= 27,854)	88.7 (n= 50,439)	90.0 (n= 28,117)	89.5 (n= 27,937)	89.8 (n= 29,498)	Very High	Improved	Excellent
CITIZENSHIP/ LEADERSHIP								
Percentage of teachers, parents and students that are satisfied that students model active citizenship.	84.4 (n= 27,870)	83.6 (n= 50,529)	85.3 (n= 28,134)	84.9 (n= 27,962)	84.9 (n= 29,529)	Very High	Improved	Excellent
Your child is encouraged at school to be involved in activities that help the community.	77 (n= 3,790)	78 (n= 3,649)	79 (n= 3,410)	79 (n= 3,744)	79 (n= 3,912)	n/a	n/a	n/a
Students are encouraged at your school to be involved in activities that help the community.	89.0 (n= 3,811)	90.0 (n= 3,627)	91.0 (n= 4,014)	92.0 (n= 3,936)	91.0 (n= 4,181)	n/a	n/a	n/a
WELCOMING								
Students at your child's school respect each other.	80 (n= 3,783)	81 (n= 3,667)	81 (n= 3,420)	81 (n= 3,737)	80 (n= 3,906)	n/a	n/a	n/a
Students at your school respect each other.	93 (n= 3,813)	93 (n= 3,644)	94 (n= 4,012)	94 (n= 3,966)	93 (n= 4,207)	n/a	n/a	n/a
INCLUSIVE								
Students at your child's school help each other when they can.	79 (n= 3,796)	78 (n= 3,669)	79 (n= 3,416)	79 (n= 3,757)	79 (n= 9,916)	n/a	n/a	n/a
Students at your school help each other when they can.	96 (n= 3,828)	96 (n= 3,641)	96 (n= 4,020)	97 (n= 3,962)	96 (n= 4,204)	n/a	n/a	n/a

Notes:

- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Priority 2:

Provide welcoming, high quality learning and working environments.

What did we hear in the 2017 District Feedback Survey:

Overall, respondents indicated schools are safe, welcoming, inclusive and create a sense of belonging; positive stakeholder responses for all the above noted attributes of a school environment ranged from 77 per cent to 97 per cent. In general, students in Grades 3 and 5 responded more positively than the students in Grades 8 and 11. The survey results indicate that 70 per cent of students in Grades 8 and 11 perceive they get support for their mental and physical well-being. Additionally, 70 per cent of parents perceive their child can get the support they need for their mental and physical well-being at school. Eighty-nine per cent of students in Grades 3 and 5 perceive that school helps them make good choices about healthy eating. Students in Grades 8 and 11 do not see as strong a connection between their eating choices and the influence of school with only 54 per cent indicating school helps them make good choices about healthy eating.

With respect to student citizenship, both parents and teaching staff responded with positive affirmation to the statement “my...school encourages students to demonstrate citizenship” with parents at 90 per cent and teaching staff at 97 per cent. More than 96 per cent of students confirmed they know how to behave in school.

What our results tell us:

- Data from both the Accountability Pillar and the District Feedback Survey indicates a high level of confidence in schools as caring, respectful and safe environments.
- The Accountability Pillar also signals that schools encourage students to be engaged and helpful within the broader community.
- The District Feedback Survey provides baseline results on the work schools are doing to support students to make healthy life choices with respect to eating, physical activity and mental well-being.

Priority 2:

Provide welcoming, high quality learning and working environments.

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> The Board of Trustees enacted Board Policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments to reflect alignment with School Act expectations around well-being. Board Policy AE.BP serves as the parent policy to the set of 13 policies that inform staff and student safety and well-being. 	<ul style="list-style-type: none"> Work will continue to review and revise Board Policies and Administrative Regulations that fall under AE.BP to ensure alignment and support to this parent policy.
<ul style="list-style-type: none"> Participated in provincial dialogue about the provincial Mental Health Framework - Working Together to Support Mental Health In Alberta Schools - which was launched in the spring of 2017. Engaged staff to shape the development of a District Mental Health Framework to align with the emerging provincial Mental Health Framework. 	<ul style="list-style-type: none"> Finalize the development of the District's Mental Health Framework that aligns to the provincial Mental Health Framework. Communicate the framework to schools and develop professional learning opportunities related to the intent and implementation of the framework.
<ul style="list-style-type: none"> 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. Provided capacity building opportunities for CSH lead teachers related to mental health, healthy relationships and physical literacy. To date, 70 schools have a CSH lead teacher. 	<ul style="list-style-type: none"> Continue to identify a Comprehensive School Health lead teacher in each school to support curricular instruction and the development and implementation of strategies to create and maintain a culture of wellness for students in accordance to the <i>School Act</i> regulations and the Guide to Education. Continue to provide training in Comprehensive School Health, through CSH lead teachers with an ongoing focus on supports for mental health and training in physical literacy. <ul style="list-style-type: none"> Continue to support existing Communities of Practice in mental health and physical literacy and introduce a Physical Educator's Community of Practice for elementary schools to align with the K-4 curriculum launch in 2018.
<ul style="list-style-type: none"> Provided opportunities to build and support staff capacity in Comprehensive School Health through the following: <ul style="list-style-type: none"> A professional day, <i>Are We Healthy and Wise? Wellness Education Day</i> (120 staff attended; 20 community partners presented). 	<ul style="list-style-type: none"> Continue to build staff capacity in the area of Comprehensive School Health in a manner that is responsive to the needs of schools, including providing support to schools in the area of teaching sexual health and supporting healthy relationships in a manner that reflects recent changes to the <i>School Act</i>.

Priority 2:

Provide welcoming, high quality learning and working environments.

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> ○ Train-the-trainer model in physical literacy (50 staff trained). ○ Communities of Practice for Guidance Counsellors and for high school Physical Educators. ○ Provided information about professional learning, school grant opportunities, lesson plans and exemplars in CSH approaches through a Google E-Newsletter. ○ Updated the <i>Teaching Sexual Health and Supporting Healthy Relationships Toolkit (Bullying Prevention)</i> guides to reflect the amended <i>School Act</i> and updated resources. 	
<ul style="list-style-type: none"> ● To further enhance District capacity, collaborated with external stakeholders around a variety of initiatives related to mental health and the creation of welcome, inclusive, safe and healthy learning and working environments. <ul style="list-style-type: none"> ○ Accessed community expertise to build internal capacity through train-the-trainer approaches, opportunities for certification and participating in out-of-District professional development. ○ Provided feedback, along with several community partners and the provincial government, on updates to teachingsexualhealth.ca website. 	<ul style="list-style-type: none"> ● Continue to offer professional learning opportunities, in collaboration with external partners, to increase the capacity of staff in supporting mental health literacy, healthy relationships, nutrition and physical literacy.
<ul style="list-style-type: none"> ● Established a Mental Health Transition Team to support students, their families and schools as students transition into and out of tertiary services in the community. In the 2016-2017 the team supported 31 District students. <ul style="list-style-type: none"> ○ To support the development of this team, the District collaborated internally and collaborated with external Mental Health Services providers. 	<ul style="list-style-type: none"> ● Continue to utilize a Mental Health Transition Team to support children and youth transitioning in and out of tertiary services. <ul style="list-style-type: none"> ○ Explore, develop and implement additional means to strengthen mental health services as informed by the work of the Mental Health Transition Team. ○ Explore additional opportunities to partner with mental health services providers in support of enhanced communication and access to tertiary supports.

Priority 2:

Provide welcoming, high quality learning and working environments.

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> ○ The Mental Health Transition team presented the Summer Institute on Deepening Understanding of Mental Health in the classroom. 	
<ul style="list-style-type: none"> ● Initiated a District Diversity Day “Our Stories, Our Strengths” in partnership with Phoenix Multi-Faith Society for Harmony. Approximately 115 students, Grades 7-12 and accompanying staff, attended the Diversity Day which focused on healthy intercultural dialogue, diverse identities and reducing discrimination and stereotyping. 	<ul style="list-style-type: none"> ● Building on the District’s Diversity Day offered in 2016-2017, explore opportunities for students and staff to continue to learn skills related to intercultural communication and healthy relationships.
<ul style="list-style-type: none"> ● Implementation of the Commit to Kids Program was postponed in order to determine how best to move forward with the work. 	<ul style="list-style-type: none"> ● Work will be done in 2017-2018 to consider future direction of this work.
<ul style="list-style-type: none"> ● Continued to build capacity in schools to support gender diverse students through: <ul style="list-style-type: none"> ○ Consultations with schools and families. ○ Professional development sessions for school Safe Contacts. ○ Presentations to schools and to School Councils. ● Initiated Advanced Safe Contact training to build capacity for supporting transgender students. ● Provided support to schools for the establishment of Gay-Straight Alliances (GSAs) or Queer-Straight Alliances (QSAs). 	<ul style="list-style-type: none"> ● Continue to provide training for Safe Contacts in every school. ● Participate in SOGI 1-2-3, a Western Canadian pilot network of educators, to support District policy and procedures, inclusive learning environments and resources for sexual orientation, gender identity and gender expression.

Priority 2:

Provide welcoming, high quality learning and working environments.

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.

Why this outcome is important:

The District believes quality infrastructure is a foundation for high quality teaching and learning. This includes our buildings and the supporting systems such as communication and transportation networks and addressing the needs of a growing student population. To achieve this goal, the District is guided by the Infrastructure Planning Principles Policy. A District Infrastructure Plan provides the overarching framework that informs strategy, priority and action plan development to guide the way the District distributes alternative and special needs programs, secures, improves and maintains school building infrastructure, accommodates growth and ensures students have equitable access to learning environments to meet their needs, regardless of where they reside.

Key Performance Indicators

District Indicators	Results				
	2013	2014	2015	2016	2017
INFRASTRUCTURE					
Number of District requested capital projects that received provincial funding.	6	10	5	0	3
New/Replacement Capital Construction projects funded.	4	6	0	0	3
Approved modular classrooms.	0	18	10	13	13
Major modernizations funded.	0	4	2	0	0
Percentage of school space used across the District.	67.0	71.0	75.0*	77.0	79.0
TRANSPORTATION					
Number of yellow bus riders at the end of June.	9,453	10,753	10,463	11,605	12,513
Percentage of yellow bus riders whose one-way trip is less than 60 minutes at end of September.			98.6	96.7	95.9
TECHNOLOGY					
Percentage of District sites with a minimum of 100 mb SuperNet link.	3.0	33.0	87.0	99.0	100

Note:

- Beginning in 2014-2015 results use the Instructional Area Model (IAM) utilization formula which defines capacity to be 100%. Before this, the ACU was used and defined 85% as capacity.

Priority 2:

Provide welcoming, high quality learning and working environments.

What did we hear in the 2017 District Feedback Survey:

Overall, respondents to the survey indicated District schools and places of work are well-maintained facilities. Student satisfaction for building condition was 79 per cent for Grades 8 and 11 and 94 per cent for students in Grades 3 and 5. Community members and parents indicated satisfaction with 85 per cent and 89 per cent respectively. Additionally, 93 per cent of staff responded positively about the condition of their work environment. Staff indicated high satisfaction for technology in their place of work across multiple areas: well-maintained (95 per cent), reliable (93 per cent), up to date (89 per cent) and indicated satisfaction with access to technology to support teaching and learning (96 per cent).

There was a lower indication of positive response for the location of District schools, with 57 per cent of parents and 64 per cent of community indicating that schools are appropriately located to meet K-12 student population demand.

What our results tell us:

- Based on feedback from the District survey, all stakeholders - students, parents, staff and the community have a positive perception of the District's ability to keep its buildings well-maintained. This may be reflective of the District's investment of significant funds into the maintaining and updating of District infrastructure in recent years, including enhancing the condition of buildings and upgrading access to technology.
- The percentage of school space used across the District continues to be a challenge with the District's utilization rate trending upward. Issues of space coincide with the ongoing growth of our student enrolment count. The opening of 11 new schools in September 2017 will help to address space challenges for Kindergarten to Grade 9 programming. Until new high school space is developed, there is an increasing concern for the District's ability to adequately accommodate Grades 10-12 programming in the coming years.
- Parents and community have been active stakeholders in the District's work around growth accommodation, new school boundaries and mature communities. This involvement may have informed stakeholder perception to questions around schools being appropriately located to meet K-12 student population demand.
- More students accessed the yellow bus to get to school each day. With this increase in ridership, the District also saw a slight decrease in the number of students whose ride time is under one hour. At this time, we are not certain what impact the opening of the 11 new schools will have on student yellow bus service.

Priority 2:

Provide welcoming, high quality learning and working environments.

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> Implemented Year 2 of the District Infrastructure Plan: <ul style="list-style-type: none"> Supported the construction and preparation for the opening of 11 new schools in the 2017-2018 operational year. Supported six school modernizations. Initiated planning of the Highlands School modernization and new schools in McConachie and Larkspur neighbourhoods. Installed 15 modular classrooms. Pursued restoration of the Archives and Museum roof. Submitted Three-Year Capital Plan to the province. 	<ul style="list-style-type: none"> Implement Year 3 of the District Infrastructure Plan, including the following initiatives: <ul style="list-style-type: none"> Complete construction of Kim Hung and Shauna May Seneca Schools for opening in 2017-2018. Continue to support school modernizations, and Highlands, Larkspur and McConachie projects. Work on concept designs in anticipation of funding for District high school space.
<ul style="list-style-type: none"> Continued to pursue District utility savings to improve the District's overall sustainability through lighting, boiler, window and door upgrades and through solar initiatives and recycling programs. <ul style="list-style-type: none"> Initiated upgrades to the electrical and mechanical systems of the Centre of Education to support efficiencies. 	
<ul style="list-style-type: none"> Through the Capital Investment Strategy, funded by the equity fund, provided building enhancements to 175 schools including front entrance upgrades, painting, heating and ventilation projects. This included 11 schools that received new student furniture. 	
<ul style="list-style-type: none"> Completed the detailed design phase of the Edmonton Student Transportation Authority (ESTA) initiative. ESTA is intended to create efficiencies in transporting students on yellow bus service. In preparation to support this initiative, Student Transportation staff were relocated to accommodate working in collaboration with Edmonton Catholic School Division. 	<ul style="list-style-type: none"> Efforts will be made to sign off on the formal agreement between the two school districts.

Priority 2:

Provide welcoming, high quality learning and working environments.

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> ● In support of Alberta Education's Learning and Technology Policy Framework, participated in the School Technology Advisory Committee and Jurisdiction Technology Contact events. ● Supported District leadership capacity around the provincial technology framework through the implementation of a Leadership Development Framework module. 	<ul style="list-style-type: none"> ● To build staff capacity in the area Alberta Education's Learning and Technology Policy Framework, the following will be offered: <ul style="list-style-type: none"> ○ Leadership Development Module on the provincial technology framework to new principals. ○ Develop and deliver a module in support of the framework to Education Technology lead teachers. ○ Offer Google-Certified Educator training and certification to lead teachers.
<ul style="list-style-type: none"> ● Pursued several initiatives to support access to technology in high quality learning and working environments: <ul style="list-style-type: none"> ○ Completed the first year of a three-year plan to refresh core technical infrastructure in all schools. ○ Connected the Centre of Education via a fibre link to the Cybera Network, in partnership with the City of Edmonton and the University of Alberta, resulting in improved internet access to all schools. ○ Deployed over 5,000 Chromebooks to provide equitable access to technology for all District students which resulted in an overall student:device ratio of 2:1. ○ Replaced all end of life Smartboards with new interactive projective technologies in 106 District schools. 	<ul style="list-style-type: none"> ● Continue to pursue initiatives to support access to technology in high quality learning and working environments: <ul style="list-style-type: none"> ○ Continue with Year 2 and 3 of the evergreen plan to refresh core technical infrastructure in all schools. ○ In partnership with the City of Edmonton and University of Alberta, continue to explore new opportunities related to the Cybera Network. ○ Train and follow-up with staff to ensure smooth transition to the new interactive projector technologies.

Priority 2:

Provide welcoming, high quality learning and working environments.

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 with a culture of collaboration.

Why this outcome is important:

High quality teaching and learning environments are at the heart of student success. By preparing staff with quality professional development opportunities, leadership development, opportunities for collaboration and effective supports and services; the District strives to provide the high quality teaching and learning environments necessary for student success.

Key Performance Indicators

Alberta Education Accountability Pillar	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology and health and physical education.	83.1 (n=19,026)	82.4 (n=34,715)	83.0 (n=19,122)	83.0 (n=18,923)	83.3 (n=19,747)	Very High	Improved	Excellent
PROFESSIONAL DEVELOPMENT AND GROWTH								
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	79.9 (n=3,816)	79.1 (n=3,644)	83.5 (n=4,017)	84.1 (n=3,971)	85.8 (n=4,216)	n/a	n/a	n/a
Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have significantly contributed to your ongoing professional development.	76 (n=3,809)	76 (n=3,636)	80 (n=4,006)	80 (n=3,947)	83 (n=4,184)	n/a	n/a	n/a
Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have been focused on the priorities of the jurisdiction.	87 (n=3,806)	85 (n=3,624)	90 (n=4,000)	92 (n=3,953)	92 (n=4,199)	n/a	n/a	n/a
Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have effectively addressed your professional development needs.	77 (n=3,812)	76 (n=3,640)	80 (n=4,016)	80 (n=3,962)	83 (n=4,200)	n/a	n/a	n/a

Notes:

- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

District Indicator	Results (in percentages)				
	2013	2014	2015	2016	2017
Number of registrations in professional learning opportunities through the Leadership Development Framework.	226	239	245	497	616

Priority 2:

Provide welcoming, high quality learning and working environments.

What did we hear in the 2017 District Feedback Survey:

Staff overwhelmingly agreed that the District supports employee professional development and growth (94 per cent). Additionally 85 per cent of staff indicated positively that career opportunities are available to them within the District and 82 per cent of staff indicated satisfaction with their access to professional learning to develop their leadership skills. Staff indicated they had opportunities to use their leadership skills in the District (70 per cent) and that leadership development opportunities helped them become a better leader (66 per cent). In looking at the results for these last two questions, it must be noted that more than 20 per cent of staff provided the response “don’t know”.

What our results tell us:

- Over the past three years, according to the Accountability Pillar survey, an increasing percentage of teachers indicated that District provided professional development has contributed significantly to their professional growth and is focused on District priority areas.
- The District continues to expand efforts to support professional development for District leaders and our leaders of tomorrow, with 616 District staff participating in the Leadership Development Program. The District Feedback Survey demonstrates that 82 per cent of staff feel positively about leadership professional learning opportunities available to them.
- District Feedback Survey data also tells us there is the opportunity to further understand the interplay between leadership development professional growth opportunities and perceptions around actual opportunities for staff to demonstrate and experience leadership.



Priority 2:

Provide welcoming, high quality learning and working environments.

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> Continued to develop, implement and expand the Principal Readiness Framework to support building principal capacity: <ul style="list-style-type: none"> Thirty seven principals participated in the first and second principal development program. Forty eight assistant principals and consultants attended the newly implemented Aspiring Principal Development Program; 41 per cent of newly designated principals participated in the Aspiring Principal Development Program. Implemented the Acting for and Acting Principal Development Program, to support succession transition of principals into acting roles. 	<ul style="list-style-type: none"> Continue to be responsive and supportive to the development of District leaders through the modules offered through the Leadership Development Framework and the Principal Readiness Framework. To support principals as instructional leaders, a series of professional development sessions tailored specifically for school leadership have been developed and will be made available to principals prior to their monthly leadership meeting.
<ul style="list-style-type: none"> The District continued to use teacher feedback from the Professional Learning Survey to plan and deliver a range of professional learning opportunities that were responsive to areas identified by teachers as key growth opportunities. These opportunities were delivered at the school level, through catchments and offered centrally through the District's Professional Development Registration System. 	<ul style="list-style-type: none"> Continue to be responsive to the needs of teachers, schools and catchments and explore how professional learning is best offered in support of District leaders.
<ul style="list-style-type: none"> Building upon the successes and lessons learned from the 2015-2016 Summer Institute. This summer, offered an expanded range of professional learning opportunities with 13 different sessions developed and implemented attended by approximately 350 teachers and District leaders. 	<ul style="list-style-type: none"> Continue to explore how Summer Institutes can serve as an effective means of staff professional development.
<ul style="list-style-type: none"> To support the attraction and recruitment of educational assistants, the District implemented a targeted recruitment open house. This campaign resulted in a significant number of supply educational assistants being hired. 	<ul style="list-style-type: none"> Continue to monitor the District's need for educational assistants in the classrooms and deliver attraction, recruitment, and professional learning initiatives as required. In particular, consider opportunities to build on existing processes to prepare new staff for roles and responsibilities of an educational assistant.

Priority 2:

Provide welcoming, high quality learning and working environments.

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none">• To support the onboarding and training of these staff, the District developed the Educational Assistant Summer Institute. The institute was provided to 113 newly recruited educational assistants and helped to prepare them for work in District classrooms.	
<ul style="list-style-type: none">• Developed the Custodial Leadership Preparation Program in collaboration with Local 474 to prepare custodial staff transitioning to a custodial leadership role and to support the development of head custodians.	<ul style="list-style-type: none">• Implement the Custodial Leadership Preparation Program beginning in 2017-2018.
<ul style="list-style-type: none">• Provided additional cohorts of the Lead Administrative Assistant Program and Administrative Assistant Level D/E Program to build capacity of staff. Participants in the program acquired the skills and knowledge to prepare them for the role of administrative assistant: lead, entry-level or intermediate-level.	<ul style="list-style-type: none">• To continue District efforts to meet the need for administrative assistants and clerks, we will monitor vacancies and retirements, provide timely recruitment efforts and explore opportunities to expand the District's pool of administrative assistants who are willing to host practicum placements for new employees.

Priority 2:

Provide welcoming, high quality learning and working environments.

Goal Four: A Culture of Excellence and Accountability

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

Why this outcome is important:

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

Key Performance Indicators

Alberta Education Accountability Pillar	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	80.8 (n= 27,484)	78.0 (n= 49,965)	80.1 (n= 27,558)	80.9 (n= 27,730)	81.8 (n= 29,250)	Very High	Improved Significantly	Excellent
Percentage of teacher, parent and student satisfaction with accessibility, effectiveness and efficiency of programs and services for students in their community.	70.5 (n= 27,720)	65.0 (n= 7,227)	71.6 (n= 27,969)	71.5 (n= 27,757)	72.9 (n= 29,315)	n/a	n/a	n/a
ACCOUNTABILITY AND EXCELLENCE								
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.2 (n= 27,878)	89.8 (n= 50,697)	91.0 (n= 28,155)	90.8 (n= 28,000)	91.1 (n= 29,560)	Very High	Improved Significantly	Excellent

Notes:

- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

What did we hear in the 2017 District Feedback Survey:

Data from the survey indicates that our Cornerstone Values are lived throughout the District, with staff affirming that their school or department demonstrates accountability (95 per cent), collaboration (96 per cent), integrity (96 per cent) and equity (93 per cent). Parents indicate confidence in the staff at their child's school demonstrating these values, with parental affirmation ranging between 83 per cent to 90 per cent across the values.

Over 80 per cent of staff feel the District uses research and evidence to inform planning and decision-making and 79 per cent of staff perceive the District operates as efficiently as possible within its allocated resources.

Overall, 96 per cent of staff believe the District is a great place to work.

Priority 2:

Provide welcoming, high quality learning and working environments.

What our results tell us:

- There is high satisfaction from stakeholders with both the overall quality of basic education as indicated in the Accountability Pillar survey and the District as a place to work as indicated in the District Feedback Survey.
- The District Feedback Survey confirms the importance of the District Cornerstone Values as they are lived out through our daily work.
- Seventy nine per cent of District staff indicated confidence in the efficient use of District resources and 73 per cent of respondents on the Accountability Pillar survey were satisfied with accessibility, effectiveness and efficiency of programs and services for students in their community. These figures would indicate an opportunity to build continued awareness and confidence around our efficient use of resources.

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> • Introduced Strategic Plan Update reports to support communication and accountability regarding the District's overall strategic direction and to continue to foster a culture of evidence-based decision-making. The reports complement the District's Annual Education Results Report (AERR) and Three-Year Education Plan (3YEP) and provide the opportunity for meaningful dialogue between the Board of Trustees and District Administration. The reports are made available to the public through posting on the District's website. • Produced a high-level summary of the progress achieved under the strategic direction of the Board of Trustees for the 2013-2014 to 2016-2017 operational years. 	<ul style="list-style-type: none"> • Continue with Strategic Plan Update reports as a means of communication between the Board of Trustees and District Administration; these reports also serve as a means of communicating with the general public. • Administration will support the newly elected Board of Trustees in their efforts to develop their four-year strategic direction.
<ul style="list-style-type: none"> • Continued to explore opportunities to align school, catchment and central results review processes as well as catchment, school and District planning processes. • Continued to support strategic opportunities to use evidence-based decision-making to inform our work. 	<ul style="list-style-type: none"> • Work collaboratively within the District to examine and revise District reporting and planning processes to reflect effective, efficient and evidence-based decision-making.

Priority 2:

Provide welcoming, high quality learning and working environments.

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none">Conceptualized and began development of Phase 2 of the District's Data Dashboard, a web-based tool with easy access to centralized metrics to monitor progress towards the District's Strategic Plan. This work includes the introduction of additional achievement metrics, enhancements and modifications to improve the user experience and development of metrics related to infrastructure.	<ul style="list-style-type: none">As part of the multi-year Data Dashboard initiative, continue to add additional data sets that support the monitoring of the District's strategic direction as well as continue to support enhancements that reflect efficiency for the user.



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PRIORITY 3

Enhance public education through communication, engagement and partnerships.

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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.

Why this outcome is important:

A child's first "teachers" in life are their parents—and a lot of life learning has happened before a child's first day of school. Through the K–12 journey towards high school completion, parents are extending responsibility for growth and development of their children to include school staff. This is both a privilege and opportunity for parents and educational staff in schools to work together so that each child grows, thrives and experiences school success in their readiness for life beyond Grade 12.

Key Performance Indicators

Alberta Education Accountability Pillar	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
PARENTAL INVOLVEMENT								
Percentage of parents and teachers satisfied with parental involvement in decisions about their child's education.	78.7 (n= 7,612)	78.9 (n= 7,324)	79.5 (n= 7,447)	78.9 (n= 7,705)	79.6 (n= 8,092)	High	Maintained	Good
To what extent are you involved in decisions about your child's education (parents)?	81 (n= 3,733)	82 (n= 3,599)	82 (n= 3,360)	81 (n= 3,648)	81 (n= 3,801)	n/a	n/a	n/a
To what extent are you involved in decisions at your child's school (parents)?	59 (n= 3,733)	59 (n= 3,612)	60 (n= 3,362)	59 (n= 3,674)	59 (n= 3,818)	n/a	n/a	n/a
How satisfied or dissatisfied are you that your input into decisions at your child's school is considered (parents).	65 (n= 3,674)	65 (n= 3,487)	66 (n= 3,246)	64 (n= 3,557)	67 (n= 3,703)	n/a	n/a	n/a
How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's education (parents).	80 (n= 3,756)	78 (n= 3,625)	80 (n= 3,364)	79 (n= 3,681)	79 (n= 3,830)	n/a	n/a	n/a
How satisfied or dissatisfied are you with the opportunity to be involved in decisions at your child's school (parents).	75 (n= 3,727)	75 (n= 3,559)	75 (n= 3,322)	74 (n= 3,642)	76 (n= 3,781)	n/a	n/a	n/a
To what extent are parents or guardians involved in decisions about their child's education (teachers).	80 (n= 3,765)	82 (n= 3,611)	82 (n= 3,983)	82 (n= 3,951)	83 (n= 4,190)	n/a	n/a	n/a
To what extent are parents or guardians involved in decisions at your school (teachers).	76 (n= 3,779)	78 (n= 3,612)	79 (n= 3,965)	79 (n= 3,906)	81 (n= 4,144)	n/a	n/a	n/a
How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions about their child's education (teachers).	91 (n= 3,780)	91 (n= 3,608)	91 (n= 3,958)	92 (n= 3,889)	92 (n= 4,131)	n/a	n/a	n/a
How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions at your school (teachers).	90 (n= 3,803)	90 (n= 3,618)	90 (n= 3,999)	90 (n= 3,930)	90 (n= 4,164)	n/a	n/a	n/a
[How satisfied or dissatisfied are you] that the input of parents or guardians into decisions at your school is considered (teachers).	88 (n= 3,787)	89 (n= 3,592)	89 (n= 3,961)	88 (n= 3,915)	89 (n= 4,144)	n/a	n/a	n/a

Notes:

- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Priority 3:

Enhance public education through communication, engagement and partnerships.

What did we hear in the 2017 District Feedback Survey:

Overall, parents who responded to the survey indicated they have opportunities to be involved in their child's education (84 per cent) and to communicate with their child's teacher (87 per cent). Parents indicated the information they receive about their child's learning helps them to support their child (82 per cent). Teaching and learning staff perceive their school offers parents and guardians multiple ways to be involved in their child's education (95 per cent).

On the District Feedback Survey, parents indicated the top three ways they are actively involved in their child's education are through attending parent/guardian-teacher conferences (77 per cent), monitoring homework (75 per cent) and attending school events (72 per cent). Parents indicated that the top three ways they prefer to acquire information about Edmonton Public Schools are SchoolZone (92 per cent), conversations with their child (83 per cent) and speaking with other parents/guardians (63 per cent).

What our results tell us:

- Results from both the Accountability Pillar and the District Feedback Survey indicate a high level of parent satisfaction around involvement in their child's education. Through the District Feedback Survey, parents also expressed satisfaction about the opportunity to communicate with their child's teacher, as well as about the information received about their child's learning. Based on Accountability Pillar results, parents do not feel as connected to the decisions at their child's school.
- The District Feedback Survey indicates parents are involved in monitoring their child's homework and value attending school events and parent-teacher conferences as a means of being active participants in their child's education. This involvement reflects the voices of those parents choosing to participate in the survey. We know there is work to be done to encourage increased parent engagement across the District.
- It is encouraging that 92 per cent of parents who responded to the survey find SchoolZone a helpful source of information; the District is currently working to further improve SchoolZone features. It is positive that the majority of parents value the conversations they are able to have with their child about school.
- In both the Accountability Pillar and District Feedback Survey results, teacher perceptions around parent involvement was significantly higher than parent perception.

Priority 3:

Enhance public education through communication, engagement and partnerships.

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> Continued to invite parents/guardians and school councils to inform school plans and review school level results through annual results review and budget planning processes. 	<ul style="list-style-type: none"> The new Board of Trustees, elected in October 2017, will develop and implement a process to engage and gather perspectives from parents and other key stakeholder groups to inform the District's Strategic Direction.
<ul style="list-style-type: none"> Implemented the 2017 District Feedback Survey, which included collecting feedback from almost 4,000 parents. 	<ul style="list-style-type: none"> Continue to support the annual implementation of the District Feedback Survey; each school will provide parents with the link to the survey and encourage their participation.
<ul style="list-style-type: none"> Continued to engage stakeholders, including parents, in Board policy development. Over 1,700 respondents provided feedback to draft policies posted for public comment. Of these 1,700 respondents, 600 were identified as parents. 	<ul style="list-style-type: none"> Continue to post draft policy for public feedback and encourage parents to participate through SchoolZone, social media and the District website.
<ul style="list-style-type: none"> Continued to work closely with the Alberta School Councils' Association (ASCA) to provide opportunities for parents to engage with each other and their school communities: <ul style="list-style-type: none"> Offered school council training to support parents in their facilitation and running of a school council. Provided information and ongoing support to school councils. Provided each school council with free membership to ASCA. ASCA provided support to District school councils and Central Services staff and built District leadership awareness of school councils through the offering of professional learning sessions to aspiring principals. 	<ul style="list-style-type: none"> Continue to collaborate with ASCA in support of District school councils.

Priority 3:

Enhance public education through communication, engagement and partnerships.

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> ● To support ongoing and enhanced communication with parents, the District: <ul style="list-style-type: none"> ○ Asked parents to identify ways to enhance SchoolZone. ○ Piloted ThoughtExchange as an online tool to engage stakeholders, including parents, around what is important to them. ● SchoolZone continues to be a popular way to communicate and engage with parents; in 2016-2017, there were 16,100,000 student and parent logins, an increase of 6%. 	<ul style="list-style-type: none"> ● Conduct a pilot with a small group of schools to test the enhanced features of SchoolZone to inform District-wide implementation of the updated tool. ● Continue to pilot new online tools to encourage parental input on District decisions.
<ul style="list-style-type: none"> ● Continued to monitor the ways in which the District communicates and engages with parents and the broader community including number of visits to epsb.ca and followers on District social media. ● Delivered professional development to District staff on best practices for social media use and website development and maintenance. ● Hired a videographer to create informative, accessible messages to be used with parents and other stakeholders about District initiatives and priorities. 	<ul style="list-style-type: none"> ● Continue to use data around engagement patterns to inform best practices in the District. Will build upon identified areas of strength. ● Continue to offer professional development to staff to ensure up-to-date and effective practice.

Priority 3:

Enhance public education through communication, engagement and partnerships.

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.

Why this outcome is important:

The entire community has a role to play in supporting student success. 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 and learn in the classroom no matter their background, capabilities or circumstances, we will need to work closely with our fellow community stakeholders who share our commitment to the success and wellbeing of children and youth.

What did we hear in the 2017 District Feedback Survey:

Staff indicated that the District has partnerships to support student success (92 per cent). In schools, teaching and learning staff indicated that their school has partnerships that support student success (93 per cent) and partnerships that provide access to supports and services for students with challenging circumstances (90 per cent). Over half of parents who responded to the survey indicated their child's school has partnerships that support student success (59 per cent), while 34 per cent did not know.

Community organizations who participated in the survey indicated they are satisfied with the access they have to school space to support programs and services they offer (95 per cent). The community members who responded to the survey indicated they perceive schools are accessible by people with limited mobility (72 per cent agreed; 15 per cent did not know) and that schools are available to book for community activities (54 per cent agreed; 35 per cent did not know).

What our results tell us:

- District staff value the opportunity to collaborate and work with community partners in support of student success. While school staff are significantly aware of the presence of community partners in their school, parents are less familiar with these same partners. It is not clear if this is simply a matter of parents not realizing these supporting adults work for an agency other than the District. There is opportunity for the District to improve communication that acknowledges the support of our community partners who walk alongside our students on their learning journeys.
- Our community partners indicated satisfaction with their designated space in schools. Members of the general community seem less aware of the accessibility of school space.

Priority 3:

Enhance public education through communication, engagement and partnerships.

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> As part of the District's partnership framework, launched the School-Community Relationship Identifier, a tool to identify community supports and resources in each school. Initiated work to develop an information sharing protocol between the District and agency staff who directly work in our schools. 	<ul style="list-style-type: none"> As part of the District's partnership framework: <ul style="list-style-type: none"> Analyze the data collected through the Community-School Relationship Identifier to inform strategic District-level partnership engagement. Develop a central point of contact that supports initial conversation between the District and a community member. Begin development of a signing authority protocol.
<ul style="list-style-type: none"> Established an advisory committee, with membership from residents and stakeholders of the Rundle community and the City of Edmonton, to guide the community consultation process around the future use of the Rundle facility. 	<ul style="list-style-type: none"> Operationalize the Rundle Community Hub to offer programs and services to students and families of Ivor Dent School and residents in the broader community. Establish a steering committee which will include tenants, community partners and Edmonton Public Schools to oversee the initial operations of the community hub model.
<ul style="list-style-type: none"> In collaboration with the Alberta Association of Optometrists, delivered the In School Eye Evaluation (ISEE) pilot to 33 Edmonton Public Schools. There were 18.4 per cent of students in the pilot identified with vision problems and referred to an optometrist for follow-up eye care. 	<ul style="list-style-type: none"> In conjunction with the Alberta Association of Optometrists evaluate the In School Eye Evaluation (ISEE) to identify opportunities for improvement and next steps. At the time of this report the Alberta Association of Optometrists have indicated that there is no funding for Year 2.
<ul style="list-style-type: none"> Implemented Alberta Education's school nutrition pilot in two schools (Norwood and Inglewood) in partnership with Edmonton City Centre Church Corporation (E4C). The pilot provided an opportunity for the District to explore a fresh food approach to school nutrition programming. 	<ul style="list-style-type: none"> Support the Provincial School Nutrition Program (Year 2 of the nutrition pilot). Findings from Year 1's evaluation will be shared across the District to inform school nutrition programming across District schools.

Priority 3:

Enhance public education through communication, engagement and partnerships.

Goal Three: Engaged and Effective Governance

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

Why this outcome is important:

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

Key Performance Indicators

District Indicator	Results (in percentages)				
	2013	2014	2015	2016	2017
Number of staff, students, parents and community members who responded to the District Feedback Survey.					31,542
For 2017, the following responded to the survey: 12,456 Grades 3 and 5 students; 9,340 Grades 8 and 11 students; 5,444 staff; 3,873 parents; 429 community members or partners. Responses from the 2017 survey will serve as a baseline. .					

What did we hear in the 2017 District Feedback Survey:

The Board of Trustees and Superintendent provide overall direction to the District. When asked, staff indicated decisions made by the Superintendent support the well-being of students (93 per cent) and staff (88 per cent). Similarly, staff indicated decisions made by the Board of Trustees support the success and well-being of students (84 per cent) and staff (77 per cent). Staff also confirmed a high level of awareness of the District's strategic direction (93 per cent).

Survey results from students indicate that 45 per cent of students in Grades 8 and 11 are aware of the Student Senate and 40 per cent of these same students know how to bring forward an idea or issue to a member of the Student Senate.

The Community identified the following preferences for giving feedback to the District: District Feedback Survey (77 per cent), email (46 per cent), school principals (34 per cent), in person (34 per cent), and Edmonton Public School's website (33 per cent).

What our results tell us:

- Engagement is a critical strategy in how the District receives feedback. Survey results indicate the District continues to build confidence with members of the broader community around how community voice serves to inform key decisions (58 per cent). Feedback from parents indicates almost half of parents have helped to inform the development of their child's school plan. There is the opportunity for the District to build upon current engagement strategies and explore additional means of reaching our stakeholders.
- In its first year, the Student Senate reached out across District high schools and into some junior high schools. Survey results from students indicate that 45 per cent of students in Grades 8 and 11 are aware of the Student Senate and 40 per cent of these same students know how to bring forward an

Priority 3:

Enhance public education through communication, engagement and partnerships.

idea or issue to a member of the Student Senate. These figures for the Student Senate serve as a baseline reflecting student awareness.

- District staff expressed a high level of confidence in the leadership and decision-making of both the Board of Trustees and the Superintendent. Foundational to the direction of their leadership is the District Strategic Plan; 93 per cent of District staff positively confirmed their awareness of the Plan. The direction of the Plan is a shared responsibility between the Board of Trustees and the Superintendent and serves as the foundation to the District's work in support of students.

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> • Delivered the 2017 District Feedback Survey as one tool to monitor the District's progress in advancing its Strategic Plan. The District surveyed Grades 3, 5, 8 and 11 students, staff, parents and community members and partners. In total, the District received 31,542 responses to the survey. Data from the 2017 implementation will serve as a baseline indicator. 	<ul style="list-style-type: none"> • Implement the District Feedback Survey on an annual basis as a tool to enable the District to monitor its District Strategic Plan and to enable the ability of schools and the District to identify areas of success and areas for improvement.
<ul style="list-style-type: none"> • Engaged with community and parents around key decisions about District infrastructure. <ul style="list-style-type: none"> ○ Established working committees and engaged with communities in the mature neighbourhoods of Britannia, Rosslyn and Westlawn to discuss the possible consolidation of schools. ○ Following the announcement from the Government of Alberta to provide funding to consolidate Highlands, Mount Royal and Montrose Schools, engaged with community around the closure of Mount Royal and Montrose schools to help inform first steps. ○ Held public visioning sessions during the design phase of the Mill Creek School replacement. ○ Engaged with communities to set the attendance areas for the 11 new schools set to open in 2017-2018. ○ Consulted with communities impacted by the closure of the Winterburn School Junior High Program. 	<ul style="list-style-type: none"> • Engage community and parents around student accommodation and future needs and use of District infrastructure, including: <ul style="list-style-type: none"> ○ Continue to engage with the Britannia and Rosslyn communities to determine school consolidation concepts. ○ Conduct public information and community visioning sessions, as required, throughout the design and construction phases of the Highlands School Project. ○ Continue engagement and support to community during final design phase and construction of the Mill Creek replacement school. ○ Initiate community engagement regarding proposed attendance areas for new schools in Larkspur and McConachie neighbourhoods. ○ Continue with the program review of the Child Study Centre at Garneau School.

Priority 3:

Enhance public education through communication, engagement and partnerships.

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> Engaged with staff, community and parents on the review of the Child Study Centre at Garneau School; recommendations were made to support the District's Alternative Program Review Process (2016-2020). Utilized an online engagement tool, ThoughtExchange, to engage with school principals and lease holders on the District lease rate structure. 	
<ul style="list-style-type: none"> Implemented the Student Senate to promote student governance and provide meaningful student voice. District high schools identified students to serve on the Senate. The Senate elected three Student Trustees to engage directly with the Board of Trustees. The work of the Senate was supported by an annual work plan and accomplishments were reported at a June public Board meeting. 	<ul style="list-style-type: none"> Continue the Student Senate to promote student governance and to provide meaningful student voice.
<ul style="list-style-type: none"> Supported the Board of Trustees in the creation of three new policies. In particular, created new Board Policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments to align with Alberta Education's <i>School Act</i> and revised eight related policies to ensure alignment with the Board Policy AE.BP. Consulted with stakeholders through an online survey on five policies. In total, 10 Administrative Regulations and 24 Board Policies were revised in 2016-2017. 	<ul style="list-style-type: none"> Will revise two existing policies to reflect alignment with Board Policy AE.BP. Continue to support the work of the Trustee Policy Review Committee.

Priority 3:

Enhance public education through communication, engagement and partnerships.

What we accomplished in 2016-2017	What we plan to do
<ul style="list-style-type: none"> In response to Bill 1: <i>An Act to Reduce School Fees</i>, revised Board Policy CO.BP Fiscal Oversight and Accountability, and Administrative Regulation HBN.AR School Fees to ensure compliance with Bill 1. To promote compliance, developed supporting materials, tools and forms and provided training to school staff. To ensure consistent communication with schools and families, created a Guide to Schools and provided information on the District and school websites. 	<ul style="list-style-type: none"> Continue to identify ways to streamline processes within the District in response to Bill 1: <i>An Act to Reduce School Fees</i>. Prepare the District to implement Phase II of Bill 1 when directed by Alberta Education.
<ul style="list-style-type: none"> Supported the Board of Trustees in the review and adoption of the School Trustee electoral boundaries - coming into effect with the October 2017 municipal election. 	
<ul style="list-style-type: none"> Used posts on social media and the District website during the municipal election to educate the public on the role of trustees and school boards. 	
<ul style="list-style-type: none"> Paid the membership fee for all school councils to belong to and receive training and services from the Alberta School Councils' Association. 	<ul style="list-style-type: none"> Will pay membership fee for all school councils to belong to and receive training and services from the Alberta School Councils' Association.

Summary of Financial Results and Budget Summary

Summary of 2016-2017 Financial Results

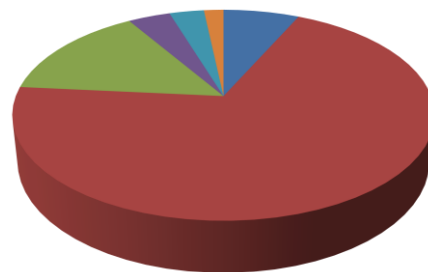
Student achievement continues to be the primary focus in every one of the District's schools. The District's priorities, budgeting process, and results review reflect this focus.

Actual Operating Expenses by block

For the Year ended August 31, 2017

(all dollar amounts are expressed in thousands)

	2016 - 2017	
	\$	%
INSTRUCTION - ECS	76,891	6.9%
INSTRUCTION - GRADES 1 - 12	772,196	69.5%
PLANT OPERATIONS AND MAINTENANCE	164,043	14.7%
TRANSPORTATION	42,788	3.9%
BOARD & SYSTEM ADMINISTRATION	35,026	3.2%
EXTERNAL SERVICES	19,815	1.8%
	<u>1,110,759</u>	<u>100.0%</u>



Operational Results:

- The District's total operational expenses for 2016-2017 were \$1,110.7 million as compared to \$1,045.0 million in 2015-2016.
- Operational expenses do not include capital expenditures either financed out of operating or with capital funding.
- Annual operating expenses exceeded revenues by \$1.7 million resulting in an operating deficit.
- Total accumulated surplus decreased by \$1.7 million:
 - Transfer from internally restricted operating reserves of \$19.0 million;
 - Net increase of \$6.6 million to capital reserves;
 - Investment in capital assets increased by \$10.7 million.
- The capital reserve was increased by \$6.6 million:
 - Transfer to capital reserves of \$15.0 million;
 - \$8.4 million was used to fund a number of board approved projects including the Energy Efficiency project (\$6.9 million), Energy Retrofit Design (\$0.5 million) Centre for Education Building Air handling (\$0.4 million), McKay Roof Repair (\$0.4 million) and other approved projects (\$0.2 million).
- Average per student spending for 2016-2017 was \$12,218 which includes instruction for students in ECS, Grades 1-12, operations and maintenance of schools, transportation, and board and system administration. This figure does not include School Generated Funds or the cost for External Services.
- Instructional spending represents 76.4% of total expenses.
- Board and system administration spending was 3.2 per cent of total expenses and falls under the 3.6 per cent Provincial spending cap.

School Generated Funds (SGF):

- Unexpended SGF at August 31, 2017 was \$4.9 million compared to \$5.1 million at the beginning of the school year. \$2.1 million of the current year unexpended funds is included in Deferred Revenue and \$2.8 million is included in Accumulated Surplus.
- Gross receipts in SGF during the year were \$25.4 million comprised of \$12.7 million in fees, \$2.0 million in fundraising, \$5.5 million in gifts and donations, and \$5.2 million in other sales and services.
- Uses of SGF totaled \$18.9 million and related primarily to extra-curricular activities and field trips.
- Additional SGF expenses of \$6.6 million relate to direct costs of other sales and services and fundraising.

Detailed information regarding the District's audited financial statements can be obtained from Financial Services at (780)970-5243 or can be viewed at the district's website at:

<https://www.epsb.ca/ourdistrict/budget/auditedfinancialstatements>

The provincial roll up of jurisdictions' Audited Financial Statements is provided at:

<https://education.alberta.ca/financial-statements/school-jurisdictions/>

Budget Summary**Fall 2017 Update to the 2017-2018 Budget**

On November 28, 2017, the Board of Trustees formally approved the Fall Update to the 2017-2018 Budget.

Background on the Fall Budget process

Each school and central decision unit prepared a revised budget in the fall of 2017 based on updated September 30th enrolment, current staffing FTEs, as well as the planned use of surplus funds.

Budget Highlights

The Fall Budget Update is based on total expenses of \$1.210 billion. Alberta Education requires Boards to report the government contributions to the Alberta Teachers' Retirement Fund (ATRF), which is estimated at \$59.4 million. The overall budget increase of \$49.0 million from the 2017-2018 Spring Approved Budget results from:

- 1) Increase in the use of net surplus carry forwards of \$34.3 million.
- 2) Increase in revenues due to enrolment and other adjustments totaling \$14.7 million or 1.3 per cent.

Related Facts

- Classroom Improvement Fund (CIF) grant of \$10.6 million is new for 2017-2018 and was established as part of the central table Memorandum of Agreement between the Teachers Employer Bargaining Association and the Alberta Teachers Association. The intent of this grant is to improve the student experience in the classroom.
- The 2017-2018 fall budget update reflects a planned operating deficit of \$61.5 million which is offset by the planned use of the District's accumulated operating surplus.
- Student enrolment assumptions are based on a total of 98,914 students, a decrease of 166 students or 0.2 per cent compared to the spring projected enrolment count and an increase of 3,272 or 3.4 per cent over September 2016.
- Fee revenue matches the Bill 1 submission to the Province which was completed after the spring approved budget was prepared.
- Total FTE's are now budgeted at 9,097, with certificated staff representing 57 per cent (or 5,210 FTE's) followed by support staff at 25 per cent (or 2,313 FTE's).
- The 2017-2018 budgeted System Administration and Board Governance block spending is 3.2 per cent of total budget spending, which is under the 3.6 per cent spending cap set by the Province.

EPSB's 2017-2018 Fall budget update can be found on EPSB's website.

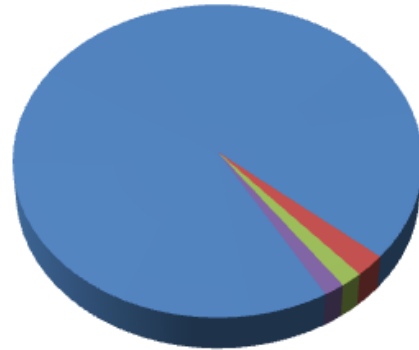
Edmonton Public Schools - Revenue & Expense Analysis

2017-2018 Fall Revised Budget

Revenue by source

(all dollar amounts are expressed in thousands)

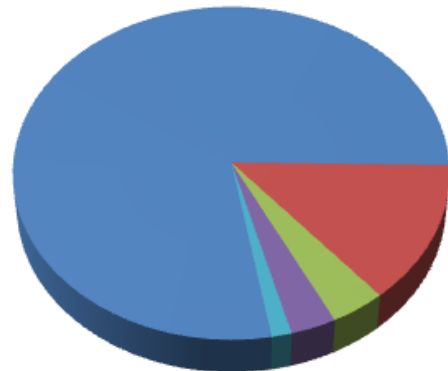
	2017-2018	
	\$	%
Government of Alberta	1,085,604	94.4%
Fees	26,476	2.3%
Sales and Services	18,794	1.6%
Other	17,887	1.6%
	<u>1,148,761</u>	<u>100.0%</u>



Expenses by program

(all dollar amounts are expressed in thousands)

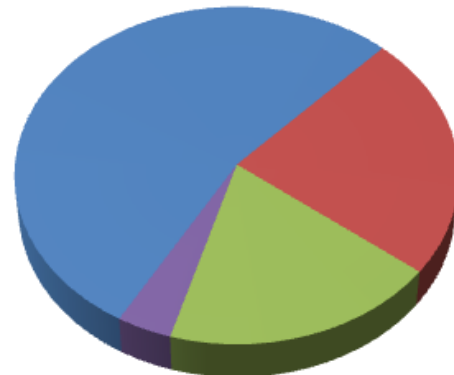
	2017-2018	
	\$	%
ECS - Grade 12 Instruction	944,249	78.0%
Plant Operations and Maintenance	163,914	13.5%
Transportation	46,496	3.8%
Board and System Administration	38,608	3.2%
External Services	16,974	1.4%
	<u>1,210,241</u>	<u>100.0%</u>



Expenses by object

(all dollar amounts are expressed in thousands)

	2017-2018	
	\$	%
Certificated salaries, wages and benefits expense	650,433	53.8%
Non-certificated salaries, wages and benefits expense	283,285	23.4%
Services, contracts and supplies expense	230,633	19.1%
Amortization & other expenses	45,890	3.8%
	<u>1,210,241</u>	<u>100.0%</u>



Capital and Facilities Projects and Plans

The District strives to provide high quality learning and working environments for all of its students and staff. To achieve this goal, the District is guided by the Infrastructure Planning Principles Policy. The District Infrastructure Plan provides the overarching framework that informs strategy, priority and action plan development to guide how the District distributes alternative and special needs programs, secures, improves and maintains school building infrastructure, accommodates growth and ensures students have equitable access to learning environments to meet their needs, regardless of where they live. This work is informed and reported through the 10-year Facility Plan, a 3-Year Capital Plan, the High School Accommodation Plan, the Alternative Program Review, the Major Maintenance and Renewal Plan, Growth Accommodation Plans, Space for Students in Mature Communities and other initiatives and sub-initiatives.

The District's Three-Year Capital Plan 2018-2021, guided by the Planning Principles, was approved by the Board on April 25, 2017, and submitted to the Province of Alberta. The Plan was amended on September 12, 2017 to provide information for Space for Students in Mature Communities projects based on analysis from consultations.

Capital and Facilities Projects

The following is a list of capital and facilities projects for the 2016-2017 school year:

New School Buildings

Nine new school buildings and the 11 new schools housed in them were completed and equipped to welcome students for September 5, 2017

- Constable Daniel Woodall (Windermere) K-6
- David Thomas King (Secord) K-9
- Donald R. Getty (Chappelle) K-9
- Dr. Lila Fahlman (Allard) K-9
- Hilwie Hamdon (Hudson) K-9
- Ivor Dent (replacement school in Lawton area) K-9
- Jan Reimer (The Orchards) K-9
- Kim Hung (Granville) K-7 (temporarily at Michael Phair School until January 2018)
- Michael Phair (Webber Greens) 7-9
 - Closed junior high program in Winterburn School into Michael Phair School
- Shauna May Seneca (Walker) K-7 (temporarily at Jan Reimer School until January 2018)
- Svend Hansen (Laurel) K-9

Modernizations

Several modernizations were underway during the 2016-2017 school year, and include the following:

- Vimy Ridge Academy (95 per cent complete)
- Ross Sheppard (continuing)
- Lillian Osborne (95 per cent complete and occupied)
- Caernarvon (continuing)
- Mill Creek Integrated Project Delivery (IPD) process initiated
- Alberta School for the Deaf (continuing)

Replacement School/School Consolidation

On March 21, 2017, the Government of Alberta announced funding for the Highlands School project to consolidate Montrose, Mount Royal and Highlands schools and replace them with a modernized school. Planning was also initiated for two new constructions, a Grades 7-9 school in the Larkspur neighbourhood and a Kindergarten to Grade 6 school in the developing neighbourhood of McConachie.

Addressing Student Enrolment Growth Pressures

Over the course of the 2016-2017 school year, 13 modular classrooms funded by Alberta Education were installed, and two additional modular classrooms were funded from Capital Reserve and installed.

Infrastructure, Maintenance and Renewal Projects

Nine hundred and twenty five (925) Infrastructure, Maintenance and Renewal Projects totaling \$26 million were initiated and completed. In addition \$4 million of surplus funds were invested in facility upgrades on an equity basis.

High School Accommodation Projects

Administration presented the High School Accommodation Framework 2016-2019 to the Board of Trustees on February 14, 2017. As well, facility improvements of \$2,000,000 were made in attendance area high schools (Harry Ainlay, J. Percy Page, Jasper Place, Queen Elizabeth and W.P. Wagner schools) to maximize capacity, to provide short term relief from enrolment pressure or to begin to incrementally prepare schools in a phased way for future student enrolment.

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

The second phase of the Early Years Program strategy was completed in 2016-2017, with 16 additional schools offering Pre-Kindergarten programming in the south and west areas of the City.

Reinvestment in Central Services Facilities to accommodate extra supports for growing school/student populations

To accommodate extra supports for growing school and student populations in the District, the following initiatives were pursued:

- Donald Ross upfit for District staff
- Centre for Education renovations and update
- Archives and Museum restoration

Summary of Facility and Capital Plans

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

Whistleblower Protection

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in the Annual Education Results Report or combined Three Year Education Plan/Annual Education Results Report.

Edmonton Public Schools is committed to acting with integrity and to ethical behaviour in all matters. As such, the District created the Administrative Regulation [FBEC.AR](https://www.edmonton.ca/ourdistrict/policy/f/fbec-ar)—Public Interest Disclosure (Whistleblower Protection), available here: [epsb.ca/ourdistrict/policy/f/fbec-ar](https://www.edmonton.ca/ourdistrict/policy/f/fbec-ar), effective December 1, 2014, to assign roles, responsibilities and define expectations for District procedures that facilitate employees to make confidential disclosures about serious wrongdoing in a safe setting that is free from reprisal.

Edmonton Public Schools reported no disclosures for 2016–2017.



Appendix A: District Feedback Survey

In April 2017, the District surveyed students in Grades 3, 5, 8, and 11, staff, parents and community. The complete 2017 District Feedback Survey report is found on the [District's website](#), which includes results from five surveys:

- Grade 3 and 5 students
- Grades 8 and 11 students
- Staff
- Parents
- Community Members and Partners

The 2017 District Feedback Survey is a comprehensive report. For the purpose of the 2016-2017 Annual Education Results Report and 2017-2020 Three-Year Education Plan, measures that most directly align to the District's Strategic Goals and Outcomes are included. The question used in this 3YEP/AERR, the survey delivered, and the number of respondents to the survey (n) are included along with the results.

Priority 1, Goal 1

Question	Agree	Disagree	Don't Know
Q3. I feel my child will be ready for learning in Grade 1 (Pre-Kindergarten/Kindergarten Parents Only, n=433)	88.22%	4.39%	7.39%
Q2. I know what my child must be able to do in order to be successful in Kindergarten/Grade 1 (Pre-Kindergarten/Kindergarten Parents Only, n=433)	88.69%	6.00%	5.31%
Q2. I know what children in my Pre-Kindergarten/Kindergarten classes must be able to do in order to be successful in Kindergarten/Grade 1 (T&L Staff: Pre-Kindergarten and Kindergarten Teachers and EAs Only, n=682)	97.66%	0.44%	1.91%
This year I had access to supports and resources to help my Pre-Kindergarten/Kindergarten children reach the developmental milestone of:			
• Q3. Awareness of Self and Environment for learning in Grade 1 (T&L Staff: Pre-Kindergarten and Kindergarten Teachers and EAs Only, n=682)	88.56%	2.2%	9.24%
• Q4. Social Skills and Approaches to Learning for learning in Grade 1 (T&L Staff: Pre-Kindergarten and Kindergarten Teachers and EAs Only, n=682)	89.88%	1.76%	8.36%
• Q5. Cognitive Skills for learning in Grade 1 (T&L Staff: Pre-Kindergarten and Kindergarten Teachers and EAs Only, n=682)	87.39%	2.93%	9.68%
• Q6. Language and Communication for learning in Grade 1 (T&L Staff: Pre-Kindergarten and Kindergarten Teachers and EAs Only, n=682)	87.97%	3.37%	8.65%

Question	Agree	Disagree	Don't Know
<ul style="list-style-type: none"> Q7. Physical Development - Fine motor for learning in Grade 1 (T&L Staff: Pre-Kindergarten and Kindergarten Teachers and EAs Only, n=682) 	87.68%	3.23%	9.09%
<ul style="list-style-type: none"> Q8. Physical Development - Gross motor for learning in Grade 1 (T&L Staff: Pre-Kindergarten and Kindergarten Teachers and EAs Only, n=682) 	88.12%	2.94%	8.94%

Priority 1, Goal 2

Question	Agree	Disagree	Don't Know
Q1. Learning is important to me (Student Grades 3 & 5, n=12,456)	96.68%	3.33%	0.00%
Q1. Learning is important to me (Student Grades 8 & 11, n=9,340)	93.08%	4.32%	2.59%
Q4. I feel my child enjoys learning (Parents, n=3,873)	92.12%	6.89%	0.98%
Q8. My school has helped me improve in Mathematics (Student Grades 3 & 5, n=12,456)	93.82%	6.18%	0.00%
Q11. My school experience has helped me improve in Mathematics (Student Grades 8 & 11, n=9,340)	80.02%	14.8%	5.17%
Q9. The experience of school has helped my child improve in Mathematics (Parents, n=3,873)	82.47%	12.11%	5.42%
Q9. My school has helped me write for different purposes (Student Grades 3 & 5, n=12,456)	94.69%	5.31%	0.00%
Q12. My school experience has helped me write for different purposes (Student Grades 8 & 11, n=9,340)	78.17%	14.85%	6.98%
Q10. The experience of school has helped my child write in a variety of ways for different purposes (Parents, n=3,873)	78.54%	12.81%	8.65%
Q10. My school has helped me understand the information I read (Student Grades 3 & 5, n=12,456)	95.01%	5.00%	0.00%
Q13. My school experience has helped me understand the information I read (Student Grades 8 & 11, n=9,340)	86.95%	8.80%	4.25%
Q11. The experience of school has helped my child understand the information they read (Parents, n=3,873)	89.26%	6.82%	3.92%
Q4. My teachers and school staff help me learn (Student Grades 3 & 5, n=12,456)	97.85%	2.15%	0.00%

Question	Agree	Disagree	Don't Know
Q5. My teachers and school staff help me learn (Student Grades 8 & 11, n=9,340)	88.45%	7.82%	3.74%
Q9. I am confident in my ability to engage my students in meaningful learning experiences across the curriculum (T&L Staff: Teachers Only, n=3,418)	99.15%	0.67%	0.18%
Staff Q56. I have the knowledge and skills to program for/support students in need of specialized supports and services (T&L Staff Only, n=4,338)	82.41%	14.71%	2.88%
Q57. I have the knowledge and skills to program for/support students who are English Language Learners (ELL) (T&L Staff Only, n=4,338)	73.49%	22.27%	4.24%
Q58. I have the knowledge and skills to program for/support students who are First Nations, Métis, or Inuit (FNMI) (T&L Staff Only, n=4,338)	71.65%	20.95%	7.40%

Priority 1, Goal 3

Question	Agree	Disagree	Don't Know
Transition to post-secondary Q20. My school prepares me for transition to post-secondary (Student Grades 8 & 11, n=9,340)	66.13%	18.63%	15.24%
Q15. My child is being prepared at school for successful transition to post-secondary (Grades 7-12 Parents Only, n=1,051)	66.03%	16.94%	17.03%
Q3. Edmonton Public Schools prepares students for a successful transition to post-secondary (Community, n=429)	69.46%	15.62%	14.92%
Q20. My school prepares students for successful transition to post-secondary (T&L Staff - Grades 7 - 12 Only, n=1,659)	78.18%	9.65%	12.18%
Transition to world of work Q21. My school prepares me for transition to the world of work (Student Grades 8 & 11, n=9,340)	58.60%	29.25%	12.14%
Q16. My child is being prepared at school for successful transition to the world of work (Grades 7-12 Parents Only, n=1,051)	56.61%	22.07%	21.31%
Q4. Edmonton Public Schools prepares students for a successful transition to the world of work (Community, n=429)	61.31%	22.38%	16.32%

Question	Agree	Disagree	Don't Know
Q22. My school prepares students for successful transition to the world of work (T&L Staff - Grades 7 - 12 Only, n=1,659)	75.89%	14.23%	9.89%
Q22. At school, I have learned about the various career options and possibilities available to me as I transition to post-secondary or the world of work (Grade 11 only, n=3,860)	69.84%	22.95%	7.20%
Q24. Students can access career planning assistance and resources in my school (T&L Staff - Grades 7 - 12 Only, n=1,659)	81.61%	8.5%	9.89%

Skill/Knowledge/Attitude	Q13. What skills, knowledge and/or attitudes are most important for students to have when entering the workforce?(Select your top 5 from the list below) (Parents, n=3,873)	Q2. What skills, knowledge and/or attitudes are most important for students to have when entering the workforce? (Select your top 5 from the list below) (Community, n=429)
Reading	16.24%	17.10%
Writing	13.42%	14.45%
Document Use	1.31%	1.40%
Numeracy	8.01%	7.80%
Oral Communication	15.22%	14.79%
Digital Technology	7.64%	7.51%
Thinking	14.43%	14.02%
Working with Others	15.54%	16.09%
Continuous Learning	8.18%	6.84%

Priority 2, Goal 1

Question	Agree	Disagree	Don't Know
<u>Safe</u> Q15. I feel safe at school (Student Grades 3 & 5, n=12,456)	94.99%	5.01%	0.00%
Q34. I feel safe at school (Student Grades 8 & 11, n=9,340)	87.09%	7.10%	5.81%
Q17. My child's school is focused on student safety (Parents, n=3,873)	89.52%	6.45%	4.03%
Q5. Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools: Are focused on student safety (Community, n=429)	85.32%	7.93%	6.76%
Q25. My school is a safe learning environment for students (T&L Staff Only, n=4,338)	97.32%	2.14%	0.53%
Q17. I feel safe when I am online at school (Student Grades 3 & 5, n=12,456)	90.52%	9.48%	0.00%
Q37. I feel safe when I am online at school (Student Grades 8 & 11, n=9,340)	89.57%	6.16%	4.27%
Q36. I feel safe when travelling to or from school (Student Grades 8 & 11 n=9,340)	90.52%	6.01%	3.47%
Q26. District working environments are safe (Staff n=5,444)	96.16%	2.06%	1.78%
<u>Welcoming</u> Q18. I feel welcome at my child's school (Parents, n=3,873)	89.67%	7.67%	2.66%
Q6. Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools feel welcoming (Community, n=429)	86.24%	8.39%	5.36%
Q28. My school feels welcoming (T&L Staff Only, n=4,338)	96.75%	2.83%	0.41%
Q29. District working environments are welcoming (n=5,444)	95.06%	2.44%	2.50%
<u>Belonging</u> Q26. I feel I belong in my school (Student Grade 3 & 5, n=12,456)	89.61%	10.39%	0.00%
Q47. I feel I belong in my school (Student Grade 8 & 11, n=9,340)	77.42%	13.37%	9.22%
<u>Inclusive</u> Q22. I feel my child belongs/is included in his/her school (Parents, n=3,873)	91.87%	6.46%	1.68%

Question	Agree	Disagree	Don't Know
Q27. My school is a place where differences are respected (e.g. beliefs, cultures, identities, religions) (Student Grade 3 & 5, n=12,456)	94.06%	5.93%	0.00%
Q48. My school is a place where differences are respected (e.g. beliefs, cultures, identities and religions) (Student Grade 8 & 11, n=9,340)	82.51%	12.67%	4.82%
Q23. My child's school respects the diversity of all people (e.g. beliefs, cultures, identities and religions) (Parents, n=3,873)	92.82%	3.52%	3.67%
Q7. Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools respect the diversity of all people (e.g. beliefs, cultures, identities and religions) (Community, n=429)	88.58%	6.29%	5.13%
Q31. My school/central department respects the diversity of all people (e.g. beliefs, cultures, identities and religions) (Staff, n=5,444)	97.21%	2.08%	0.72%
Q32. District working environments are inclusive (Staff n=5,444)	95.02%	2.00%	2.98%
Healthy Q38. District working environments are healthy (Staff n=5,444)	88.06%	8.25%	3.69%
Q30. My school has helped me make good choices about daily physical activity (Student Grade 3 & 5, n=12,456)	93.54%	6.47%	0.00%
Q52. My school experience has helped me make good choices about daily physical activity (Student Grade 8 & 11, n=9,340)	72.64%	20.48%	6.87%
Q24. School has helped my child make good choices about daily physical activity (Parent, n=3,873)	80.71%	10.62%	8.68%
Q31. My school has helped me make good choices about healthy eating (Student Grade 3 & 5, n=12,456)	89.28%	10.73%	0.00%
Q53. My school experience has helped me make good choices about healthy eating (Student Grade 8 & 11, n=9,340)	54.49%	34.27%	11.23%
Q25. School has helped my child make good choices about healthy eating (Parents, n=3,873)	70.36%	14.95%	14.69%
Q32. In my school, I can get the support I need for my mental and physical well-being (Student Grade 3 & 5, n=12,456)	91.59%	8.41%	0.00

Question	Agree	Disagree	Don't Know
Q54. In my school, I can get the support I need for my mental and physical well-being (Student Grade 8 & 11, n=9,340)	70.28%	17.56%	12.16%
Q26. At school, my child can get the support they need for their mental or physical well-being (Parents, n=3,873)	70.13%	13.76%	16.11%
<u>Citizenship</u> Q27. My child's school encourages students to demonstrate citizenship (being involved in your community and respecting other people) (Parents, n=3,873)	90.08%	4.75%	5.16%
Q41. My school encourages students to demonstrate citizenship (T&L Staff Only, n=4,338)	96.64%	2.54%	0.83%
Q33. I know how I need to behave in school (Student Grade 3 & 5, n=12,456)	98.17%	1.83%	0.00%
Q55. I know how I need to behave in school (Student Grade 8 & 11, n=9,340)	96.04%	2.51%	1.46%

Priority 2, Goal 2

Question	Agree	Disagree	Don't Know
Q38. My school building is well kept (Student Grade 3 & 5, n=12,456)	94.43%	5.56%	0.00%
Q60. My school building is well maintained (Student Grade 8 & 11, n=9,340)	78.77%	15.51%	5.73%
Q29. My child's school building is well maintained (Parents, n=3,873)	88.58%	8.42%	3.00%
Q8. Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools are well maintained facilities within the community (Community, n=429)	84.85%	11.19%	3.96%
Q43. My place of work is well maintained (Staff, n=5,444)	93.43%	6.21%	0.37%
Q40. Learning spaces inside the school are kept clean (Student Grade 3 & 5, n=12,456)	90.98%	9.03%	0.00%
Q62. Learning spaces inside the school are kept clean (Student Grade 8 & 11, n=9,340)	81.00%	14.61%	4.38%
Q45. My place of work is kept clean (Staff, n=5,444)	92.92%	6.83%	0.24%

Question	Agree	Disagree	Don't Know
Technology Q49. Technology in my place of work is well maintained (Staff n=5,444)	94.65%	4.19%	1.16%
Q50. Technology in my place of work is reliable (Staff n=5,444)	93.24%	6.17%	0.59%
Q51. Technology in my place of work is up to date/current (Staff n=5,444)	88.57%	9.07%	2.35%
Q52. My school has access to technology to support teaching and learning (T&L Staff Only, n=4,338)	96.36%	2.63%	1.01%
Location of District Schools Q30. Schools in Edmonton Public Schools are appropriately located to meet K-12 student population demand (Parents, n=3,873)	57.30%	28.59%	14.12%
Q10. Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools are appropriately located to meet K-12 student population demand (Community, n=429)	63.87%	25.17%	10.96%

Priority 2, Goal 3

Question	Agree	Disagree	Don't Know
Q69. Career development opportunities are available to me within the District (Staff n=5,444)	85.27%	7.64%	7.09%
Q74. I can access professional learning to help me develop my leadership skills (Staff n=5,444)	82.24%	5.25%	12.51%
Q75. The leadership development opportunities I have experienced in the District have helped me become a better leader (Staff n=5,444)	65.89%	7.09%	27.02%
Q76. I have opportunities to use my leadership skills in the District (Staff n=5,444)	70.11%	9.17%	20.72%
Q61. Edmonton Public Schools supports employee professional development and growth (Staff n=5,444)	94.01%	4.70%	1.29%

Priority 2, Goal 4

Question	Agree	Disagree	Don't Know
<u>Culture of Excellence</u> Q94. Edmonton Public Schools is a great place to work (Staff n=5,444)	96.12%	2.24%	1.63%
<u>Accountability</u> Q31. In general, staff at my child's school demonstrate accountability (Parents, n=3,873)	83.16%	8.80%	8.03%
Q77. In general, staff in my school/central department demonstrate accountability (Staff, n=5,444)	94.88%	3.27%	1.86%
<u>Collaboration</u> Q33. In general, staff at my child's school demonstrate collaboration with parents/guardians (Parents, n=3,873)	84.28%	9.94%	5.78%
Q79. In general, staff in my school/central department demonstrate collaboration (Staff, n=5,444)	95.68%	3.40%	0.92%
<u>Integrity</u> Q37. In general, staff at my child's school demonstrate integrity (Parents, n=3,873)	89.96%	5.35%	4.70%
Q85. In general, staff in my school/central department demonstrate integrity (Staff, n=5,444)	95.94%	2.73%	1.32%
<u>Equity</u> Q35. In general, staff at my child's school demonstrate equity (Parents, n=3,873)	83.16%	7.23%	9.60%
Q83. In general, staff in my school/central department demonstrate equity (Staff, n=5,444)	93.46%	3.73%	2.81%
<u>Evidence-based practices</u> Q92. Edmonton Public Schools uses research and evidence to inform District planning and decision-making (Staff n=5,444)	80.60%	2.87%	16.53%
<u>Efficiency</u> Q91. Edmonton Public Schools operates as efficiently as possible within its allocated resources (Staff n=5,444)	78.69%	7.38%	13.92%

Priority 3, Goal 1

Question	Agree	Disagree	Don't Know
Q43. I am aware of opportunities to be involved in my child's education (Parents, n=3,873)	83.82%	10.82%	5.37%
Q107. My school offers parent(s)/guardian(s) multiple ways to be involved in their child's education (T&L Staff Only, n=4,338)	94.95%	2.47%	2.58%
Q45. The information I receive about my child's learning at school helps me to support my child (Parents, n=3,873)	82.13%	14.98%	2.89%
Q48. I have adequate opportunities to communicate with my child's teacher(s) (n=3,873)	87.37%	10.30%	2.32%

	Q44. This year I have had the opportunity to be involved in my child's education by: (Select all that apply, n=3,873)
Monitoring homework	75.08%
Volunteering in my child's classroom and/or school	47.22%
Attending school events	71.62%
Attending school-parent/guardian council meetings	37.85%
Attending parent/guardian-teacher conferences	77.43%
Other	9.14%

	Q55. Select the ways you keep informed about Edmonton Public Schools (Select all that apply) (Parents, n=3,873)
Word of mouth	36.02% (6th)
Following Edmonton Public Schools on social media	17.09% (9th)
Newspaper, Radio or TV	26.49% (8th)
Roadside signage	14.72% (10th)
Viewing the Superintendent's Notebook	2.76% (12th)
Visiting Edmonton Public Schools website www.epsb.ca	30.39% (7th)
Visiting the school website	37.90% (5th)
Other	4.93% (11th)
Conversations with your child	83.01% (2nd)
Speaking with other parent(s)/guardian(s)	62.77% (3rd)
Emails from your child's teacher(s)	48.59% (4th)
SchoolZone	92.43% (1st)

Priority 3, Goal 2

Question	Agree	Disagree	Don't Know
Q53. My child's school has community partnerships that support student success (Parents, n=3,873)	58.71%	6.92%	34.37%
Q108. My school has partnerships that support student success (T&L Staff Only, n=4,338)	92.77%	2.63%	4.61%
Q109. My school has partnerships that provide access to supports and services for students with challenging circumstances (T&L Staff Only, n=4,338)	89.86%	5.35%	4.79%
Q110. Edmonton Public Schools has partnerships that support student success (Staff, n=5,444)	91.57%	2.33%	6.10%
Q9. Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools are: Available to book for community activities (Community n=429)	54.08%	11.42%	34.50%

Question	Agree	Disagree	Don't Know
Q11. Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools are: Accessible by people with limited mobility (Community n=429)	71.56%	13.52%	14.92%
Q12. My organization has access to the school space required to support the services and programs we offer (CEO/Executive Director/Leader and Member of an Organization only, n=112)	94.64%	1.79%	3.57%

Priority 3, Goal 3

Question	Agree	Disagree	Don't Know
Q50. Edmonton Public Schools uses feedback from parents/guardians, students, and the broader community to improve services to students and communities (Community n=429)	58.28%	18.65%	23.08%
Q56. Staff in my child's school build trusting positive relationships within the school community (Parents n=3,873)	80.07%	5.86%	14.07%
Q66. I am aware of the role of the Student Senate (Student Grades 8 & 11 n=9,340)	45.27%	54.73%	n/a
Q67. I am aware of how to bring forward an idea/issue to my Student Senate representative (Student Grades 8 & 11 n=9,340)	40.39%	59.61%	n/a
Q62. I have had opportunities to provide input into the School Plan of my child's school (Parents n=3,873)	43.38%	25.15%	31.47%
Decisions made by the following support the success and well being of students: (Staff n=5,444) ● Q116. Superintendent of Schools	93.00%	2.06%	4.94%
Decisions made by the following support the success and well being of students: (Staff n=5,444) ● Q117. Board of Trustees	83.69%	3.64%	12.67%
Decisions made by the following support the success and well being of staff: (Staff n=5,444) ● Q119. Superintendent of Schools	88.23%	4.68%	7.09%
Decisions made by the following support the success and well being of staff: (Staff n=5,444) ● Q120. Board of Trustees	76.67%	6.87%	16.46%
● Q113. I am aware of the Priorities and Goals outlined in the District Strategic Plan (Staff, n=5,444)	93.33%	6.67%	n/a

	Q32. Select the ways you would prefer to give feedback to Edmonton Public Schools: (Select all that apply, Community n=429)
Feedback survey	76.69% (1st)
Phone	17.25% (7th)
Email	46.39% (2nd)
Social media	19.11% (6th)
Trustees	12.12% (8th)
School principals	33.80% (3rd)
Edmonton Public Schools website	32.63% (5th)
In person	33.57% (4th)
Other	3.73% (9th)

Appendix B: Accountability Pillar Evaluation Reference

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00

Notes:

- 1) The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

Category Evaluation

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

Appendix C: Notes for Accountability Pillar

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

Priority 1, Goal 2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
6. Aggregated Diploma results are a weighted average of per cent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
7. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
8. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
9. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
10. Survey results for the province and school authorities were impacted by changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey tool in 2014.
11. Percentage of students in Grades 4-12 reporting they get help with reading and writing when they need it results were derived from Accountability Pillar data.

Priority 1, Goal 3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of Grade 10 students who are tracked over time.
3. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
5. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Provincial and District Priority: First Nations, Métis and Inuit (FNMI) Students are Successful

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of per cent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of per cent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
9. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of Grade 10 students who are tracked over time.

10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.

Priority 2, Goal 1

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Priority 2, Goal 3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Priority 2, Goal 4

Notes:

3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Priority 3, Goal 1

Notes:

5. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
6. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

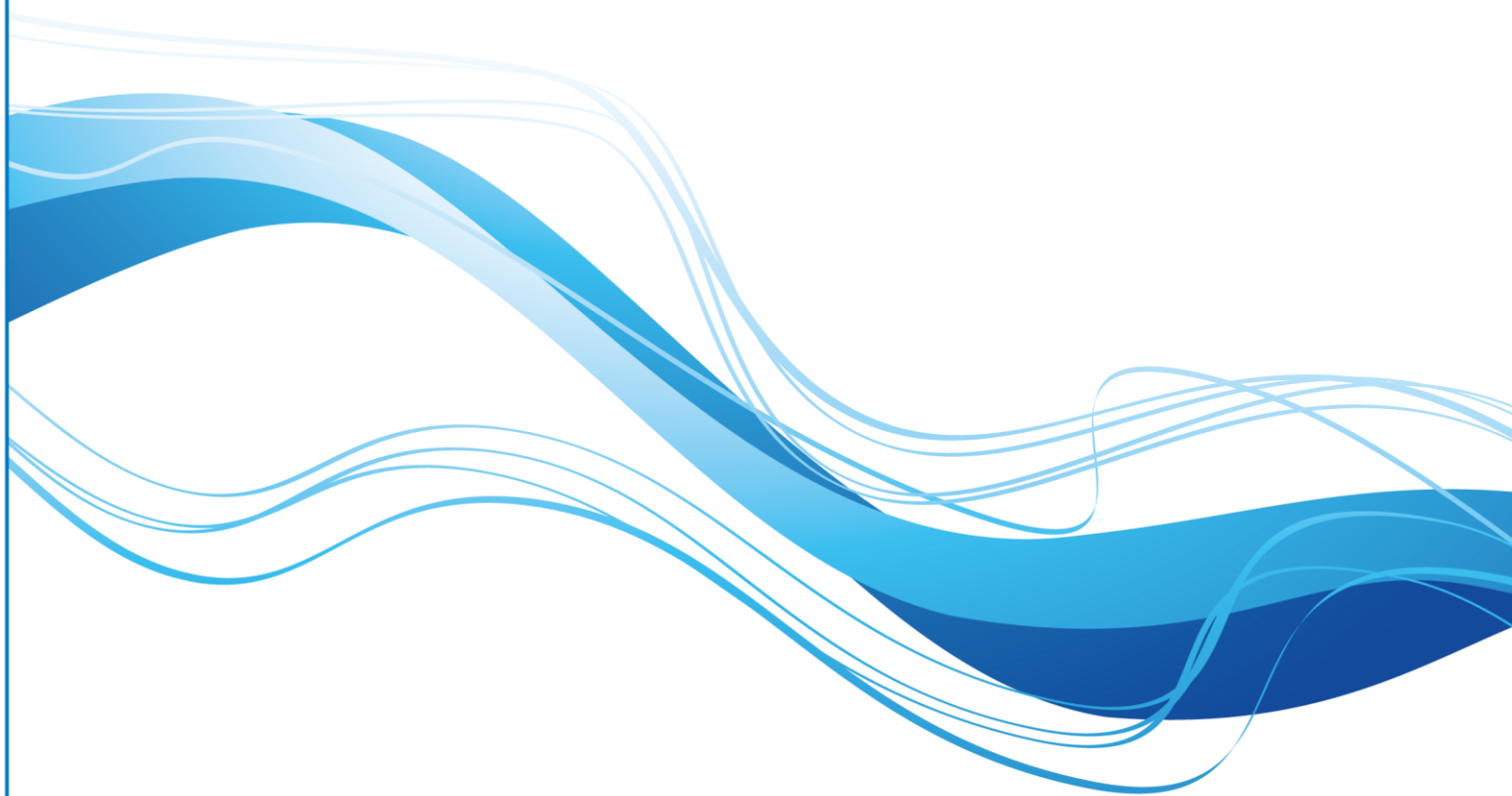
Sources:

The Hanen Centre. 2016. Language and Literacy Development in Preschool Children. Retrieved from: <http://www.hanen.org/Programs/For-Educators/Learning-Language-Loving-It.aspx> on September 28, 2017.

Statistics Canada. 2017. *Edmonton, CY [Census subdivision], Alberta and Canada [Country]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released September 13, 2017.

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Edmonton Public Schools is helping to shape the future in every one of our classrooms. We're focused on ensuring each student learns to their full potential and develops the ability, passion and imagination to pursue their dreams and contribute to their community.



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	
<p><i>Key Highlights</i></p> <ul style="list-style-type: none">• 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	<p><i>Moving Forward</i></p> <ul style="list-style-type: none">• 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	
<p><i>Key Highlights</i></p> <ul style="list-style-type: none">• 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	<p><i>Moving Forward</i></p> <ul style="list-style-type: none">• 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	
<p><i>Key Highlights</i></p> <ul style="list-style-type: none">• 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	<p><i>Moving Forward</i></p> <ul style="list-style-type: none">• 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.

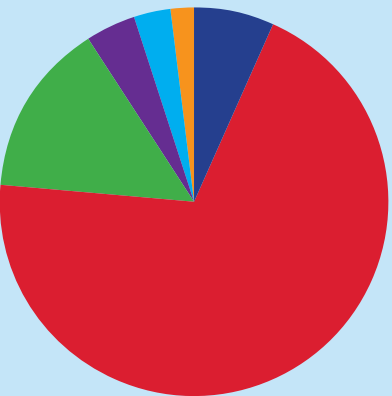
Goal One: A focus on well-being and student citizenship	
<p><i>Key Highlights</i></p> <ul style="list-style-type: none">89.8 per cent of teachers, parents and students agree students are safe at school, are treated fairly, and are learning the importance of caring for and respecting others*Continued to identify a Comprehensive School Health (CSH) lead teacher in each school to support curricular instruction and strategies for a culture of wellness for students84.9 per cent of teachers, parents and students are satisfied that students model active citizenship*	<p><i>Moving Forward</i></p> <ul style="list-style-type: none">Finalize development of a District Mental Health Framework, in alignment with the provincial Mental Health Framework, and provide professional learning opportunities related to the frameworkContinue 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 EducationContinue 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	
<p><i>Key Highlights</i></p> <ul style="list-style-type: none">Opened 11 new schools in September 2017Provided building enhancements such as front entrance upgrades, new paint, and heating and ventilation projects to 175 schools95.9 per cent of students using yellow bus service have one-way trips under 60 minutes**	<p><i>Moving Forward</i></p> <ul style="list-style-type: none">Continue to support school modernizations and the Highlands, Larkspur and McConachie projectsWork on concept designs for a new high school in the Heritage Valley areaContinue 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	
<p><i>Key Highlights</i></p> <ul style="list-style-type: none">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	<p><i>Moving Forward</i></p> <ul style="list-style-type: none">Continue to support professional learning for central, school and catchment area staffContinue to support the development of District leaders through the Leadership Development and the Principal Readiness frameworksContinue to support the Summer Institutes and training during school breaks
Goal Four: A culture of excellence and accountability	
<p><i>Key Highlights</i></p> <ul style="list-style-type: none">Introduced Strategic Plan Updates as a way of regularly communicating about progress toward achieving the District’s strategic goals91.1 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	<p><i>Moving Forward</i></p> <ul style="list-style-type: none">Continue providing Strategic Plan Updates to communicate between the Board of Trustees and District Administration, and with the general publicAdministration will support the newly elected Board of Trustees as they develop their four-year strategic directionContinue 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	
<p><i>Key Highlights</i></p> <ul style="list-style-type: none">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	<p><i>Moving Forward</i></p> <ul style="list-style-type: none">Seek input from parents to inform the review and update of the District Strategic Plan 2018–2022Continue to collaborate with the Alberta School Councils’ Association in support of District school councils
Goal Two: Supports for the whole child	
<p><i>Key Highlights</i></p> <ul style="list-style-type: none">Launched the School-Community Relationship Identifier, a tool to identify community supports and resources available in each schoolEstablished an advisory committee to guide the community consultation process around the future use of the Rundle facility upon the opening of Ivor Dent SchoolImplemented Alberta Education’s school nutrition pilot in two schools in partnership with E4C	<p><i>Moving Forward</i></p> <ul style="list-style-type: none">Analyze data collected from the School-Community Relationship Identifier to help inform next steps for strategic, District partnershipsEstablish 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 modelSupport 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	
<p><i>Key Highlights</i></p> <ul style="list-style-type: none">31,542 staff, students, parents and community members responded to the District Feedback SurveyEngaged with community and parents around several key decisions about District infrastructureFully implemented the Student Senate to promote student governance and provide a meaningful student voice to the Board of Trustees	<p><i>Moving Forward</i></p> <ul style="list-style-type: none">Implement the District Feedback Survey on an annual basis as a tool to allow the District to monitor progress on achieving its Strategic PlanEngage with community and parents around student accommodation and future infrastructure needsContinue 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%
	\$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.

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